VISION
We inspire learning by providing the greatest public education to each and every student.

MISSION
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE
Prepare all students to thrive in their future.

CORE VALUES
Learning
Relationships
Respect
Excellence
Equity

Board of Education
Mr. Philip Kauffman
President

Mrs. Patricia B. O’Neill
Vice President

Mr. Christopher S. Barclay

Ms. Shirley Brandman

Dr. Judith R. Docca

Mr. Michael A. Durso

Mrs. Rebecca Smondrowski

Mr. Justin C. Kim
Student Member

School Administration
Dr. Joshua P. Starr
Superintendent of Schools

Mr. Larry A. Bowers
Chief Operating Officer

Dr. Beth Schiavino-Narvaez
Deputy Superintendent of School Support and Improvement

Dr. Kimberly A. Statham
Deputy Superintendent of Teaching, Learning, and Programs

850 Hungerford Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org
ACKNOWLEDGEMENTS

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

   Office of the Chief Operating Officer
   Office of the Deputy Superintendent of School Support and Improvement
   Office of the Deputy Superintendent of Teaching, Learning, and Programs
   Office of the Chief Technology Officer
   Office of Curriculum and Instructional Programs
   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 special education programs may be directed to the Office of Special Education and Student Services.

Questions concerning staffing may be directed to the Office of the Chief Operating Officer.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>i</td>
</tr>
<tr>
<td>Guidelines to Reporting Data</td>
<td>iii</td>
</tr>
<tr>
<td>II. ELEMENTARY SCHOOL PROFILES</td>
<td>1</td>
</tr>
<tr>
<td>III. MIDDLE SCHOOL PROFILES</td>
<td>137</td>
</tr>
<tr>
<td>IV. HIGH SCHOOL PROFILES</td>
<td>177</td>
</tr>
<tr>
<td>V. SPECIAL SCHOOL PROFILES</td>
<td>205</td>
</tr>
<tr>
<td>VI. DEFINITIONS OF TERMS AND DATA ELEMENTS</td>
<td>213</td>
</tr>
<tr>
<td>VII. INDEX</td>
<td>221</td>
</tr>
<tr>
<td>VIII. PLANNING GUIDE</td>
<td>227</td>
</tr>
</tbody>
</table>
SECTION I

INTRODUCTION
INTRODUCTION

Montgomery County Public Schools (MCPS) Special Education at a Glance, which includes a copy of the Guide to Planning and Assessing School-Based Special Education Programs, provides in a single document, information about the special education population at each MCPS school, including enrollment, staffing, special education services, and outcome measures. MCPS Special Education at a Glance is a companion document to MCPS Schools at a Glance and contains information that can be used to inform school improvement plans and to identify best practices to improve outcomes for students with disabilities.
Guidelines for Reporting Data

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

**Student Enrollment 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
Arcola Elementary School - #790

2013–2014 Official School Enrollment¹ ² = 708

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0</td>
<td>52.0</td>
<td>≤5.0</td>
<td>8.3</td>
<td>17.5</td>
<td>68.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>44.8</td>
<td>75.6</td>
<td>9.0</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.9</td>
<td>78.1</td>
<td>≤5.0</td>
<td>12.5</td>
<td>20.3</td>
<td>59.4</td>
<td>≤5.0</td>
<td>6.3</td>
<td>≤5.0</td>
<td>57.8</td>
<td>84.4</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>72.2</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

SPED students living in attendance area³ = 92

Students in Attendance Area Sent to Schools Outside Attendance Area (33)² ³

<table>
<thead>
<tr>
<th>Arcola ES</th>
<th>Glen Haven ES</th>
<th>Cashell ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Klepper Mill ES</td>
<td>Greencastle ES</td>
<td>Highland ES</td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td>Kemp Mill ES</td>
<td>Hernando ES</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>Rock Creek Valley ES</td>
<td>Woodlin ES</td>
</tr>
<tr>
<td>Rock View ES</td>
<td>Flora M. Singer ES</td>
<td>Twinbrook ES</td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td>Strathmore ES</td>
<td>Weller Road ES</td>
</tr>
<tr>
<td>Woodlin ES</td>
<td>Westover ES</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

SPED Attendance Rate² ³ = 91.8%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = 15.0%

Number of Special Education Teachers = 8.5

Number of Special Education Paraeducators = 10.124

Elementary Home School Model (Inclusion)

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see introduction.
3 Outcome data reflect 2012–2013 school year.

First 20 schools listed.
### 2013–2014 Official School Enrollment\(^1 \times 2 = 837\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.7</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^1 \times 2\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.5</td>
<td>73.5</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services\(^1 \times 2 = 7,567\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
<td>51.3</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>73.3</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>46.7</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>20.0</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>67</td>
<td>4</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)\(^2 \times 3\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities (K–5)</td>
</tr>
<tr>
<td>Preschool Education Program (PEP)</td>
</tr>
<tr>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
<tr>
<td>Preschool Education Program (PEP) Inc.</td>
</tr>
<tr>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

### Special Education Suspensions\(^2 \times 3\)

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Number of Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
</tr>
</tbody>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

**Ashburton Elementary School - #425**

Principal: Mrs. Charlene E. Garran  
Community Supt: Dr. Donna S. Hollingshead  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/ashburtones/
**Bannockburn Elementary School - #420**

Principal: Mr. Daniel Walder  
Office Phone: (301) 320-6555  
Community Supt: Dr. Donna S. Hollingshead  
Fax Number: (301) 320-6559  
School Hours: 9:10-3:30  
Cluster Name: Walt Whitman

### 2013–2014 Official School Enrollment² ² = 398

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.2</td>
<td>51.8</td>
<td>≤5.0</td>
<td>10.8</td>
<td>≤5.0</td>
<td>7.5</td>
<td>≤5.0</td>
<td>68.1</td>
<td>10.8</td>
<td>10.8</td>
<td>≤5.0</td>
<td>5.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% MU</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.7</td>
<td>91.3</td>
<td>≤5.0</td>
<td>8.7</td>
<td>8.7</td>
<td>≤5.0</td>
<td>65.2</td>
<td>8.7</td>
<td>13.0</td>
<td>8.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.500</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
### 2013–2014 Official School Enrollment² ³ = 681

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.9</td>
<td>57.1</td>
<td>15.3</td>
<td>10.4</td>
<td>29.1</td>
<td>≤5.0</td>
<td>39.2</td>
<td>6.0</td>
<td>13.1</td>
<td>28.2</td>
<td>13.5</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.4</td>
<td>82.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.7</td>
<td>34.8</td>
<td>≤5.0</td>
<td>47.8</td>
<td>≤5.0</td>
<td>18.5</td>
<td>33.7</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>22</td>
<td>88.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>23.1</td>
<td>46.2</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>34</td>
<td>10</td>
<td>29.4</td>
<td>13</td>
<td>38.2</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (53)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Location</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (34)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashburnton</td>
<td>Ashburnton ES</td>
<td>Lucy V. Barnsley ES</td>
</tr>
<tr>
<td>Bannockburn</td>
<td>Beall ES</td>
<td></td>
</tr>
<tr>
<td>Lucy V. Barnsley</td>
<td>Beall ES</td>
<td></td>
</tr>
<tr>
<td>Brooke Grove</td>
<td>Brooke Grove ES</td>
<td></td>
</tr>
<tr>
<td>Brown Station</td>
<td>Glenallan ES</td>
<td></td>
</tr>
<tr>
<td>Beverly Farms</td>
<td>Glenallan ES</td>
<td>Lakeview ES</td>
</tr>
<tr>
<td>Capt. James E. Daly</td>
<td>Regional Inst. for Children and Adolescents</td>
<td></td>
</tr>
<tr>
<td>East Silver Spring</td>
<td>Rock Creek Valley ES</td>
<td></td>
</tr>
<tr>
<td>Fairland</td>
<td>Carl Sandburg Learning Center</td>
<td></td>
</tr>
<tr>
<td>Fallsmead</td>
<td>Wayside ES</td>
<td></td>
</tr>
<tr>
<td>Candlewood</td>
<td>Maryvale ES</td>
<td></td>
</tr>
<tr>
<td>Cloverly</td>
<td>Maryvale ES</td>
<td></td>
</tr>
<tr>
<td>College Gardens</td>
<td>Meadow Hall ES</td>
<td></td>
</tr>
<tr>
<td>East Silver Spring</td>
<td>Rock Creek Valley ES</td>
<td></td>
</tr>
<tr>
<td>Fairland</td>
<td>Carl Sandburg Learning Center</td>
<td></td>
</tr>
<tr>
<td>Fallsmead</td>
<td>Wayside ES</td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>84.6</td>
<td>--</td>
<td>--</td>
<td>92.3</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>94.7</td>
<td>--</td>
<td>--</td>
<td>84.2</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>24</td>
<td>85.7</td>
<td>28</td>
<td>22</td>
<td>78.6</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deaf &amp; Hard/Hearing Program (Oral/Aural)</td>
</tr>
<tr>
<td>Gifted and Talented/Learning Disabled</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.5</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.125</td>
</tr>
</tbody>
</table>
### Beall Elementary School - #207

Principal: Mr. Elliot M. Alter  
Community Supt: Dr. Donna S. Hollingshead  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/bealles/

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>45.3</td>
<td>54.7</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>22.2</td>
<td>77.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>2</td>
<td>8.7</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (31)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>2</td>
<td>8.7</td>
</tr>
</tbody>
</table>

### Special Education Services

- Augmentative Communication Program (K–2)
- Language Disabilities (Prekindergarten)
- Resource

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>= 94.9%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)² ³</th>
<th>= ≤5.0%</th>
</tr>
</thead>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

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

### Number of Special Education Teachers

- 3.5

### Number of Special Education Paraeducators

- 3.562

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.
Bel Pre Elementary School - #780

2013–2014 Official School Enrollment¹ ² = 471

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6</td>
<td>54.4</td>
<td>7.0</td>
<td>43.1</td>
<td>38.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.6</td>
<td>≤5.0</td>
<td>43.9</td>
<td>70.5</td>
<td>9.3</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² Number Percent

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.2</td>
<td>81.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>54.5</td>
<td>25.0</td>
<td>≤5.0</td>
<td>9.1</td>
<td>≤5.0</td>
<td>40.9</td>
<td>65.9</td>
</tr>
</tbody>
</table>

In home school² Not in home school²

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

SPED students living in attendance area²

Not in home school²

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>53.3</td>
<td>--</td>
<td>6.7</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>11</td>
<td>50.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (--)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Pre ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Brookhaven ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cloverly ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Farmland ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Glenian ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>North Chevy Chase ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock View ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sherwood ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stonegate ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Westover ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodlin ES</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (35)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Pre ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Brookhaven ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cloverly ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Farmland ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Glenian ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>North Chevy Chase ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock View ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sherwood ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stonegate ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Westover ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodlin ES</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>45.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Elementary Home School Model (K–2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Teachers</td>
</tr>
<tr>
<td>Number of Special Education Paraeducators</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 592

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Percentage</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>Percentage</th>
<th>SPED students living in attendance area³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>Ashburnton ES</th>
<th>Bells Mill ES</th>
<th>Beverley Farms ES</th>
<th>Brown Station ES</th>
<th>Burning Tree ES</th>
<th>Burning Tree ES</th>
<th>DuFief ES</th>
<th>Diamond ES</th>
<th>Flower Valley ES</th>
<th>Stone Mill ES</th>
<th>Layonsville ES</th>
<th>Westminster ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>92.3</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>24.0</td>
<td>33.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>86.7</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>14.3</td>
<td>85.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>100.0</td>
<td>&lt;5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³</td>
<td>≥95.0%</td>
<td></td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³ ⁴</td>
<td>9.7%</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Autism (K–2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.125</td>
<td></td>
</tr>
</tbody>
</table>

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Belmont Elementary School - #513

Principal: Mr. Evan J. Pinkowitz  
Community Supt: Dr. Myra J. Smith  
School Hours: 8:45 - 3:05  
www.montgomeryschoolsmd.org/schools/belmontes/

**2013–2014 Official School Enrollment**  
<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.2</td>
<td>51.8</td>
<td>≤5.0</td>
<td>6.5</td>
<td>6.5</td>
<td>10.7</td>
<td>≤5.0</td>
<td>73.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.8</td>
<td>10.0</td>
<td>31</td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)**  
<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29.0</td>
<td>71.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>12.9</td>
<td>19.4</td>
<td>≤5.0</td>
<td>64.5</td>
<td>≤5.0</td>
<td>12.9</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Elementary Students Receiving Special Education Services**  
<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)**  

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All</th>
<th>LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>91.7</td>
<td>--</td>
<td>8.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

**Home School of Students Receiving Special Education Services (--)**  

| Home School | Belmont ES | Greenwood ES | Brooke Grove ES | Cloverly ES | Fairland ES | Flower Valley ES | Carl Sandburg Learning Center | Woodfield ES |

**Students in Attendance Area Sent to Schools Outside Attendance Area**  

| Students in Attendance Area Sent to Schools Outside Attendance Area (--) | Belmont ES | Greenwood ES | Brooke Grove ES | Cloverly ES | Fairland ES | Flower Valley ES | Carl Sandburg Learning Center | Woodfield ES |

**Maryland School Assessments (SPED)**  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Other Participation**  

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate</td>
<td>≥95.0%</td>
<td></td>
</tr>
<tr>
<td>SPED Mobility Rate</td>
<td>(Entrants + Withdrawals)</td>
<td>8.1%</td>
</tr>
</tbody>
</table>

**Special Education Services**  

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>2.750</td>
</tr>
</tbody>
</table>

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

**2** Data suppressed (-- ) to comply with new federal guidance, see introduction.

**3** Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
### Bethesda Elementary School - #401

**Principal:** Ms. Lisa S. Seymour  
7600 Arlington Road Bethesda, MD 20814  
**Community Supt:** Dr. Donna S. Hollingshead  
Fax Number: (301) 657-4973  
**School Hours:** 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/bethesdaes/  
Cluster Name: B-CC, Walt Whitman

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ²</th>
<th>493</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>48.5</td>
<td>51.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>31.6</td>
<td>68.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)² ³</th>
<th>Home School of Students Receiving Special Education Services (--)² ⁴</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴</th>
</tr>
</thead>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>7.122</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment² = 593

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>51.4</td>
<td>48.6</td>
<td>≤5.0</td>
<td>27.3</td>
<td>5.4</td>
<td>9.8</td>
<td>≤5.0</td>
<td>50.6</td>
<td>6.7</td>
<td>5.6</td>
<td>≤5.0</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²²

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>37.0</td>
<td>63.0</td>
<td>≤5.0</td>
<td>15.2</td>
<td>13.0</td>
<td>17.4</td>
<td>≤5.0</td>
<td>50.0</td>
<td>≤5.0</td>
<td>10.9</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

In home school²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

Not in home school²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³² = 7,567

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>50.0</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

SPED students living in attendance area²

<table>
<thead>
<tr>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

Not in home school²

<table>
<thead>
<tr>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>Bells Mill ES</th>
<th>Beverly Farms ES</th>
<th>Ritchie Park ES</th>
<th>South Lake ES</th>
<th>Wayside ES</th>
<th>Stone Mill ES</th>
<th>Travilah ES</th>
<th>Wayside ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>5.0</td>
<td>81.8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>66.7</td>
<td>--</td>
<td>--</td>
<td>83.3</td>
</tr>
</tbody>
</table>

### Other Participation

#### Special Education Suspensions²²

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### SPED Attendance Rate²² = ≥95.0%

#### SPED Mobility Rate (Entrants + Withdrawals)²³ = 8.7%

### Number of Special Education Teachers

<table>
<thead>
<tr>
<th>Number</th>
<th>Learning and Academic Disabilities (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>--</td>
</tr>
</tbody>
</table>

### Number of Special Education Paraeducators

<table>
<thead>
<tr>
<th>Number</th>
<th>--</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Fax</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Beth L. Brown</td>
<td>(301) 469-1050</td>
<td>(301) 469-1058</td>
<td><a href="http://www.montgomeryschoolsmd.org/schools/beverlyfarmses/">www.montgomeryschoolsmd.org/schools/beverlyfarmses/</a></td>
</tr>
</tbody>
</table>

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.
### Bradley Hills Elementary School - #410

Principal: Ms. Sandra S. Reece  
Community Supt: Dr. Donna S. Hollingshead

8701 Hartsdale Avenue  Bethesda, MD 20817  
Fax Number: (301) 571-6969

School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/bradleyhills/

Cluster Name: Walt Whitman

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All LRE's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% SPED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Special Education Enrollment</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All LRE's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All LRE's</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number</td>
<td>500</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Bradley Hills ES</th>
<th>Burning Tree ES</th>
<th>Rock Creek Forest ES</th>
<th>Bethesda ES</th>
<th>Brown Station ES</th>
<th>Burning Tree ES</th>
<th>Carderock Springs ES</th>
<th>Rockrose ES</th>
<th>Takoma Park ES</th>
<th>Wood Acres ES</th>
<th>Wyngate ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Resource (K–5)</th>
<th>Number of Special Education Teachers</th>
<th>1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>0.625</td>
<td></td>
</tr>
</tbody>
</table>
**Broad Acres Elementary School - #304**

Principal: Dr. Peter H. Bray

Community Supt: Dr. Myra J. Smith

School Hours: 8:35 - 3:05

**2013–2014 Official School Enrollment² ³ = 720**

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.3</td>
<td>50.7</td>
<td>5.7</td>
<td>13.5</td>
<td>80.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>66.4</td>
<td>94.3</td>
<td>6.7</td>
<td></td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³**

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.4</td>
<td>64.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>14.6</td>
<td>81.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>83.3</td>
<td>95.0</td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,557**

<table>
<thead>
<tr>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)²**

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>75.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>27.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (--)² ³**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Broad Acres ES</th>
<th>Chevy Chase ES</th>
<th>Cannon Road ES</th>
<th>Greencastle ES</th>
<th>Cresthaven ES</th>
<th>Dr. Charles R. Drew ES</th>
<th>Fairland ES</th>
<th>Galway ES</th>
<th>Jackson Road ES</th>
<th>Carl Sandburg Learning Center</th>
<th>Stonegate ES</th>
<th>Waters Landing ES</th>
<th>Westover ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>75.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>27.8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

**Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ³**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Broad Acres ES</th>
<th>Chevy Chase ES</th>
<th>Cannon Road ES</th>
<th>Greencastle ES</th>
<th>Cresthaven ES</th>
<th>Dr. Charles R. Drew ES</th>
<th>Fairland ES</th>
<th>Galway ES</th>
<th>Jackson Road ES</th>
<th>Carl Sandburg Learning Center</th>
<th>Stonegate ES</th>
<th>Waters Landing ES</th>
<th>Westover ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

**Note.** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

**Maryland School Assessments (SPED)² ³**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Other Participation**

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = 94.4%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 38.4%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Number of Special Education Teachers**

3.0

**Number of Special Education Paraeducators**

3.875

**Special Education Services**

Elementary Home School Model (Inclusion)

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Brooke Grove Elementary School - #518

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

2013–2014 Official School Enrollment¹ ² = 388

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.4</td>
<td>53.6</td>
<td>≤5.0</td>
<td>17.3</td>
<td>21.4</td>
<td>12.4</td>
<td>≤5.0</td>
<td>47.2</td>
<td>≤5.0</td>
<td>9.5</td>
<td>25.5</td>
<td>16.2</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² Number Percent

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>66.7</td>
<td>≤5.0</td>
<td>9.5</td>
<td>34.9</td>
<td>15.9</td>
<td>≤5.0</td>
<td>33.3</td>
<td>6.3</td>
<td>11.1</td>
<td>49.2</td>
</tr>
</tbody>
</table>

In home school² Number Percent

Not in home school² Number Percent

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

SPED students living in attendance area² Number

Not in home school² Number

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
<td>23.1</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>21</td>
<td>13</td>
<td>61.9</td>
<td>4</td>
<td>19.0</td>
<td>19.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>4.0</td>
<td>40.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>10.0</td>
<td>20.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (35)³ ⁴

<table>
<thead>
<tr>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy V. Barnsley ES</td>
</tr>
<tr>
<td>Belmont ES</td>
</tr>
<tr>
<td>Cannon Road ES</td>
</tr>
<tr>
<td>Brooke Grove ES</td>
</tr>
<tr>
<td>Clevery ES</td>
</tr>
<tr>
<td>Sherwood ES</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Galway ES</td>
</tr>
<tr>
<td>Greencastle ES</td>
</tr>
<tr>
<td>Greenwood ES</td>
</tr>
<tr>
<td>Jackson Road ES</td>
</tr>
<tr>
<td>Olney ES</td>
</tr>
<tr>
<td>Sherwood ES</td>
</tr>
<tr>
<td>South Lake ES</td>
</tr>
<tr>
<td>Stonegate ES</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>64.7</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>68.8</td>
<td>--</td>
<td>--</td>
<td>62.5</td>
</tr>
</tbody>
</table>

Other Participation

SPED Attendance Rate² ³ = 94.8%
SPED Mobility Rate (Entrants + Withdrawals)² ³ = 11.8%

Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td>4.809</td>
<td>Elementary Learning Center</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
### Brookhaven Elementary School - #807

Principal: Mr. Shahid A. Muhammad  
Office Phone: (301) 460-2140  
Community Supt: Ms. Bronda L. Mills  
Fax Number: (301) 460-2460

School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/brookhavens/

Cluster Name: Downcounty Consortium

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ² = 457</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
<td>% AS</td>
</tr>
<tr>
<td>43.5</td>
<td>56.5</td>
<td>≤5.0</td>
<td>6.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>32.4</td>
<td>67.6</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567</th>
<th>SPD students living in attendance area²</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)²</th>
<th>Home School of Students Receiving Special Education Services (713) ⁴</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>N All LRE's</td>
<td>N ≥ 80% (LRE A)</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Maryland School Assessments (SPED)² ³</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Number Tested</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = 94.4%</td>
<td>Learning and Academic Disabilities (K–5)</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 8.7%</td>
<td>Preschool Education Program (PEP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0</td>
<td>6.375</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Brown Station Elementary School - #559

Principal: Dr. Carl L. Baskerville
Community Supt: Dr. LaVerne G. Kimball

851 Quince Orchard Boulevard  Gaithersburg, MD 20878
Fax Number: (301) 840-7172
School Hours: 8:50 - 3:05

Number of Students

2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.7</td>
<td>50.3</td>
<td>≤5.0</td>
<td>7.9</td>
<td>33.8</td>
<td>42.2</td>
<td>≤5.0</td>
<td>10.1</td>
<td>5.8</td>
<td>24.2</td>
<td>69.4</td>
<td>14.4</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.2</td>
<td>68.8</td>
<td>≤5.0</td>
<td>6.5</td>
<td>28.6</td>
<td>44.2</td>
<td>≤5.0</td>
<td>14.3</td>
<td>6.5</td>
<td>20.8</td>
<td>57.1</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>2</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (29)

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bells Mill ES</td>
<td></td>
</tr>
<tr>
<td>Bradley Hills ES</td>
<td></td>
</tr>
<tr>
<td>Brown Station ES</td>
<td></td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td></td>
</tr>
<tr>
<td>Diamond ES</td>
<td></td>
</tr>
<tr>
<td>DuFief ES</td>
<td></td>
</tr>
<tr>
<td>Fields Road ES</td>
<td></td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td></td>
</tr>
<tr>
<td>Jones Lane ES</td>
<td></td>
</tr>
<tr>
<td>Lakewood ES</td>
<td></td>
</tr>
<tr>
<td>Thurgood Marshall ES</td>
<td></td>
</tr>
<tr>
<td>Spark M. Matsunaga ES</td>
<td></td>
</tr>
<tr>
<td>Ronald McNair ES</td>
<td></td>
</tr>
<tr>
<td>Judith A. Resnik ES</td>
<td></td>
</tr>
<tr>
<td>Rosemont ES</td>
<td></td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td></td>
</tr>
<tr>
<td>Summit Hall ES</td>
<td></td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td></td>
</tr>
<tr>
<td>Whetstone ES</td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy V. Barnaley ES</td>
<td></td>
</tr>
<tr>
<td>Brown Station ES</td>
<td></td>
</tr>
<tr>
<td>Rachel Carson ES</td>
<td></td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td></td>
</tr>
<tr>
<td>Diamond ES</td>
<td></td>
</tr>
<tr>
<td>Germantown ES</td>
<td></td>
</tr>
<tr>
<td>Jones Lane ES</td>
<td></td>
</tr>
<tr>
<td>Longview School</td>
<td></td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td></td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td></td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td></td>
</tr>
<tr>
<td>Waters Landing ES</td>
<td></td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>46.2</td>
<td>46.2</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

| SPED Attendance Rate | 93.6% |
| SPED Mobility Rate (Entrants + Withdrawals) | 13.4% |

Special Education Services

<table>
<thead>
<tr>
<th>Elementary Home School Program (PEP) Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
<tr>
<td>Preschool Education Program (PEP) Comprehensive</td>
</tr>
<tr>
<td>Preschool Education Program (PEP) Inc.</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSOE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (–) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

First 20 schools listed.
## Burning Tree Elementary School - #419

**Principal:** Dr. Judith F. Lewis  
**Community Supt:** Dr. Donna S. Hollingshead  
**School Hours:** 9:05 - 3:25  
**Office Phone:** (301) 320-6510  
**Fax Number:** (301) 320-6538  
**www.montgomeryschoolsmd.org/schools/burningtrees/**  
**Cluster Name:** Walt Whitman

### 2013–2014 Official School Enrollment¹ ² = 502

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4</td>
<td>51.6</td>
<td>≤5.0</td>
<td>18.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>65.7</td>
<td>7.2</td>
<td>8.2</td>
<td>≤5.0</td>
<td>14.5</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.0</td>
<td>74.0</td>
<td>≤5.0</td>
<td>9.6</td>
<td>12.3</td>
<td>17.8</td>
<td>≤5.0</td>
<td>57.5</td>
<td>≤5.0</td>
<td>19.2</td>
<td>11.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>36.8</td>
<td>63.2</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>22</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>10.0</td>
<td>40.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (45)³ ⁴

- Ashburnon ES
- Bannockburn ES
- Bells Mill ES
- Bethesda ES
- Bradley Hills ES
- Burning Tree ES
- Carderock Springs ES
- Chevy Chase ES
- Carl Sandburg Learning Center
- Carderock Springs ES
- Sligo Creek ES
- Rachel Carson ES
- Wood Acres ES
- Garrett Park ES
- Rock Creek Forest ES
- Seven Locks ES
- Sargent Shriver ES
- Harmoni Hills ES
- Kensington Parkwood ES
- Viers Mill ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 93.3%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 13.4%

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Learning Center Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Burnt Mills Elementary School - #309

Principal: Ms. Lisa O. Thomas  
Community Supt: Dr. Myra J. Smith  
School Hours: 9:20 - 3:25  
www.montgomeryschoolsmd.org/schools/burntmillses/  
Cluster Name: Northeast Consortium

#### 2013–2014 Official School Enrollment¹² = 496

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.6</td>
<td>50.4</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>67.7</td>
<td>18.1</td>
<td>≤5.0</td>
<td>8.5</td>
<td>≤5.0</td>
<td>22.6</td>
<td>67.3</td>
<td>6.3</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.6</td>
<td>77.4</td>
<td>≤5.0</td>
<td>6.5</td>
<td>64.5</td>
<td>12.9</td>
<td>≤5.0</td>
<td>9.7</td>
<td>≤5.0</td>
<td>32.3</td>
<td>83.9</td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>38.5</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)²⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnt Mills ES</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Lucy V. Barnaley ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bells Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oak View ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burtonsville ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Forest ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Galway ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery Knolls ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Forest ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flora M. Singer ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stonegate ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westover ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (26)²⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not in home school²</td>
<td>26</td>
<td>48.1</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

- **SPED Attendance Rate²³ = 93.9%**
- **SPED Mobility Rate (Entrants + Withdrawals)²³ = 31.4%**

#### Special Education Services

- Elementary Home School Model
- Elementary Home School Model (Inclusion)

#### Special Education Suspensions²³

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (Hi); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
4. First 20 schools listed.
Burtonsville Elementary School - #302
Principal: Ms. Kimberly L. Kimber
Community Supt: Dr. Myra J. Smith
School Hours: 9:05 - 3:30

### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.3</td>
<td>48.7</td>
<td>16.2</td>
<td>61.2</td>
<td>12.3</td>
<td>≤5.0</td>
<td>5.5</td>
<td>≤5.0</td>
<td>16.8</td>
<td>52.1</td>
<td>5.1</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.3</td>
<td>69.7</td>
<td>≤5.0</td>
<td>6.1</td>
<td>51.5</td>
<td>21.2</td>
<td>18.2</td>
<td>≤5.0</td>
<td>15.2</td>
<td>63.6</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>88.2</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (as of 10/31/2013)

- Burnt Mills ES
- Brooke Grove ES
- Burtnsville ES
- Greenacastle ES
- Dr. Charles R. Drew ES
- Forest Knolls ES
- Glenallan ES
- Govczena ES
- Stephen Knolls School
- Montgomery Knolls ES
- Rolling Terrace ES
- Rosemary Hills ES
- Sherwood ES
- Stonegate ES

#### Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)

- In home school
- Not in home school

#### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

- SPED Attendance Rate
- SPED Mobility Rate (Entrants + Withdrawals)

#### Special Education Services

<table>
<thead>
<tr>
<th>Resource (K–5)</th>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Services</td>
<td>1.0</td>
<td>0.500</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see Introduction.

---

First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 338

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.3</td>
<td>49.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7</td>
<td>64.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>7.1</td>
<td>14.3</td>
<td>≤5.0</td>
<td>71.4</td>
<td>7.1</td>
<td>28.6</td>
<td>35.7</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>36</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candlewood ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>College Gardens ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Flower Hill ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Jones Lane ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Longview School</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Olney ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sequoyah ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stedwick ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Wayside ES</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² ³ = 94.7% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = 16.6% |

#### Special Education Services

<table>
<thead>
<tr>
<th>Resource</th>
<th>Number of Special Education Teachers 1.0</th>
<th>Number of Special Education Paraeducators 0.000</th>
<th>Special Education Services</th>
</tr>
</thead>
</table>

¹ Racial/ethnic composition figures reflect MDSE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Cannon Road Elementary School - #310

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

**2013–2014 Official School Enrollment**¹ ² = 428

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.6</td>
<td>55.4</td>
<td>≤5.0</td>
<td>10.5</td>
<td>36.4</td>
<td>40.7</td>
<td>≤5.0</td>
<td>8.2</td>
<td>≤5.0</td>
<td>15.9</td>
<td>60.5</td>
<td>12.9</td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)**³ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.3</td>
<td>72.7</td>
<td>≤5.0</td>
<td>16.4</td>
<td>23.6</td>
<td>43.6</td>
<td>≤5.0</td>
<td>12.7</td>
<td>≤5.0</td>
<td>12.7</td>
<td>58.2</td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Elementary Students Receiving Special Education Services**³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)**²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>% N</th>
<th>%</th>
<th>Broad Acres ES</th>
<th>Cannon Road ES</th>
<th>Cloverly ES</th>
<th>Cresthaven ES</th>
<th>Dr. Charles R. Drew ES</th>
<th>Georgeniel ES</th>
<th>Greencastle ES</th>
<th>Jackson Road ES</th>
<th>Roscoe R. Nix ES</th>
<th>Sargent Shriver ES</th>
<th>Sligo Creek ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>-- -- 85.7 -- ≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>-- 5 22.7 -- ≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (28)**³ ⁴

<table>
<thead>
<tr>
<th>Student</th>
<th>Cannon Road ES</th>
<th>Cloverly ES</th>
<th>Cresthaven ES</th>
<th>Dr. Charles R. Drew ES</th>
<th>Georgeniel ES</th>
<th>Greencastle ES</th>
<th>Jackson Road ES</th>
<th>Roscoe R. Nix ES</th>
<th>Sargent Shriver ES</th>
<th>Sligo Creek ES</th>
</tr>
</thead>
</table>

**Students in Attendance Area Sent to Schools Outside Attendance Area** (-)² ⁴

<table>
<thead>
<tr>
<th>Student</th>
<th>William Tyler Page ES</th>
<th>Carl Sandburg Learning Center</th>
<th>Sherwood ES</th>
<th>Stonegate ES</th>
<th>Westover ES</th>
</tr>
</thead>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

**Maryland School Assessments (SPED)**³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Special Education Services**³ ⁴

- Augmentative Communication Program (K–2)
- Augmentative Communication Program (K–5)
- Language Disabilities (Prekindergarten)
- Learning and Academic Disabilities (K–5)
- Resource (K–5)

---

**SPED Attendance Rate**² ³ = ≥95.0%

**SPED Mobility Rate (Entrants + Withdrawals)**³ ⁴ = ≤5.0%

---

**Other Participation**

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Augmentative Communication Program (K–2)</td>
</tr>
<tr>
<td></td>
<td>Augmentative Communication Program (K–5)</td>
</tr>
<tr>
<td></td>
<td>Language Disabilities (Prekindergarten)</td>
</tr>
<tr>
<td></td>
<td>Learning and Academic Disabilities (K–5)</td>
</tr>
<tr>
<td></td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

**Number of Special Education Paraeducators** 6.125

---

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 Data suppressed (-) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Carderock Springs Elementary School - #604

Principal: Mr. Rock A. Palmisano
7401 Persimmon Tree Lane Bethesda, MD 20817

Office Phone: (301) 469-1034
Fax Number: (301) 469-1115

Community Supt: Dr. Donna S. Hollingshead
School Hours: 9:05 - 3:20

www.montgomeryschoolsmd.org/schools/carderockspringses/
Cluster Name: Walt Whitman

2013–2014 Official School Enrollment¹ ² = 424

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5</td>
<td>54.5</td>
<td>-5.0</td>
<td>13.4</td>
<td>-5.0</td>
<td>8.3</td>
<td>-5.0</td>
<td>71.2</td>
<td>-5.0</td>
<td>-5.0</td>
<td>-5.0</td>
<td>8.5</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²
36

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.2</td>
<td>77.8</td>
<td>-5.0</td>
<td>11.1</td>
<td>8.3</td>
<td>5.6</td>
<td>-5.0</td>
<td>69.4</td>
<td>5.6</td>
<td>-5.0</td>
<td>-5.0</td>
<td>70.8</td>
</tr>
</tbody>
</table>

In home school²
--

Not in home school²
--

2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>-5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>-5.0</td>
<td>29.4</td>
<td>-5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>54.5</td>
</tr>
</tbody>
</table>

SPED students living in attendance area²
27

Not in home school²
--

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Deaf</td>
</tr>
<tr>
<td>Speech/Language</td>
</tr>
<tr>
<td>Visual Impairment</td>
</tr>
<tr>
<td>Emotional Disability</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Health Impairment</td>
</tr>
<tr>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
</tr>
<tr>
<td>Autism</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>Developmental Delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All LRE's</td>
</tr>
<tr>
<td>N ≥ 80% (LRE A)</td>
</tr>
<tr>
<td>N ≤ 40% (LRE C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashburnon ES</td>
</tr>
<tr>
<td>Bannockburn ES</td>
</tr>
<tr>
<td>Bradley Hills ES</td>
</tr>
<tr>
<td>Burning Tree ES</td>
</tr>
<tr>
<td>Candlewood ES</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
</tr>
<tr>
<td>Highland ES</td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
</tr>
<tr>
<td>Rosemary Hills ES</td>
</tr>
<tr>
<td>Rosemary Hills ES</td>
</tr>
<tr>
<td>Wood Acres ES</td>
</tr>
<tr>
<td>Wyngate ES</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ⁴

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>Number Proficient</td>
</tr>
<tr>
<td>Percent Proficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>Number Proficient</td>
</tr>
<tr>
<td>Percent Proficient</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>Number Proficient</td>
</tr>
<tr>
<td>Percent Proficient</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>Number Proficient</td>
</tr>
<tr>
<td>Percent Proficient</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism (K–5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,000</td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rate</th>
</tr>
</thead>
</table>

### Special Education Services

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

2. Data suppressed (--) to comply with new federal guidance, see introduction.


4. First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 958

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.4</td>
<td>48.6</td>
<td>≤5.0</td>
<td>13.3</td>
<td>6.2</td>
<td>18.1</td>
<td>≤5.0</td>
<td>55.8</td>
<td>6.6</td>
<td>12.3</td>
<td>18.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.0</td>
<td>69.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>9.5</td>
<td>29.8</td>
<td>≤5.0</td>
<td>48.8</td>
<td>7.1</td>
<td>15.5</td>
<td>34.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>% N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>36</td>
<td>94.7</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>25.0</td>
<td>16.7</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)³ ⁴

|---|------------------|------------------|------------------|-----------------------|--------------|-----------------|---------------------|-----------|---------------|------------------|------------------|-----------------|-----------------------|--------------|-----------------------|---------------------|-----------------------|

### Students in Attendance Area Sent to Schools Outside Attendance Area (43)³ ⁴

<table>
<thead>
<tr>
<th></th>
<th>Carl Sandburg Learning Center</th>
<th>Stone Mill ES</th>
<th>Travilah ES</th>
<th>Washington Grove ES</th>
<th>Waters Landing ES</th>
</tr>
</thead>
</table>

### Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>22</td>
<td>19</td>
<td>86.4</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>93.3</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>24</td>
<td>92.3</td>
<td>26</td>
<td>19</td>
<td>73.1</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = 94.5%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%**

### Special Education Services

- **Elementary Home School Model (Inclusion)**
- **Resource (K–5)**

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>47.7</td>
<td>52.3</td>
</tr>
<tr>
<td>% Male</td>
<td>52.3</td>
<td>47.7</td>
</tr>
<tr>
<td>% AM</td>
<td>11.8</td>
<td>88.2</td>
</tr>
<tr>
<td>% AS</td>
<td>13.9</td>
<td>86.1</td>
</tr>
<tr>
<td>% BL</td>
<td>19.8</td>
<td>80.2</td>
</tr>
<tr>
<td>% HI</td>
<td>53.9</td>
<td>46.1</td>
</tr>
<tr>
<td>% PI</td>
<td>56.6</td>
<td>43.4</td>
</tr>
<tr>
<td>% WH</td>
<td>47.7</td>
<td>52.3</td>
</tr>
<tr>
<td>% MU</td>
<td>10.8</td>
<td>89.2</td>
</tr>
<tr>
<td>% ESOL</td>
<td>20.4</td>
<td>79.6</td>
</tr>
<tr>
<td>% FARMS</td>
<td>11.5</td>
<td>88.5</td>
</tr>
<tr>
<td>Total Special Education Enrollment</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>48.6</td>
<td>51.4</td>
</tr>
<tr>
<td>% Male</td>
<td>51.4</td>
<td>48.6</td>
</tr>
<tr>
<td>% AM</td>
<td>5.0</td>
<td>95.0</td>
</tr>
<tr>
<td>% AS</td>
<td>5.4</td>
<td>94.6</td>
</tr>
<tr>
<td>% BL</td>
<td>37.8</td>
<td>62.2</td>
</tr>
<tr>
<td>% HI</td>
<td>24.3</td>
<td>75.7</td>
</tr>
<tr>
<td>% PI</td>
<td>47.7</td>
<td>52.3</td>
</tr>
<tr>
<td>% WH</td>
<td>27.0</td>
<td>73.0</td>
</tr>
<tr>
<td>% MU</td>
<td>5.4</td>
<td>94.6</td>
</tr>
<tr>
<td>% ESOL</td>
<td>10.8</td>
<td>89.2</td>
</tr>
<tr>
<td>% FARMS</td>
<td>35.1</td>
<td>64.9</td>
</tr>
<tr>
<td>In home school</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>Not in home school</td>
<td>22</td>
<td>59.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>29.2</td>
<td>70.8</td>
</tr>
<tr>
<td>% Male</td>
<td>70.8</td>
<td>29.2</td>
</tr>
<tr>
<td>% AM</td>
<td>5.0</td>
<td>95.0</td>
</tr>
<tr>
<td>% AS</td>
<td>8.2</td>
<td>91.8</td>
</tr>
<tr>
<td>% BL</td>
<td>24.0</td>
<td>76.0</td>
</tr>
<tr>
<td>% HI</td>
<td>33.8</td>
<td>66.2</td>
</tr>
<tr>
<td>% PI</td>
<td>5.0</td>
<td>95.0</td>
</tr>
<tr>
<td>% WH</td>
<td>29.4</td>
<td>70.6</td>
</tr>
<tr>
<td>% MU</td>
<td>5.0</td>
<td>95.0</td>
</tr>
<tr>
<td>% ESOL</td>
<td>27.4</td>
<td>72.6</td>
</tr>
<tr>
<td>% FARMS</td>
<td>44.7</td>
<td>55.3</td>
</tr>
<tr>
<td>Students in Attendance Area Sent to Schools Outside Attendance Area (%)</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>N</td>
<td>10.8</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>N</td>
<td>24.3</td>
</tr>
<tr>
<td>Deaf</td>
<td>N</td>
<td>27.0</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>N</td>
<td>29.4</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>N</td>
<td>27.4</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>N</td>
<td>44.7</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>N</td>
<td>29.2</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>N</td>
<td>70.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>N</td>
<td>5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>N</td>
<td>5.4</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>N</td>
<td>37.8</td>
</tr>
<tr>
<td>Autism</td>
<td>N</td>
<td>24.3</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>N</td>
<td>33.8</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>N</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>N</td>
<td>7,567</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)

|------------|-----------|------------|---------------|-----------|--------------|--------------------|---------------------|---------------------|-------------|--------------|-------------|-------------|----------------|------------------|

### Maryland School Assessments (SPED) (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate</th>
<th>SPED Mobility Rate (Entrants + Withdrawals)</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.5%</td>
<td>12.5%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>5.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>6,000</td>
</tr>
</tbody>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 730

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4</td>
<td>51.6</td>
<td>&lt;5.0</td>
<td>39.5</td>
<td>11.6</td>
<td>9.6</td>
<td>&lt;5.0</td>
<td>33.6</td>
<td>5.3</td>
<td>9.5</td>
<td>13.8</td>
<td>7.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.2</td>
<td>64.8</td>
<td>&lt;5.0</td>
<td>22.2</td>
<td>14.8</td>
<td>18.5</td>
<td>&lt;5.0</td>
<td>38.9</td>
<td>5.0</td>
<td>16.7</td>
<td>16.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>&lt;5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>&lt;5.0</td>
<td>29.4</td>
<td>&lt;5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>20.0</td>
<td>73.3</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Grove ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ashburn ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clearspring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Capt. James E. Daly ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clarksburg ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Germantown ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>William B. Gibbs, Jr. ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ronald McNair ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Goshen ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Dr. Sally K. Ride ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Lois P. Rockwell ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Laytonsville ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Little Bennett ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Longview School</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stedwick ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodfield ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

## Maryland School Assessments (SPED)² ³

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Resource (K–5)</th>
<th>3.0</th>
</tr>
</thead>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (-) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
### 2013–2014 Official School Enrollment² = 532

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.8</td>
<td>50.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>10.9</td>
<td>8.8</td>
<td>≤5.0</td>
<td>70.5</td>
<td>5.8</td>
<td>6.0</td>
<td>13.9</td>
<td>7.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.2</td>
<td>71.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>20.5</td>
<td>25.6</td>
<td>≤5.0</td>
<td>51.3</td>
<td>≤5.0</td>
<td>12.8</td>
<td>28.2</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤95.0</td>
<td>--</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)³ ⁴

| Bethesda ES | Bethesda ES |
| Burning Tree ES | Broad Acres ES |
| Chevy Chase ES | Chevy Chase ES |
| Rock Creek Forest ES | North Chevy Chase ES |
| Westbrook ES | Sligo Creek ES |

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)³ ⁴

| Bethesda ES | Bethesda ES |
| Burning Tree ES | Broad Acres ES |
| Chevy Chase ES | Chevy Chase ES |
| Rock Creek Forest ES | North Chevy Chase ES |
| Westbrook ES | Sligo Creek ES |

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>91.7</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

#### SPED Attendance Rate² ³ = 94.7%

#### SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%

### Special Education Services

#### Elementary Home School Model

### Special Education Teachers

#### Number of Special Education Teachers

#### Number of Special Education Paraeducators

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### Clarksburg Elementary School - #101

**Principal:** Mrs. Kwang J. Lee  
**Office Phone:** (301) 353-8060  
**Community Supt:** Dr. LaVerne G. Kimball  
**Fax Number:** (301) 353-0878  
**School Hours:** 9:00 - 3:25  
**Website:** [www.montgomeryschoolsmd.org/schools/clarksburges/](http://www.montgomeryschoolsmd.org/schools/clarksburges/)

#### 2013–2014 Official School Enrollment¹ ² = 279

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0</td>
<td>52.0</td>
<td>40.1</td>
<td>13.3</td>
<td>15.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>25.4</td>
<td>5.4</td>
<td>14.3</td>
<td>17.9</td>
<td>10.8</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>66.7</td>
<td>≤5.0</td>
<td>13.3</td>
<td>26.7</td>
<td>6.7</td>
<td>46.7</td>
<td>6.7</td>
<td>13.3</td>
<td>36.7</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>Cedar Grove ES</th>
<th>Clarksburg ES</th>
<th>Clearspring ES</th>
<th>Diamond ES</th>
<th>Little Bennett ES</th>
<th>William B. Gibbs, Jr. ES</th>
<th>Woodfield ES</th>
<th>Monocacy ES</th>
<th>Dr. Sally K. Ride ES</th>
<th>Lois P. Rockwell ES</th>
<th>Stedwick ES</th>
<th>Woodfield ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>60.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³ ³ = 15.9%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Number of Special Education Teachers

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning and Academic Disabilities Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Clarksburg ES</td>
</tr>
</tbody>
</table>

#### Number of Special Education Paraeducators

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.750</td>
<td>Clarksburg ES</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (Hi); Native Hawaiian or Other Pacific Islander (Pi); White (Wh); Two or More (Multiple) Races (Mu).

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
<table>
<thead>
<tr>
<th>Year</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>603</td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>34</td>
<td>45.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>SPED students living in attendance area²</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (22)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>56</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)²</th>
<th>Home School of Students Receiving Special Education Services (40)³</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (22)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>N All LRE's</td>
<td>$\geq 80%$ (LRE A) $&lt; 40%$ (LRE C)</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Maryland School Assessments (SPED)²</th>
<th>³</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions²</th>
<th>³</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate²</td>
<td>$93.5%$</td>
<td></td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³</td>
<td>22.1%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Learning Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.037</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
**Clopper Mill Elementary School - #100**

**Principal:** Dr. Ocheze Joseph  
**Office Phone:** (301) 353-8065  
**Community Supt:** Dr. LaVerne G. Kimball  
**Fax Number:** (301) 353-8068  
**School Hours:** 9:15 - 3:30

---

### 2013–2014 Official School Enrollment¹ ² = 451

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.1</td>
<td>51.9</td>
<td>≤5.0</td>
<td>5.3</td>
<td>39.0</td>
<td>44.3</td>
<td>≤5.0</td>
<td>7.3</td>
<td>≤5.0</td>
<td>25.7</td>
<td>67.8</td>
<td>14.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63</td>
<td></td>
</tr>
</tbody>
</table>

---

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.4</td>
<td>74.6</td>
<td>≤5.0</td>
<td>6.3</td>
<td>33.3</td>
<td>34.9</td>
<td>17.5</td>
<td>6.3</td>
<td>27.0</td>
<td>52.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>26.3</td>
<td>57.9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>43.8</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

### Least Restrictive Environment (as of 10/31/2013)²

|------------|------------------|-----------------|------------------------|---------------|-----------|-----------------------|----------------|------------------------|-------------------|-------------|----------------|------------------|-------------|

---

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>26.3</td>
<td>57.9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>43.8</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

### Students in Attendance Area Sent to Schools Outside Attendance Area (34)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>26.3</td>
<td>57.9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>43.8</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>58.3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
</tr>
</tbody>
</table>

---

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 93.2%</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 24.5%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraprofessionals</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.062</td>
<td></td>
</tr>
</tbody>
</table>

---

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### 2013–2014 Official School Enrollment¹² = 459

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.8</td>
<td>54.2</td>
<td>≤5.0</td>
<td>17.4</td>
<td>19.0</td>
<td>18.5</td>
<td>≤5.0</td>
<td>37.3</td>
<td>7.4</td>
<td>11.1</td>
<td>18.3</td>
<td>18.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.4</td>
<td>75.6</td>
<td>≤5.0</td>
<td>14.0</td>
<td>43.0</td>
<td>11.6</td>
<td>≤5.0</td>
<td>26.7</td>
<td>≤5.0</td>
<td>7.0</td>
<td>32.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>% N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>54.5</td>
<td>9.1</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>5.6</td>
<td>55.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (57)³⁴

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
</tr>
<tr>
<td>Lucy V. Barnesby ES</td>
</tr>
<tr>
<td>Bel Pre ES</td>
</tr>
<tr>
<td>Brooke Grove ES</td>
</tr>
<tr>
<td>Belmont ES</td>
</tr>
<tr>
<td>Dr. Charles R. Drew ES</td>
</tr>
<tr>
<td>Cannon Road ES</td>
</tr>
<tr>
<td>Cloverly ES</td>
</tr>
<tr>
<td>Fordham ES</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>Holtsville ES</td>
</tr>
<tr>
<td>Sherwood ES</td>
</tr>
<tr>
<td>Stonegate ES</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)³⁴

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
</table>

### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Suspensions²³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

- 8.8

### Number of Special Education Paraeducators

- 9.625

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Cold Spring Elementary School - #238

Principal: Mr. Martin J. Barnett  
Community Supt: Dr. Donna S. Hollingshead  
Office Phone: (301) 279-8480  
Fax Number: (301) 279-3226  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/coldspringes/  
Cluster Name: Thomas S. Wootton

### 2013–2014 Official School Enrollment¹ ² = 344

<table>
<thead>
<tr>
<th>% Female</th>
<th>% MAle</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6</td>
<td>54.4</td>
<td>≤5.0</td>
<td>38.4</td>
<td>≤5.0</td>
<td>7.0</td>
<td>≤5.0</td>
<td>43.3</td>
<td>7.3</td>
<td>5.8</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% MAle</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>In home school³</th>
<th>Not in home school³</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
<td>75.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>83.3</td>
<td>8.3</td>
<td>8.3</td>
<td>8.3</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% MAle</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area³</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>5.0</td>
<td>29.4</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
<td>Number of Students</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>--</td>
</tr>
</tbody>
</table>

Number of Special Education Paraeducators 0.000

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
**College Gardens Elementary School - #229**

**Principal:** Mrs. Stacey F. Rogovoy  
**Office Phone:** (301) 279-8470  
**Fax Number:** (301) 279-8473  
**School Hours:** 9:00 - 3:30  
**www.montgomeryschoolsmd.org/schools/collegegardenses/**  
**Cluster Name:** Richard Montgomery

### 2013–2014 Official School Enrollment¹ ² = 852

<table>
<thead>
<tr>
<th>N All</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>50.1</td>
<td>49.9</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.6</td>
<td>65.4</td>
<td>≤5.0</td>
<td>11.5</td>
<td>17.3</td>
<td>17.3</td>
<td>≤5.0</td>
<td>48.1</td>
<td>5.8</td>
<td>17.3</td>
<td>30.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>84.6</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>8.3</td>
<td>--</td>
<td>58.3</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>38.5</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ³

- Beall ES
- Candlewood ES
- College Gardens ES
- DuFief ES
- Flower Valley ES
- Lakewood ES
- Rock Creek Forest ES
- Ritchie Park ES
- Rock Creek Valley ES
- Sargent Shriver ES
- Whetstone ES
- Twinbrook ES

#### Students in Attendance Area Sent to Schools Outside Attendance Area (28)² ³

- Lucy V. Barnsley ES
- Beall ES
- Brookhaven ES
- College Gardens ES
- Rosemont ES
- Carl Sandburg Learning Center
- Stone Mill ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>84.6</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
</tr>
</tbody>
</table>

#### Other Participation

- SPED Attendance Rate² ³ = ≥95.0%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 7.6%

- Autism
- Resource (K–5)

### Special Education Services

- Number of Special Education Teachers: 3.0
- Number of Special Education Paraeducators: 3.500

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.
Community Montessori Public Charter School - #322

Coordinator: Mrs. Karen E. Caroscio  
Community Supt: Dr. LaVerne G. Kimball
School Hours: www.crossway-community.org/

2013–2014 Official School Enrollment¹ ² = 99

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.5</td>
<td>49.5</td>
<td>≤5.0</td>
<td>6.1</td>
<td>30.3</td>
<td>16.2</td>
<td>≤5.0</td>
<td>37.4</td>
<td>9.1</td>
<td>≤5.0</td>
<td>27.3</td>
<td>≤5.0</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Home School²</th>
<th>% Not Home School²</th>
<th>In Home School²</th>
<th>Not in Home School²</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area³</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>--</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Deaf</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Autism</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>N All LRE's</td>
<td>In ≥ 80% (LRE A)</td>
<td>In &lt; 40% (LRE C)</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (-)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

SPED Attendance Rate² ³ = ≥95.0%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th></th>
</tr>
</thead>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
### Cresthaven Elementary School - #808

Principal: Ms. Sherri A. Gorden  
Community Supt: Dr. Myra J. Smith  
Office Phone: (301) 431-7622  
Fax Number: (301) 431-7660  
School Hours: 9:15 - 3:30  
www.montgomeryschoolsmd.org/schools/cresthavenes/  
Cluster Name: Northeast Consortium

#### 2013–2014 Official School Enrollment¹ ² = 487

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.6</td>
<td>55.4</td>
<td>≤5.0</td>
<td>10.9</td>
<td>36.6</td>
<td>46.4</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>24.8</td>
<td>73.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.4</td>
<td>67.6</td>
<td>≤5.0</td>
<td>37.8</td>
<td>51.4</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>41.9</td>
<td>73.0</td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)²</th>
<th>Home School of Students Receiving Special Education Services (32)² ³</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All LRE's</td>
<td>Broad Acres ES</td>
<td>Burnt Mills ES</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>Islamic Center ES</td>
<td>Dr. Charles R. Drew ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Cannon Road ES</td>
<td>Flower Valley ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>Cresthaven ES</td>
<td>Forest Knolls ES</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>Cresthaven ES</td>
<td>Galway ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Fairland ES</td>
<td>Stonegate ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Galway ES</td>
<td>Westover ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Jackson Road ES</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>William Tyler Page ES</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Stonegate ES</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>Westover ES</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>11</td>
<td>36.7</td>
<td>30</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>5</td>
<td>24</td>
<td>12</td>
<td>50.0</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.6%</td>
<td>10</td>
<td>10</td>
<td>14.7</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>28.8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td>3.125</td>
<td>Elementary Home School Model (3–5)</td>
</tr>
<tr>
<td></td>
<td>Elementary Learning Center</td>
</tr>
<tr>
<td></td>
<td>Elementary Learning Center (3–5)</td>
</tr>
</tbody>
</table>

Footnotes:

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

2. Data suppressed (--) to comply with new federal guidance, see Introduction.


* First 20 schools listed.
## 2013–2014 Official School Enrollment\(^1\) \(= 600\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.7</td>
<td>50.3</td>
<td>≤5.0</td>
<td>6.3</td>
<td>37.7</td>
<td>41.8</td>
<td>≤5.0</td>
<td>10.3</td>
<td>≤5.0</td>
<td>36.5</td>
<td>71.2</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment\(^2\)  
Number | Percent
---|---
65 |  

### In home school\(^3\)
- --

### Not in home school\(^3\)
- --

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^1\) \(= 7567\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.1</td>
<td>56.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>41.5</td>
<td>40.0</td>
<td>13.8</td>
<td>≤5.0</td>
<td>5.0</td>
<td>52.3</td>
<td>83.1</td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services\(^1\) \(= 7567\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)\(^1\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>90.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>12</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)\(^2\) \(^4\)
- Clopper Mill ES
- Capt. James E. Daly ES
- Cedar Grove ES
- South Lake ES
- Stedwick ES
- Whetstone ES
- William B. Gibbs, Jr. ES
- Lake Seneca ES
- Luxmanor ES
- Mill Creek Towne ES
- Dr. Sally K. Ride ES
- Rosemont ES
- Stedwick ES
- Strawberry Knoll ES
- Watkins Mill ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (31)\(^2\) \(^4\)
- Ashburton ES
- Lucy V. Barnesley ES
- Goshen ES
- Stedwick ES
- Flower Valley ES
- Fox Chapel ES
- Maryvale ES
- Mill Creek Towne ES
- Dr. Sally K. Ride ES
- Rosemont ES
- Stedwick ES
- Watkins Mill ES

---

### Maryland School Assessments (SPED)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>37.5</td>
<td>--</td>
<td>--</td>
<td>31.3</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>53.8</td>
<td>--</td>
<td>--</td>
<td>7.7</td>
</tr>
</tbody>
</table>

### Other Participation

#### Special Education Suspensions\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities (K–5)
- Resource (K–5)

---

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

\(^2\) Data suppressed (--) to comply with new federal guidance, see introduction.

\(^3\) Outcome data reflect 2012–2013 school year.

\(^4\) First 20 schools listed.
### Damascus Elementary School - #702

**Principal:** Mr. William J. Collins, Acting  
10201 Bethesda Church Road  
Damascus, MD 20872  
**Community Supt:** Dr. LaVerne G. Kimball  
**School Hours:** 9:15 - 3:30  
www.montgomeryschoolsmd.org/schools/damascuses/

#### 2013–2014 Official School Enrollment¹²³ = 314

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.5</td>
<td>47.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.1</td>
<td>22.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>63.1</td>
<td>≤5.0</td>
<td>12.4</td>
<td>24.5</td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment² = 50**

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0</td>
<td>68.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>10.0</td>
<td>12.0</td>
<td>18.0</td>
<td>≤5.0</td>
<td>60.0</td>
<td>≤5.0</td>
<td>12.0</td>
<td>38.0</td>
</tr>
</tbody>
</table>

**Total MCPS Elementary Students Receiving Special Education Services¹²³ = 7,567**

**Least Restrictive Environment (as of 10/31/2013)²**

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N %</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>88.2</td>
<td>5.9</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (--)² ³**

- Cedar Grove ES
- Clearspring ES
- Damascus ES
- Gaithersburg ES
- Germantown ES
- William B. Gibbs, Jr. ES
- Laytonsville ES
- Little Bennett ES
- Lois P. Rockwell ES

**Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³**

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Other Participation**

- **SPED Attendance Rate²³ = 93.5%**
- **SPED Mobility Rate (Entrants + Withdrawals)² = ≤5.0%**

| Number of Special Education Teachers | 4.5 |
| Number of Special Education Paraeducators | 5.250 |

**Special Education Services**

- Elementary Home School Model (K–5)
- Resource (K–5)
- School/Community-Based (K–5)

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
## Darnestown Elementary School - #351

### Principal:
Mrs. Laura S. Colgary
15030 Turkey Foot Road
Gaithersburg, MD 20878

### Community Supt:
Dr. LaVerne G. Kimball
Fax Number: (301) 548-7527

### School Hours:
9:15 - 3:30
www.montgomeryschoolsmd.org/schools/darnestownes/

### 2013–2014 Official School Enrollment¹ ² = 313

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.8</td>
<td>56.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.1</td>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>21.1</td>
<td>78.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>5.3</td>
<td>5.0</td>
<td>≤5.0</td>
<td>9.47</td>
<td>≤5.0</td>
<td>5.3</td>
<td>≤5.0</td>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>24.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A) LRE</th>
<th>N &lt; 40% (LRE C) LRE</th>
<th>N %</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.1%</th>
<th>SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = ≤5.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
<td>Number of Students Rate</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>0.999</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
Diamond Elementary School - #570

Principal: Mrs. Carol A. Lange
4 Marquis Drive Gaithersburg, MD 20878
Office Phone: (301) 840-7177
Community Supt: Dr. LaVerne G. Kimball
Fax Number: (301) 840-4506
School Hours: 9:15 - 3:30
www.montgomeryschoolsmd.org/schools/diamondes/
Cluster Name: Northwest, Q. Orchard

2013–2014 Official School Enrollment¹ ² = 648

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>51.1</td>
<td>39.7</td>
<td>9.6</td>
<td>11.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>34.6</td>
<td>17.4</td>
<td>11.7</td>
<td>9.9</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.8</td>
<td>81.3</td>
<td>≤5.0</td>
<td>10.9</td>
<td>10.9</td>
<td>15.6</td>
<td>≤5.0</td>
<td>59.4</td>
<td>12.5</td>
<td>18.8</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≥5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>Home School of Students Receiving Special Education Services (--)² ⁴</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>Beall ES</td>
<td>Beall ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Bells Mill ES</td>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>Brown Station ES</td>
<td>Clopper Mill ES</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>Carderock Springs ES</td>
<td>Diamond ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Clarksburg ES</td>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Diamond ES</td>
<td>Fox Chapel ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Lakewood ES</td>
<td>Germantown ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>Little Bennett ES</td>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Maryvale ES</td>
<td>Thurgood Marshall ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>Poolesville ES</td>
<td>Waters Landing ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>Sequoyah ES</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>Seven Locks ES</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>Travilah ES</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>Wayside ES</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>Asperger's Program</td>
</tr>
<tr>
<td></td>
<td>Elementary Home School Model (Inclusion)</td>
</tr>
<tr>
<td></td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Number of Special Education Paraprofessionals</th>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,000</td>
<td></td>
</tr>
</tbody>
</table>

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (Hi); Native Hawaiian or Other Pacific Islander (Pi); White (Wh); Two or More (Multiple) Races (Mu).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Dr. Charles R. Drew Elementary School - #747

Principal: Mrs. Wanda L. Means Harris
Community Supt: Dr. Myra J. Smith
School Hours: 9:15 - 3:30
www.montgomeryschoolsmd.org/schools/drewes/

Cluster Name: Northeast Consortium

### 2013–2014 Official School Enrollment¹² = 444

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>33.3</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>66.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³⁴ = 7,567

<table>
<thead>
<tr>
<th></th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education (40)³⁴</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>All</th>
<th>LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>47.4</td>
<td>--</td>
<td>10.5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Incidents</td>
<td>Number of Students</td>
<td>Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities (K–5)</td>
</tr>
<tr>
<td>Resource (K–5)</td>
</tr>
<tr>
<td>School/Community-Based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.375</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see introduction.
3 Outcome data reflect 2012–2013 school year.
4 First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 330

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>11</td>
<td>16.2</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>57</td>
<td>83.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Services¹ ² ³ = 7,567</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED students in attendance area¹</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)² ³

- **Disability**
  - Intellectual Disability: --
  - Hearing Impairment: --
  - Deaf: --
  - Speech/Language: --
  - Visual Impairment: --
  - Emotional Disability: --
  - Orthopedic Impairment: --
  - Health Impairment: --
  - Learning Disabilities: --
  - Multiple Disabilities: --
  - Deaf/Blindness: --
  - Autism: --
  - Traumatic Brain Injury: --
  - Developmental Delay: 24

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>7.7</td>
<td>76.9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>-</td>
<td>--</td>
<td>-</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>24</td>
<td>12.5</td>
<td>41.7</td>
<td>10</td>
<td>47.7</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = 94.1%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = 12.8%**

### Special Education Services

- Elementary Learning Center (K–5)
- Prekindergarten Speech and Language Resource

### Number of Special Education Teachers

- 6.8

### Number of Special Education Paraeducators

- 9.061

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (IH); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

---

**DuFief Elementary School - #241**

Principal: Mr. Brent Mascott  
Community Supt: Dr. Donna S. Hollingshead  
School Hours: 8:50 - 3:05  
Office Phone: (301) 279-4980  
Fax Number: (301) 279-4983  
15001 DuFief Drive Gaithersburg, MD 20878  
www.montgomeryschoolsmd.org/schools/dufiefes/index.shtml  
Cluster Name: Thomas S. Wootton
East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow
Community Supt: Ms. Bronda L. Mills
Office Phone: (301) 650-6420
Fax Number: (301) 650-6424
School Hours: 9:00 - 3:30

Cluster Name: Downcounty Consortium

2013–2014 Official School Enrollment¹ ² = 512

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.5</td>
<td>53.5</td>
<td>–</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>53.3</td>
<td>23.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>16.8</td>
<td>34.0</td>
<td>61.5</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.5</td>
<td>76.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>36.5</td>
<td>44.7</td>
<td>≤5.0</td>
<td>14.1</td>
<td>≤5.0</td>
<td>49.4</td>
<td>61.2</td>
<td>In home school² 30 35.3</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>Not in home school² 55 64.7</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% LRE A</th>
<th>N &lt; 40% LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>91.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>92.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>8</td>
<td>19.5</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

Home School of Students Receiving Special Education Services (55)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% LRE A</th>
<th>N &lt; 40% LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>91.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>92.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>8</td>
<td>19.5</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (→)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% LRE A</th>
<th>N &lt; 40% LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>91.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>92.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>8</td>
<td>19.5</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
<td>--</td>
<td>--</td>
<td>30.0</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4</td>
<td>5.375</td>
</tr>
</tbody>
</table>

Special Education Services

Elementary Home School Model (Inclusion)
Learning and Academic Disabilities (K–5)
Preschool Education Program (PEP) Classic
Preschool Education Program (PEP) Inc.
Resource (K–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 Data suppressed (→) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Fairland Elementary School - #303

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

14315 Fairdale Road Silver Spring, MD 20905
Fax Number: (301) 989-5658

2013–2014 Official School Enrollment² = 621

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.2</td>
<td>49.8</td>
<td>≤5.0</td>
<td>9.3</td>
<td>58.8</td>
<td>20.0</td>
<td>≤5.0</td>
<td>9.2</td>
<td>≤5.0</td>
<td>18.0</td>
<td>57.8</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

Number Percent

---

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>80.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>64.0</td>
<td>22.0</td>
<td>≤5.0</td>
<td>12.0</td>
<td>≤5.0</td>
<td>24.0</td>
<td>66.0</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>83.3</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>15.4</td>
<td>84.6</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Broad Acres ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clovery ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Dr. Charles R. Drew ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fairland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Greencastle ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Oak View ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>William Tyler Page ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Piney Branch ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stonegate ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (37)² ³

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number of Students</th>
<th>Reading Number Proficient Percent Proficient</th>
<th>Mathematics Number of Students</th>
<th>Mathematics Number Proficient Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>8</td>
<td>14.3</td>
<td></td>
</tr>
</tbody>
</table>

Number of Special Education Teachers

<table>
<thead>
<tr>
<th>Number of</th>
<th>Emotional Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

Number of Special Education Paraeducators

<table>
<thead>
<tr>
<th>Number of</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.500</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

First 20 schools listed.
### 2013–2014 Official School Enrollment<sup>1</sup> = 568

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.6</td>
<td>51.4</td>
<td>≤5.0</td>
<td>31.2</td>
<td>8.3</td>
<td>7.7</td>
<td>≤5.0</td>
<td>47.7</td>
<td>≤5.0</td>
<td>10.2</td>
<td>8.5</td>
<td>7.2</td>
<td>In home school&lt;sup&gt;2&lt;/sup&gt;</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Not in home school&lt;sup&gt;2&lt;/sup&gt;</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)<sup>1</sup> = 568

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.8</td>
<td>73.2</td>
<td>≤5.0</td>
<td>26.8</td>
<td>17.1</td>
<td>14.6</td>
<td>39.0</td>
<td>≤5.0</td>
<td>22.0</td>
<td>7.3</td>
<td></td>
<td></td>
<td>Not in home school&lt;sup&gt;2&lt;/sup&gt;</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services<sup>1</sup> = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td>Not in home school&lt;sup&gt;2&lt;/sup&gt;</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)<sup>2</sup>

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N in 80% (LRE A)</th>
<th>N ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.3</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>69.2</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)<sup>2</sup> = 4

<table>
<thead>
<tr>
<th>School</th>
<th>N All LRE’s</th>
<th>N in 80% (LRE A)</th>
<th>N ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold Spring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>DuFief ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fallsmead ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Lakewood ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Summit Hall ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Travilah ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Travilah ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Waters Landing ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)<sup>2</sup> = 4

<table>
<thead>
<tr>
<th>School</th>
<th>N All LRE’s</th>
<th>N in 80% (LRE A)</th>
<th>N ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy V. Barnsley ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>College Gardens ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fallsmead ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Lakewood ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)<sup>2</sup> = 568

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>63.6</td>
<td>--</td>
<td>--</td>
<td>54.5</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate&lt;sup&gt;2&lt;/sup&gt; = &gt;95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)&lt;sup&gt;2&lt;/sup&gt; = 12.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning and Academic Disabilities (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.623</td>
<td></td>
</tr>
</tbody>
</table>

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

* First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 652

<table>
<thead>
<tr>
<th>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</th>
<th>Total Special Education Enrollment² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</td>
<td>Number</td>
</tr>
<tr>
<td>49.4</td>
<td>50.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</th>
<th>In home school² ³</th>
<th>Not in home school² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</td>
<td>31</td>
<td>56.4</td>
</tr>
<tr>
<td>30.9</td>
<td>69.1</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services² ³ = 7,567

<table>
<thead>
<tr>
<th>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</th>
<th>Home School of Students Receiving Special Education Services (24)² ³</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</td>
<td>N All LRE's</td>
<td>Ashburnon ES</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>Ashburnon ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>7.1</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>90.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>90.9</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>40.0</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 20.9%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.750</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Independence (K–5)</td>
</tr>
</tbody>
</table>
### 2013–2014 Official School Enrollment¹ ² = 489

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>50.1</td>
<td>18.0</td>
<td>17.0</td>
<td>27.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>32.5</td>
<td>18.6</td>
<td>36.6</td>
<td>8.8</td>
<td>25.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.6</td>
<td>74.4</td>
<td>≤5.0</td>
<td>16.3</td>
<td>26.3</td>
<td>30.2</td>
<td>≤5.0</td>
<td>25.6</td>
<td>≤5.0</td>
<td>11.6</td>
<td>41.9</td>
<td>29.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>25.6</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>28.6</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>School Name</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Carson ES</td>
<td>Beall ES</td>
</tr>
<tr>
<td>Clearspring ES</td>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Diamond ES</td>
<td>Rachel Carson ES</td>
</tr>
<tr>
<td>DuFief ES</td>
<td>DuFief ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Little Bennett ES</td>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Thurgood Marshall ES</td>
<td>Germantown ES</td>
</tr>
<tr>
<td>Spark M. Matsunaga ES</td>
<td>Goshen ES</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>Jones Lane ES</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
<td>Luxmanor ES</td>
</tr>
<tr>
<td>Judith A. Resnik ES</td>
<td>Thurgood Marshall ES</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td>Stone Mill ES</td>
</tr>
<tr>
<td>Travilah ES</td>
<td>Washington Grove ES</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ³

<table>
<thead>
<tr>
<th>School Name</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington Grove ES</td>
<td>Stone Mill ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.3%</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
<td>Number of Students</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

| 5.5 |

### Number of Special Education Paraeducators

| 10.942 |

### Special Education Services

- Autism (K–1)
- Elementary Home School Model
- Prekindergarten Autism
- Resource (K–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 Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>50.1</td>
<td>13.9</td>
<td>27.2</td>
<td>44.9</td>
<td>4.1</td>
<td>5.0</td>
<td>32.2</td>
<td>64.0</td>
<td>11.9</td>
<td>67.8</td>
<td>64.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.2</td>
<td>67.8</td>
<td>5.1</td>
<td>33.9</td>
<td>42.4</td>
<td>11.9</td>
<td>6.8</td>
<td>32.2</td>
<td>74.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>5.0</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>29</td>
<td>33.5</td>
<td>--</td>
<td>5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>29</td>
<td>33.5</td>
<td>--</td>
<td>5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (25%)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>29</td>
<td>33.5</td>
<td>--</td>
<td>5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>58.3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>63.6</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Suspensions

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>13</td>
<td>18.3</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate**: 92.8%
- **SPED Mobility Rate**: 25.4%

### Special Education Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>Resource</td>
<td>4.000</td>
</tr>
</tbody>
</table>
Flower Valley Elementary School - #506

Principal: Mrs. Gay E. Melnick
4615 Sunflower Drive Rockville, MD 20853

Community Supt: Dr. Donna S. Hollingshead
Office Phone: (301) 924-3135
Fax Number: (301) 924-6789

School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/flowervalleyes/

Cluster Name: Rockville

### 2013–2014 Official School Enrollment¹ = 482

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>52.1</td>
<td>≤5.0</td>
<td>11.2</td>
<td>12.7</td>
<td>18.5</td>
<td>≤5.0</td>
<td>53.7</td>
<td>≤5.0</td>
<td>8.5</td>
<td>18.7</td>
<td>14.3</td>
<td>69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% Male</th>
<th>Total Special Education Services²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.5</td>
<td>72.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>10.1</td>
<td>29.0</td>
<td>≤5.0</td>
<td>50.7</td>
<td>5.8</td>
<td>5.8</td>
<td>27.5</td>
<td>482</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% Male</th>
<th>Total Special Education Services²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>7,567</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Bel Pre ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Bells Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Belmont ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rachel Carson ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cold Spring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>College Gardens ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Capt. James E. Daly ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Highland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Luxembourg ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Meadow Hall ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>New Hampshire Estates ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Dr. Sally K. Ride ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>50.0</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² = ≥95.0% |
| SPED Mobility Rate (Entrants + Withdrawals)² = 14.9% |

### Special Education Services

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

### Special Education Suspensions²

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>9</td>
<td>10.8</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
## 2013–2014 Official School Enrollment² ³ = 708

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.6</td>
<td>49.4</td>
<td>≤5.0</td>
<td>7.2</td>
<td>13.6</td>
<td>43.2</td>
<td>≤5.0</td>
<td>31.2</td>
<td>≤5.0</td>
<td>28.5</td>
<td>43.2</td>
<td>8.5</td>
</tr>
</tbody>
</table>

### Total Special Education Enrollment²

- In home school²: 39 65.0
- Not in home school²: 21 35.0

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% FU LRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.7</td>
<td>68.3</td>
<td>≤5.0</td>
<td>6.7</td>
<td>16.7</td>
<td>45.0</td>
<td>≤5.0</td>
<td>30.0</td>
<td>≤5.0</td>
<td>41.7</td>
<td>48.3</td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>75.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>44.4</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (21) ⁴

- Burtonsille ES
- Brookhaven ES
- Cannon Road ES
- Canton Road ES
- Cresthaven ES
- Glen Haven ES
- Forest Knolls ES
- Jackson Road ES
- East Silver Spring ES
- Stephen Knolls School
- Georgian Forest ES
- Montgomery Knolls ES
- Highland ES
- Oakland Terrace ES
- Kemp Mill ES
- Rosemary Hills ES
- Kensington Parkwood ES
- Flora M. Singer ES
- New Hampshire Estates ES
- Sligo Creek ES
- William Tyler Page ES
- Westbrook ES
- Piney Branch ES
- Weller Road ES
- Westover ES
- Strathmore ES
- Wayside ES
- Westover ES

### Maryland School Assessments (SPED)² ³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 91.6%
- SPED Mobility Rate (Entrants + Withdrawals)³ ³ = 10.8%

### Special Education Services

- Elementary Home School Model (Inclusion)
- Physical Disabilities
- Pre-K Physical Disabilities Program

### Notes:

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.

*First 20 schools listed.*
<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N %</th>
<th>N ≤ 80% (LRE C)</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
<td>Number of Students</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

| Number of Special Education Teachers | 2.0 |
| Number of Special Education Paraprofessionals | 0.750 |

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### Gaithersburg Elementary School - #553

**Principal:** Mrs. Stephanie D. Brant  
**Community Supt:** Dr. Myra J. Smith  
**School Hours:** 8:50 - 3:05  
**Office Phone:** (301) 840-7136  
**Fax Number:** (301) 548-7524  
**Cluster Name:** Gaithersburg

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ² = 756</th>
<th>Total Special Education Enrollment² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>47.0</td>
<td>53.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>In home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>26.7</td>
<td>73.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567</th>
<th>Not in home school² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Candlewood ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Clearspring ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>19</td>
<td>90.5</td>
<td>Goshen ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Jones Lane ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Spark M. Matsunaga ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>William B. Gibbs, Jr. ES</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>92.3</td>
<td>≤5.0</td>
<td>Mill Creek Towne ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Judith A. Resnik ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Rosemont ES</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>23.5</td>
<td>70.6</td>
<td>South Lake ES</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Washington Grove ES</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>11</td>
<td>50.0</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Rate² ³ = 92.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- **Autism**
- **Elementary Home School Model**

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

| Number of Special Education Paraeducators | 7.250 |

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

² First 20 schools listed.
## Galway Elementary School - #313

Principal: Mrs. Dorothea A. Fuller, Acting  
Community Supt: Dr. Myra J. Smith  
School Hours: 9:15 - 3:25  
www.montgomeryschoolsmd.org/schools/galwayes/  
Cluster Name: Northeast Consortium

### 2013–2014 Official School Enrollment² = 831

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.3</td>
<td>53.7</td>
<td>12.5</td>
<td>57.9</td>
<td>22.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>25.5</td>
<td>58.8</td>
<td>9.1</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.4</td>
<td>81.6</td>
<td>≤5.0</td>
<td>6.6</td>
<td>67.1</td>
<td>19.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>26.3</td>
<td>53.9</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (27) ² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Acres ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairland ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Galway ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenallan ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highland View ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westover ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (43)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brook Grove ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannon Road ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloverly ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Galway ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenallan ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenallan ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westover ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>43.8</td>
<td>--</td>
<td>--</td>
<td>25.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>Elementary Home School Model (K–3)</td>
</tr>
<tr>
<td>5.500</td>
<td>Elementary Learning Center (K–3)</td>
</tr>
</tbody>
</table>

### Notes:

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
### 2013–2014 Official School Enrollment² ³ = 701

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.4</td>
<td>53.6</td>
<td>≤5.0</td>
<td>15.5</td>
<td>10.0</td>
<td>22.3</td>
<td>≤5.0</td>
<td>44.5</td>
<td>7.1</td>
<td>17.8</td>
<td>15.7</td>
<td>6.4</td>
<td>45</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.1</td>
<td>68.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>13.3</td>
<td>28.9</td>
<td>≤5.0</td>
<td>51.1</td>
<td>6.7</td>
<td>13.3</td>
<td>22.2</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area²</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td>68</td>
<td>26</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

#### Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>% In Home School²</th>
<th>% Not in Home School²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

- Garrett Park ES
- Harmony Hills ES
- Kensington Parkwood ES
- Twinbrook ES
- Farmland ES
- Garrett Park ES
- Stephen Knolls School
- Luxmanor ES
- Maryvale ES
- Viers Mill ES
- Westbrook ES

#### Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ³

- Lucy V. Barnsley ES
- Beall ES
- Burning Tree ES
- College Gardens ES
- Twinbrook ES

### Maryland School Assessments (SPED)² ³

#### Grade 3

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = ≥95.0%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 12.7%

### Special Education Services

<table>
<thead>
<tr>
<th>Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.500</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 583

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment² ³</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>32</td>
<td>57.1</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>24</td>
<td>42.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED students living in attendance area²</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Not in home school²</td>
<td>31</td>
<td>49.2</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### School Hours: 9:20 - 3:30

www.montgomeryschoolsmd.org/schools/georgianforestes/

Community Supt: Ms. Bronda L. Mills

Fax Number: (301) 460-2477

Cluster Name: Downcounty Consortium

---

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

2 Data suppressed (---) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

---

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = 93.3%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 35.7%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

### Special Education Services

- Elementary Home School Model
- Emotional Disabilities
- Resource

---

### Number of Special Education Teachers

- 4.0

### Number of Special Education Paraeducators

- 3,749

---

³ First 20 schools listed.
# Germantown Elementary School - #102

**Principal:** Ms. Amy D. Bryant  
**Address:** 19110 Liberty Mill Road, Germantown, MD 20874  
**Community Supt:** Dr. LaVerne G. Kimball  
**School Hours:** 9:15 - 3:30  
**Website:** www.montgomeryschoolsmd.org/schools/germantownes/

## 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.9</td>
<td>54.1</td>
<td>≤5.0</td>
<td>20.3</td>
<td>26.2</td>
<td>29.3</td>
<td>≤5.0</td>
<td>20.0</td>
<td>≤5.0</td>
<td>12.4</td>
<td>31.0</td>
<td>14.8</td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.9</td>
<td>65.1</td>
<td>≤5.0</td>
<td>14.0</td>
<td>32.6</td>
<td>25.6</td>
<td>≤5.0</td>
<td>18.6</td>
<td>7.0</td>
<td>16.3</td>
<td>44.2</td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

## Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>11.1</td>
<td>16.7</td>
</tr>
</tbody>
</table>

## Home School of Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown Station ES</td>
<td>Clopper Mill ES</td>
</tr>
<tr>
<td>Cedar Grove ES</td>
<td>Damascus ES</td>
</tr>
<tr>
<td>Clearsping ES</td>
<td>Germantown ES</td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td>Great Seneca Creek ES</td>
</tr>
<tr>
<td>Diamond ES</td>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
<td>S. Christa McAuliffe ES</td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td>Monocacy ES</td>
</tr>
<tr>
<td>Germantown ES</td>
<td>Dr. Sally K. Ride ES</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td>Waters Landing ES</td>
</tr>
</tbody>
</table>

## Students in Attendance Area Sent to Schools Outside Attendance Area

<table>
<thead>
<tr>
<th>Disability</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little Bennett ES</td>
<td>--</td>
</tr>
<tr>
<td>Thurgood Marshall ES</td>
<td>--</td>
</tr>
<tr>
<td>Ronald McNair ES</td>
<td>--</td>
</tr>
<tr>
<td>Lois P. Rockwell ES</td>
<td>--</td>
</tr>
<tr>
<td>Summit Hall ES</td>
<td>--</td>
</tr>
<tr>
<td>Waters Landing ES</td>
<td>--</td>
</tr>
</tbody>
</table>

## Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

## Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate</th>
<th>90.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

## Special Education Services

<table>
<thead>
<tr>
<th>Number of Education Teachers</th>
<th>7.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraprofessionals</td>
<td>7.500</td>
</tr>
</tbody>
</table>

## Special Education Suspensions

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

2. Data suppressed (--) to comply with new federal guidance, see introduction.


*First 20 schools listed.*
### 2013–2014 Official School Enrollment¹ ² = 745

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Total Special Education Enrollments²</td>
<td>98</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>51</td>
<td>52.0%</td>
<td></td>
</tr>
<tr>
<td>Not in home school²</td>
<td>47</td>
<td>48.0%</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Total Special Education Services (47)³ ⁴</td>
<td>68</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Students in Attendance Area sent to Schools Outside Attendance Area (--)³ ⁴</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>N</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate² ³ = 94.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Mobility Rate (Entrants + Withdrawals)² ³ = 12.3%</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

<table>
<thead>
<tr>
<th>Total</th>
<th>7.8</th>
</tr>
</thead>
</table>

### Number of Special Education Paraeducators

| Total | 6.125 |

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>83.3</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>4</td>
<td>12.5</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = 91.6%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = 32.8%**

### Special Education Services

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

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

---

Community Supt: Ms. Bronda L. Mills
Principal: Dr. Joanne Smith
Office Phone: (301) 649-8051
Fax Number: (301) 649-8540

Cluster Name: Downcounty Consortium
School Hours: 9:15 - 3:30 www.montgomeryschoolsmd.org/schools/glenhavenes/

57
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
<td>30.0</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Special Education Services**

- Elementary Home School Model (K–2)
- Preschool Education Program (PEP) Inc.
- Elementary Home School Model (3–5)
- Elementary Home School Model (Inclusion)
- Learning and Academic Disabilities (K–5)
- Preschool Education Program (PEP) Classic

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.
Goshen Elementary School - #546

Principal: Mrs. Yolanda R. Allen
Office Phone: (301) 840-8165
Community Supt: Dr. Myra J. Smith
Fax Number: (301) 840-8167
School Hours: 9:15 - 3:30
www.montgomeryschoolsmd.org/schools/goshenes/

2013–2014 Official School Enrollment¹ ² = 575

<table>
<thead>
<tr>
<th>Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>51</td>
<td>70.8</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>21</td>
<td>29.2</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Severe Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Severe Speech/Language Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashell ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cedar Grove ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaitersburg ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Goshen ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Laytonville ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ronald McNair ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sequoyah ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Waters Landing ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodfield ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>7.2</td>
</tr>
</tbody>
</table>

SPED Attendance Rate² ³ = ≥95.0%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = 18.5%

Number of Special Education Teachers
4.3

Number of Special Education Paraeducators
2.873

Special Education Services

Elementary Home School Model

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
### 2013–2014 Official School Enrollment¹ ² = 744

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>50.1</td>
<td>≤5.0</td>
<td>13.4</td>
<td>28.1</td>
<td>25.1</td>
<td>≤5.0</td>
<td>26.9</td>
<td>6.5</td>
<td>13.2</td>
<td>35.6</td>
<td>10.5</td>
<td></td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.8</td>
<td>78.2</td>
<td>≤5.0</td>
<td>7.7</td>
<td>34.6</td>
<td>26.9</td>
<td>≤5.0</td>
<td>29.5</td>
<td>≤5.0</td>
<td>17.9</td>
<td>46.2</td>
<td></td>
<td></td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (38)² ⁴</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td></td>
<td>88</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>20.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>65.0</td>
<td>--</td>
<td>10.0</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>20.0</td>
<td>--</td>
<td>10.0</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.7%</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>11</td>
<td>15.7</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>Emotional Disabilities</td>
</tr>
</tbody>
</table>

| Special Education Paraeducators | 3.750 |

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Greencastle Elementary School - #334

**Principal:** Mr. R. Kevin Payne, Jr.  
13611 Robey Road  Silver Spring, MD 20904  
**Office Phone:** (301) 595-2940  
**Fax Number:** (301) 902-1222  
**School Hours:** 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/greencastlees/  
Cluster Name: Northeast Consortium

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ²</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.1</td>
<td>52.9</td>
<td>≤5.0</td>
<td>7.9</td>
<td>67.9</td>
<td>19.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>15.7</td>
<td>64.6</td>
<td>10.6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31.7</td>
<td>68.3</td>
<td>≤5.0</td>
<td>6.1</td>
<td>63.4</td>
<td>22.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.1</td>
<td>≤5.0</td>
<td>13.4</td>
<td>57.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ²</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>% of All N</th>
<th>% in ≥80% (LRE A)</th>
<th>% in ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.3</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>10</td>
<td>20.4</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (27)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>% of All N</th>
<th>% in ≥80% (LRE A)</th>
<th>% in ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.3</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>10</td>
<td>20.4</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (50)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>% of All N</th>
<th>% in ≥80% (LRE A)</th>
<th>% in ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.3</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>10</td>
<td>20.4</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
<td>Percent Proficient</td>
<td>Number Tested</td>
<td>Number Proficient</td>
<td>Percent Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>75.0</td>
<td>33.3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.7%</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 23.1%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Elementary Home School Model (Inclusion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.375</td>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 529

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.4</td>
<td>48.6</td>
<td>≤5.0</td>
<td>9.3</td>
<td>7.6</td>
<td>9.5</td>
<td>≤5.0</td>
<td>68.6</td>
<td>5.1</td>
<td>6.8</td>
<td>7.8</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.6</td>
<td>84.4</td>
<td>≤5.0</td>
<td>18.8</td>
<td>9.4</td>
<td>15.6</td>
<td>≤5.0</td>
<td>56.3</td>
<td>5.0</td>
<td>15.6</td>
<td>18.8</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.9</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ⁴

- Greenwood ES
- Beall ES
- Brooke ES
- Brookhaven ES
- Cloverly ES
- Dr. Charles R. Drew ES
- Flower Valley ES
- Greenwood ES
- Mill Creek Towne ES
- Sherwood ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴

- Greenwood ES
- Beall ES
- Brooke ES
- Brookhaven ES
- Cloverly ES
- Dr. Charles R. Drew ES
- Flower Valley ES
- Greenwood ES
- Mill Creek Towne ES
- Sherwood ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 94.3%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 13.0%

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MDOE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (Hi); Native Hawaiian or Other Pacific Islander (PI); White (Wh); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
## 2013–2014 Official School Enrollment¹ ² = 729

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.2</td>
<td>49.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>16.9</td>
<td>72.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>49.5</td>
<td>85.2</td>
<td>8.4</td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>94.7</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>53.3</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)³ ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Pre ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Weller Road ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Glenallan ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Weller Road ES</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Westover ES</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

| SPED Attendance Rate² ³ ≥ 95.0% | -- |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = 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 (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Highland Elementary School - #774

**Principal:** Mr. Scott R. Steffan  
**Community Supt.:** Ms. Bronda L. Mills  
**School Hours:** 8:40 - 3:05  
[www.montgomeryschoolsmd.org/schools/highlandes/](http://www.montgomeryschoolsmd.org/schools/highlandes/)

#### 2013–2014 Official School Enrollment¹ ² = 544

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.7</td>
<td>55.3</td>
<td>5.0</td>
<td>5.0</td>
<td>12.9</td>
<td>75.7</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>53.5</td>
<td>83.5</td>
</tr>
</tbody>
</table>

#### Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.9</td>
<td>73.1</td>
<td>5.0</td>
<td>5.0</td>
<td>9.6</td>
<td>80.8</td>
<td>5.0</td>
<td>5.0</td>
<td>7.7</td>
<td>5.0</td>
<td>71.2</td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>5.0</td>
<td>5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>5.0</td>
<td>29.4</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>in ≥ 80% (LRE A)</th>
<th>in ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>53.5</td>
<td>83.5</td>
<td>9.6</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>29.4</td>
<td>71.2</td>
<td>74.7</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>29.4</td>
<td>71.2</td>
<td>74.7</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>in ≥ 80% (LRE A)</th>
<th>in ≤ 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clovery ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Highland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cannon Road ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Wheaton Woods ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Flower Valley ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Highland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock View ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Westover ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodlin ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (31)² ³ ⁴

- Lucy V. Barnsley ES
- Brookhaven ES
- Cannon Road ES
- Carderock Springs ES
- Forest Knolls ES
- Georgian Forest ES
- Glen Haven ES
- Highland ES
- Stephen Knolls School
- Carl Sandburg Learning Center
- Viers Mill ES
- Westover ES
- Woodlin ES

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>87.5</td>
<td>--</td>
<td>--</td>
<td>68.8</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 93.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 12.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

#### Special Education Services

- Elementary Home School Model

#### School Hours: 8:40 - 3:05

#### Fax Number: (301) 929-2042

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Highland View Elementary School - #784

Principal: Miss Anne M. Dardarian  
Community Supt: Ms. Bronda L. Mills 
School Hours: 9:15 - 3:30 
www.montgomeryschoolsmd.org/schools/highlandviewes/

#### 2013–2014 Official School Enrollment¹ ² = 390

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.0</td>
<td>49.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>22.8</td>
<td>26.4</td>
<td>≤5.0</td>
<td>41.0</td>
<td>5.9</td>
<td>25.4</td>
<td>39.5</td>
<td>5.4</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² ²

#### 2013–2014 Students Receiving Special Education Services (of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.1</td>
<td>61.9</td>
<td>≤5.0</td>
<td>9.5</td>
<td>9.5</td>
<td>42.9</td>
<td>≤5.0</td>
<td>38.1</td>
<td>≤5.0</td>
<td>38.1</td>
<td>47.6</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

SPED students living in attendance area³

<table>
<thead>
<tr>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)³  ⁴</th>
</tr>
</thead>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N in ≥ 80% (LRE A)</th>
<th>N in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Mobility Rate (Entrants + Withdrawals)² ³ = 11.0%</td>
</tr>
</tbody>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Jackson Road Elementary School - #305

Principal: Mrs. Sally A. Macias  
Community Supt: Dr. Myra J. Smith  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/jacksonroades/  
Cluster Name: Northeast Consortium

#### 2013–2014 Official School Enrollment¹ ² = 694

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.4</td>
<td>53.6</td>
<td>≤5.0</td>
<td>10.8</td>
<td>51.0</td>
<td>33.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.0</td>
<td>74.1</td>
<td>13.4</td>
<td>93</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Not in home school²</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.7</td>
<td>75.3</td>
<td>≤5.0</td>
<td>8.6</td>
<td>50.5</td>
<td>37.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>22.6</td>
<td>74.2</td>
<td></td>
<td>36</td>
<td>38.7</td>
<td>57</td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (33)² ⁴</th>
<th>SPED students living in attendance area² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>56</td>
<td>5.0</td>
<td>56</td>
<td>5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>120</td>
<td>10.2</td>
<td>120</td>
<td>10.2</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>20</td>
<td>1.8</td>
<td>20</td>
<td>1.8</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>90</td>
<td>7.6</td>
<td>90</td>
<td>7.6</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>16</td>
<td>1.3</td>
<td>16</td>
<td>1.3</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>60</td>
<td>5.0</td>
<td>60</td>
<td>5.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>48</td>
<td>4.0</td>
<td>48</td>
<td>4.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>72</td>
<td>6.0</td>
<td>72</td>
<td>6.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>240</td>
<td>20.1</td>
<td>240</td>
<td>20.1</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>48</td>
<td>4.0</td>
<td>48</td>
<td>4.0</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>24</td>
<td>2.0</td>
<td>24</td>
<td>2.0</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>80</td>
<td>6.6</td>
<td>80</td>
<td>6.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>32</td>
<td>2.6</td>
<td>32</td>
<td>2.6</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>48</td>
<td>4.0</td>
<td>48</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

SPED Attendance Rate² ³ = 93.3%
SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 17.5%

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>8.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>6,500</td>
</tr>
</tbody>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 480

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6</td>
<td>54.4</td>
<td>≥5.0</td>
<td>13.8</td>
<td>≥10.8</td>
<td>22.9</td>
<td>≤5.0</td>
<td>47.1</td>
<td>5.2</td>
<td>15.2</td>
<td>27.3</td>
<td>15.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.6</td>
<td>78.4</td>
<td>≤5.0</td>
<td>14.9</td>
<td>12.2</td>
<td>23.0</td>
<td>≤5.0</td>
<td>43.2</td>
<td>6.8</td>
<td>21.6</td>
<td>28.4</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>% N</th>
<th>%</th>
<th>LRE Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Home School of Students Receiving Special Education Services (42) ³ ⁴</th>
<th>Student in Attendance Area Sent to Schools Outside Attendance Area (→)² ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beverly Farms ES</td>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Brown Station ES</td>
<td>Rachel Carson ES</td>
</tr>
<tr>
<td>Candlewood ES</td>
<td>DuFief ES</td>
</tr>
<tr>
<td>Gailithersburg ES</td>
<td>Jones Lane ES</td>
</tr>
<tr>
<td>Cashell ES</td>
<td>Thurgood Marshall ES</td>
</tr>
<tr>
<td>Darnestown ES</td>
<td>Lois P. Rockwell ES</td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td>Strawberry Knoll ES</td>
</tr>
<tr>
<td>Farmland ES</td>
<td>Thurgood Marshall ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
<td>Potomac ES</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>Dr. Sally K. Ride ES</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
<td>Strawberry Knoll ES</td>
</tr>
<tr>
<td>Little Bennett ES</td>
<td>Summit Hall ES</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>27.3</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.0</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td>4.875</td>
<td>Elementary Home School Model (Inclusion)</td>
</tr>
<tr>
<td></td>
<td>Elementary Learning Center (K–5)</td>
</tr>
<tr>
<td></td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

### Notes

1. Racial/ethnic composition figures reflect MDOS abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (→) to comply with new federal guidance, see introduction.

*First 20 schools listed.*
### Kemp Mill Elementary School - #805

**Principal:** Mr. Floyd D. Starnes  
**411 Sisson Street Silver Spring, MD 20902**  
**Office Phone:** (301) 649-8046  
**Fax Number:** (301) 649-8216  
**Cluster Name:** Downcounty Consortium

### 2013–2014 Official School Enrollment¹ ² = 499

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>SPED students in attendance area²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>35</td>
<td>49.3</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>54.5</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>58.3</td>
<td>--</td>
<td>--</td>
<td>66.7</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>75.0</td>
<td>--</td>
<td>--</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = 93.8%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³ ³ = 13.7%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

**School Hours:** 9:00 - 3:30  
**www.montgomeryschoolsmd.org/schools/kempmilles/**
### Kensington Parkwood Elementary School - #783

Principal: Ms. Barbara A. Liess  
Community Supt: Dr. Donna S. Hollingshead  
School Hours: 9:10-3:30  
[www.montgomeryschoolsmd.org/schools/parkwoodes/](http://www.montgomeryschoolsmd.org/schools/parkwoodes/)

#### 2013–2014 Official School Enrollment¹ ² = 673

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.4</td>
<td>49.6</td>
<td>≤5.0</td>
<td>6.7</td>
<td>6.4</td>
<td>8.9</td>
<td>≤5.0</td>
<td>73.1</td>
<td>≤5.0</td>
<td>5.5</td>
<td>6.4</td>
<td>9.2</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.8</td>
<td>74.2</td>
<td>≤5.0</td>
<td>5.0</td>
<td>11.3</td>
<td>≤5.0</td>
<td>72.6</td>
<td>8.1</td>
<td>8.1</td>
<td>11.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>% N</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashburton ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candlewood ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carderock Springs ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Forest ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyngate ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashburton ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beall ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmland ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashburton ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beall ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farmland ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

#### Special Education Attendance Rate² ³ = ≥95.0%

#### Special Education Mobility Rate (Entrants + Withdrawals)³ ³ = 10.4%

### Other Participation

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities (K–5)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5</td>
<td>3.000</td>
</tr>
</tbody>
</table>

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

² Data suppressed (---) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>79</td>
<td>16.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th></th>
<th>% FARMS</th>
<th>% SPED</th>
<th>% MUI</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.4</td>
<td>33.8</td>
<td>43.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th></th>
<th>% FARMS</th>
<th>% SPED</th>
<th>% MUI</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.4</td>
<td>33.8</td>
<td>43.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N LRE's (≥80% LRE A)</th>
<th>N LRE's (≤40% LRE C)</th>
<th>Cedar Grove ES</th>
<th>Fox Chapel ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Cedar Grove ES</td>
<td>Fox Chapel ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Diamond ES</td>
<td>Germantown ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Germantown ES</td>
<td>William B. Gibbs, Jr. ES</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>William B. Gibbs, Jr. ES</td>
<td>Great Seneca Creek ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Great Seneca Creek ES</td>
<td>Jones Lane ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Lake Seneca ES</td>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Little Bennett ES</td>
<td>Luxmanor ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>72.7</td>
<td>Spark M. Matsunaga ES</td>
<td>S. Christa McAuliffe ES</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>S. Christa McAuliffe ES</td>
<td>Judith A. Resnik ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Ronald McNair ES</td>
<td>Dr. Sally K. Ride ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>South Lake ES</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Waters Landing ES</td>
<td>Washington Grove ES</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>Watkins Mill ES</td>
<td>Waters Landing ES</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>3</td>
<td>5.8</td>
<td>Whetstone ES</td>
<td>Whetstone ES</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Proficient</th>
<th>Percent Proficient</th>
<th>Mathematics Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

| SPED Attendance Rate² | 94.8% |
| SPED Mobility Rate (Entrants + Withdrawals)² | 19.8% |

### Number of Special Education Teachers

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

### Special Education Services

- First 20 schools listed.

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
Lakewood Elementary School - #209
Principal: Ms. Robin L. Malcotti
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/lakewoodes/

### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollments²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.6</td>
<td>49.4</td>
<td>≤5.0</td>
<td>44.7</td>
<td>7.1</td>
<td>7.2</td>
<td>≤5.0</td>
<td>35.6</td>
<td>5.2</td>
<td>10.7</td>
<td>5.1</td>
<td>7.6</td>
<td>42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6</td>
<td>71.4</td>
<td>≤5.0</td>
<td>11.9</td>
<td>9.5</td>
<td>21.4</td>
<td>≤5.0</td>
<td>54.8</td>
<td>≤5.0</td>
<td>21.4</td>
<td>19.0</td>
<td></td>
<td>21</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Students in Attendance Area²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td>34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
<th>N</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (21)³ ⁴

<table>
<thead>
<tr>
<th>School Name</th>
<th>Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy V. Barnsley ES</td>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>Beall ES</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Brown Station ES</td>
<td>Deaf</td>
</tr>
<tr>
<td>College Gardens ES</td>
<td>Speech/Language</td>
</tr>
<tr>
<td>Darnestown ES</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td>Emotional Disability</td>
</tr>
<tr>
<td>Lakewood ES</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td>Health Impairment</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>Meadow Hall ES</td>
<td>Deaf/Blindness</td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td>Autism</td>
</tr>
<tr>
<td>Travilah ES</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>Wayside ES</td>
<td>Developmental Delay</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² ³ | 92.8% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ | 10.7% |

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning for Independence Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.500</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 455

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.1</td>
<td>56.9</td>
<td>9.0</td>
<td>12.3</td>
<td>13.8</td>
<td>≤5.0</td>
<td>58.7</td>
<td>5.9</td>
<td>6.2</td>
<td>13.8</td>
<td>16.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>73</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.8</td>
<td>71.2</td>
<td>≤5.0</td>
<td>15.1</td>
<td>17.8</td>
<td>16.4</td>
<td>≤5.0</td>
<td>45.2</td>
<td>5.5</td>
<td>9.6</td>
<td>30.1</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

**Disability**
- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Grove ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clearspring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Laytonsville ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Judith A. Resnik ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Lois P. Rockwell ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>South Lake ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>South River ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodfield ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (22) ³ ⁴

<table>
<thead>
<tr>
<th>School/Community-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Home School Model</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (21)² ⁴

<table>
<thead>
<tr>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laytonville ES</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

- SPED Attendance Rate² ³ = 93.8%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 10.3%

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.747</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² ≈ 986

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% ≤5.0</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% ≤5.0</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.1</td>
<td>50.9</td>
<td>32.4</td>
<td>17.0</td>
<td>9.5</td>
<td>7.2</td>
<td>12.2</td>
<td>13.7</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.4</td>
<td>65.6</td>
<td>20.3</td>
<td>17.2</td>
<td>12.5</td>
<td>4.8</td>
<td>5.0</td>
<td>17.2</td>
<td>14.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ≈ 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% ≤5.0</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.4</td>
<td>70.6</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>5.0</td>
<td>29.4</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>30</td>
<td>90.9</td>
<td>--</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
<td>5.0</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cedar Grove ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Clarksburg ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Damascus ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Longview School</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
<td>5.0</td>
<td>105</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jericho ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>Rockville ES</td>
<td>5.0</td>
<td>105</td>
</tr>
<tr>
<td>South County ES</td>
<td>5.0</td>
<td>105</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- Elementary Home School Model: 5.1
- Learning and Academic Disabilities: 2.250

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

---

73
Luxmanor Elementary School - #220

Principal: Mr. Ryan D. Forkert
Community Supt: Dr. Donna S. Hollingshead
School Hours: 8:50 - 3:05

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment</th>
<th>Total Special Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>49.7</td>
<td>50.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)</th>
<th>In home school</th>
<th>Not in home school</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>36.8</td>
<td>63.2</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services</th>
<th>SPED students living in attendance area</th>
<th>Not in home school</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)**

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥80% (LRE A)</th>
<th>N ≤40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>23.1</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (--)**

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Education Program (PEP) Inc.</td>
</tr>
<tr>
<td>Resource (K–5)</td>
</tr>
<tr>
<td>School/Community-Based</td>
</tr>
</tbody>
</table>

**Maryland School Assessments (SPED)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Special Education Services**

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>5.000</td>
<td>Preschool Education Program (PEP) Inc.</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = ≥95.0%</td>
<td>Number of Incidents</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 13.9%</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td></td>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
<tr>
<td></td>
<td>Preschool Education Program (PEP) Inc.</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (H); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

---

### Thurgood Marshall Elementary School - #244

Principal: Mrs. Pamela S. Nazzaro  
12260 McDonald Chapel Drive  
Gaithersburg, MD 20878  
Office Phone: (301) 670-8282

School Hours: 9:15 - 3:30  
www.montgomeryschoolsmd.org/schools/thurgoodmarshallies/

Cluster Name: Quince Orchard

---

### 2013–2014 Official School Enrollment² ³ = 614

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.3</td>
<td>53.7</td>
<td>≤5.0</td>
<td>17.9</td>
<td>15.0</td>
<td>26.9</td>
<td>≤5.0</td>
<td>34.5</td>
<td>≤5.0</td>
<td>13.0</td>
<td>30.1</td>
<td>11.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.9</td>
<td>68.1</td>
<td>≤5.0</td>
<td>11.1</td>
<td>23.6</td>
<td>31.9</td>
<td>≤5.0</td>
<td>29.2</td>
<td>≤5.0</td>
<td>6.9</td>
<td>38.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services² ³ = 7,567

SPED students living in attendance area² ³ = 58
Not in home school² ³ = 27, 46.6

---

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>90.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>6 11.5</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

---

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.
### 2013–2014 Official School Enrollment¹ ² = 583

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Female</th>
<th>% Male</th>
<th>% Male</th>
<th>% AM</th>
<th>% AM</th>
<th>% AS</th>
<th>% AS</th>
<th>% BL</th>
<th>% BL</th>
<th>% HI</th>
<th>% HI</th>
<th>% PI</th>
<th>% PI</th>
<th>% WH</th>
<th>% WH</th>
<th>% MU</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.3</td>
<td>46.7</td>
<td>≤5.0</td>
<td>8.2</td>
<td>29.0</td>
<td>30.7</td>
<td>≤5.0</td>
<td>24.9</td>
<td>6.9</td>
<td>26.9</td>
<td>44.1</td>
<td>7.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

| % Female | % Female | % Male | % Male | % AM | % AM | % AS | % AS | % BL | % BL | % HI | % HI | % PI | % PI | % WH | % WH | % MU | % MU | % ESOL | % ESOL | % FARMS | % FARMS | % SPED | % SPED |
|----------|----------|--------|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|--------|---------|---------|--------|--------|
| 26.8     | 73.2     | ≤5.0   | 12.2   | 19.5 | 39.0 | ≤5.0 | 24.4 | ≤5.0 | 29.3 | 48.8 |      |      |      |      |      |      |        |        |         |         |        |        |

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

| % Female | % Female | % Male | % Male | % AM | % AM | % AS | % AS | % BL | % BL | % HI | % HI | % PI | % PI | % WH | % WH | % MU | % MU | % ESOL | % ESOL | % FARMS | % FARMS | % SPED | % SPED |
|----------|----------|--------|--------|------|------|------|------|------|------|------|------|------|------|------|------|------|--------|--------|---------|---------|--------|--------|
| 29.2     | 70.8     | ≤5.0   | 8.2    | 24.0 | 33.8 | ≤5.0 | 29.4 | ≤5.0 | 27.4 | 44.7 |      |      |      |      |      |      |        |        |         |         |        |        |

### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>80.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>40.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (22) ³ ⁴

- Lucy V. Barnsley ES
- Cashell ES
- Clearsping ES
- Brookhaven ES
- Capt. James E. Daly ES
- College Gardens ES
- Flower Hill ES
- Diamond ES
- Flower Valley ES
- DuFief ES
- Gaithersburg ES
- Maryvale ES
- Garrett Park ES
- Meadow Hall ES
- Glenallan ES
- Carl Sandburg Learning Center
- Maryvale ES
- Stone Mill ES
- Meadow Hall ES
- Twinbrook ES
- Ritchie Park ES
- Sargent Shriver ES
- Watkins Mill ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (21) ³ ⁴

- Lucy V. Barnsley ES
- Beall ES
- Clearsping ES
- Brookhaven ES
- Capt. James E. Daly ES
- College Gardens ES
- Diamond ES
- DuFief ES
- Gaithersburg ES
- Maryvale ES
- Garrett Park ES
- Meadow Hall ES
- Glenallan ES
- Carl Sandburg Learning Center
- Maryvale ES
- Stone Mill ES
- Meadow Hall ES
- Twinbrook ES
- Ritchie Park ES
- Sargent Shriver ES
- Watkins Mill ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 93.6%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 34.5%

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Prekindergarten Autism (CAPP)</td>
</tr>
</tbody>
</table>

### Special Education Services

- Number of Special Education Paraeducators | 9.693

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
## 2013–2014 Official School Enrollment¹ ² = 958

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>12.2</th>
<th>5.4</th>
<th>10.0</th>
<th>15.7</th>
<th>5.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4</td>
<td>51.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>12.2</th>
<th>5.4</th>
<th>36.5</th>
<th>21.2</th>
<th>15.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1</td>
<td>76.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>12.2</th>
<th>5.4</th>
<th>36.5</th>
<th>21.2</th>
<th>15.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>71.4</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ⁴

- Great Seneca Creek ES
- Brown Station ES
- Spark M. Matsunaga ES
- Fields Road ES
- Dr. Sally K. Ride ES
- Gaithersburg ES
- Stedwick ES
- William B. Gibbs, Jr. ES
- Waters Landing ES
- Lake Seneca ES
- Whetstone ES
- Longview School
- Spark M. Matsunaga ES
- Ronald McNair ES
- Judith A. Resnik ES
- Dr. Sally K. Ride ES
- Rosemont ES
- Carl Sandburg Learning Center
- South Lake ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (25)² ⁴

- Spark M. Matsunaga ES
- Gaithersburg ES
- William B. Gibbs, Jr. ES
- Lake Seneca ES
- Longview School
- Spark M. Matsunaga ES
- Ronald McNair ES
- Judith A. Resnik ES
- Dr. Sally K. Ride ES
- Rosemont ES
- Carl Sandburg Learning Center
- South Lake ES

## Maryland School Assessments (SPED)² ³

### Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>≥95.0</td>
<td>53.3</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 11.9%</td>
</tr>
</tbody>
</table>

## Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>4.187</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
### 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/

### 2013–2014 Official School Enrollment¹ ² = 675

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>51.1</td>
<td>≤5.0</td>
<td>9.8</td>
<td>33.0</td>
<td>32.1</td>
<td>≤5.0</td>
<td>17.5</td>
<td>7.3</td>
<td>20.9</td>
<td>51.6</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.8</td>
<td>72.2</td>
<td>≤5.0</td>
<td>7.4</td>
<td>31.5</td>
<td>35.2</td>
<td>≤5.0</td>
<td>20.4</td>
<td>5.6</td>
<td>35.2</td>
<td>59.3</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N %</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>78.9</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>45.5</td>
<td>27.3</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>46.7</td>
<td>13.3</td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)²

- Cedar Grove ES
- Clopper Mill ES
- Germantown ES
- William B. Gibbs, Jr. ES
- Lake Seneca ES
- Summit Hall ES
- Summit Hall ES
- Judith A. Resnik ES
- Dr. Sally K. Ride ES
- Rock Creek Valley ES
- Carl Sandburg Learning Center
- Travilah ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (23)²

- S. Christa McAuliffe ES
- Great Seneca Creek ES
- Lake Seneca ES
- S. Christa McAuliffe ES
- Summit Hall ES
- S. Christa McAuliffe ES
- Summit Hall ES
- Summit Hall ES
- Summit Hall ES
- Summit Hall ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities (K–5)
- Resource (K–5)

### Other Participation

- Special Education Suspensions² ³

### Number of Special Education Teachers

- 3.5

### Number of Special Education Paraeducators

- 1,750

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

---

78
### 2013–2014 Official School Enrollment¹ ² = 813

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.2</td>
<td>48.8</td>
<td>≤5.0</td>
<td>30.1</td>
<td>23.5</td>
<td>16.4</td>
<td>≤5.0</td>
<td>25.5</td>
<td>≤5.0</td>
<td>19.4</td>
<td>24.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (−)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great Seneca Creek ES</td>
<td>Brown Station ES</td>
<td>Spark M. Matsunaga ES</td>
<td>Cedar Grove ES</td>
<td>Ronald McNair ES</td>
<td>DuFief ES</td>
</tr>
<tr>
<td>Germantown ES</td>
<td>Goshen ES</td>
<td>Great Seneca Creek ES</td>
<td>Stephen Knolls School</td>
<td>Lake Seneca ES</td>
<td>Longview School</td>
</tr>
<tr>
<td>Waters Landing ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (32)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

#### Grade 3

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 14.3%</td>
</tr>
</tbody>
</table>

---

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

2 Data suppressed (−) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5</td>
<td>54.5</td>
<td>≤5.0</td>
<td>10.2</td>
<td>12.7</td>
<td>54.3</td>
<td>≤5.0</td>
<td>17.4</td>
<td>≤5.0</td>
<td>24.2</td>
<td>55.0</td>
<td>16.3</td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment**: 72

- In home school: 33
- Not in home school: 39

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
<td>75.0</td>
<td>≤5.0</td>
<td>5.6</td>
<td>16.7</td>
<td>51.4</td>
<td>≤5.0</td>
<td>19.4</td>
<td>5.6</td>
<td>27.8</td>
<td>50.0</td>
</tr>
</tbody>
</table>

**SPED students living in attendance area**: 56

- Not in home school: 23
- 41.1%

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>85.7</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>52.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>21.1</td>
<td>57.9</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>21.4</td>
<td>14.3</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (39)**

- Lucy V. Barnsley ES
- Beall ES
- Brookhaven ES
- DuFief ES
- Flower Valley ES
- Lakewood ES
- Maryvale ES
- Meadow Hall ES
- Rock Creek Valley ES
- Carl Sandburg Learning Center

**Students in Attendance Area Sent to Schools Outside Attendance Area (23)**

- Wheaton Woods ES

**Note**: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate**: 92.9%
- **SPED Mobility Rate (Entrants + Withdrawals)**: 14.4%

### Number of Special Education Teachers

- 7.0

### Number of Special Education Paraeducators

- 8,500

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.9</td>
<td>53.1</td>
<td>≤5.0</td>
<td>11.5</td>
<td>14.5</td>
<td>42.6</td>
<td>≤5.0</td>
<td>25.2</td>
<td>5.7</td>
<td>31.2</td>
<td>46.4</td>
<td>18.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0</td>
<td>68.0</td>
<td>≤5.0</td>
<td>10.7</td>
<td>24.0</td>
<td>44.0</td>
<td>≤5.0</td>
<td>14.7</td>
<td>6.7</td>
<td>40.0</td>
<td>52.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

#### Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>21</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>6</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>40.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>29</td>
<td>4</td>
<td>13.8</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (51)

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
</tr>
<tr>
<td>Candlewood ES</td>
</tr>
<tr>
<td>Clearspring ES</td>
</tr>
<tr>
<td>Cashell ES</td>
</tr>
<tr>
<td>Clovery ES</td>
</tr>
<tr>
<td>Capt. James E. Daly ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Flower Hill ES</td>
</tr>
<tr>
<td>Flower Hill ES</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Greenwood ES</td>
</tr>
<tr>
<td>Goshen ES</td>
</tr>
<tr>
<td>Laytonsville ES</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
</tr>
<tr>
<td>Little Bennett ES</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summit Hall ES</td>
</tr>
<tr>
<td>Viers Mill ES</td>
</tr>
<tr>
<td>Washington Grove ES</td>
</tr>
<tr>
<td>Watkins Mill ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>54.5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>36.4</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Special Education Mobility Rate</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Learning Center (K–5)</td>
<td></td>
</tr>
<tr>
<td>Resource (K–5)</td>
<td></td>
</tr>
</tbody>
</table>

---

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

2. Data suppressed (--) to comply with new federal guidance, see introduction.


---

1. First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 165

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>46.7</td>
<td>53.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.1</td>
<td>5.5</td>
<td>≤5.0</td>
<td>78.8</td>
<td>6.7</td>
<td>≤5.0</td>
<td>13.3</td>
<td>12.7</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² Number Percent

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>14.3</td>
<td>85.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>9.5</td>
<td>≤5.0</td>
<td>71.4</td>
<td>14.3</td>
<td>≤5.0</td>
<td>23.8</td>
<td></td>
</tr>
</tbody>
</table>

In home school² -- --
Not in home school² -- --

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th></th>
<th>N All LRE's</th>
<th>% ≤80% (LRE A)</th>
<th>% ≤40% (LRE C)</th>
<th>Clarksburg ES</th>
<th>Germantown ES</th>
<th>Little Bennett ES</th>
<th>Monocacy ES</th>
<th>Judith A. Resnik ES</th>
<th>Rock Creek Valley ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarksburg ES</td>
<td>21</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Germantown ES</td>
<td>71</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Little Bennett ES</td>
<td>71</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Monocacy ES</td>
<td>71</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Judith A. Resnik ES</td>
<td>71</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td>71</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th></th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Attendance Rate² ³</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Special Education Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th></th>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Home School Model</td>
<td>1.5</td>
<td>3.75</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
<table>
<thead>
<tr>
<th>Year</th>
<th>Official School Enrollment</th>
<th>Students Receiving Special Education Services</th>
<th>Total Special Education Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>498</td>
<td>7,567</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of SPED Students Living in Attendance Area</td>
<td>Number of Incidents</td>
</tr>
<tr>
<td>44</td>
<td>70</td>
</tr>
</tbody>
</table>

| Number of Special Education Teachers | 7.0 |
| Number of Special Education Paraeducators | 4.625 |

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

Data suppressed (--) to comply with new federal guidance, see Introduction.

Outcome data reflect 2012–2013 school year. 

1 First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>52.2</td>
<td>47.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>13.4</td>
<td>81.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>72.6</td>
<td>93.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>30.8</td>
<td>69.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>10.3</td>
<td>87.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>87.2</td>
<td>89.7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.4</td>
<td>50.0</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N in ≥ 80% (LRE A)</th>
<th>N in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>20</td>
<td>90.9</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>38.5</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)

- New Hampshire Estates ES
- Forest Knolls ES
- Glen Haven ES
- Highland View ES
- Stephen Knolls School
- Montgomery Knolls ES
- New Hampshire Estates ES
- Oakland Terrace ES
- Rolling Terrace ES
- Rosemary Hills ES
- Carl Sandburg Learning Center
- Flora M. Singer ES
- Westover ES
- Woodlin ES

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

### Other Participation

- SPED Attendance Rate = 94.8%
- SPED Mobility Rate (Entrants + Withdrawals) = 25.3%

### Special Education Services

- Resource
- Special Education Teachers: 1.0
- Number of Special Education Paraeducators: 0.000

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see introduction.
4. First 20 schools listed.
Roscoe R. Nix Elementary School - #307

Community Supt: Dr. Myra J. Smith
School Hours: 8:50 - 3:05  www.montgomeryschoolsmd.org/schools/nixes/

---

### 2013–2014 Official School Enrollment² ² = 553

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.3</td>
<td>51.7</td>
<td>5.0</td>
<td>3.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.8</td>
<td>79.2</td>
<td>≤5.0</td>
<td>6.3</td>
<td>35.4</td>
<td>47.9</td>
<td>≤5.0</td>
<td>10.4</td>
<td>≤5.0</td>
<td>43.8</td>
<td>58.3</td>
<td>-</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services² ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>-</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>30.8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>22</td>
<td>6</td>
<td>27.3</td>
<td>2</td>
<td>9.1</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ³

- Burnt Mills ES
- Cannon Road ES
- Fairland ES
- Galway ES
- Harmony Hills ES
- Roscoe R. Nix ES
- Flora M. Singer ES
- Roscoe R. Nix ES
- Rock Creek Forest ES
- Rock Creek Valley ES
- Carl Sandburg Learning Center
- Stonegate ES
- Westover ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (41)² ³

- Cashell ES
- Cloverly ES
- East Silver Spring ES
- Galway ES
- Jackson Road ES
- Stephen Knolls School
- Roscoe R. Nix ES

### Maryland School Assessments (SPED)² ³

#### Grade 3
- Reading: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%
- Mathematics: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%

#### Grade 4
- Reading: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%
- Mathematics: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%

#### Grade 5
- Reading: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%
- Mathematics: Number Tested: 41, Number Proficient: 36, Percent Proficient: 87%

### The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>91%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

### Special Education Services

- Autism (K–2)
- Elementary Home School Model (K–2)
- Prekindergarten Autism

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

---

*First 20 schools listed.*
2013–2014 Official School Enrollment\(^1\)\(^2\) = 402

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^1\)\(^2\)

<table>
<thead>
<tr>
<th>Students Receiving</th>
<th>SPED Students living in</th>
<th>Students in Attendance Area Sent to</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school(^\text{a})</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school(^\text{b})</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services\(^3\)\(^4\) = 7,567

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)(^2)</th>
<th>Home School of Students Receiving Special Education Services ((\text{\textregistered}))(^2)</th>
<th>Schools Outside Attendance Area ((\text{\textregistered}))(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Pre ES</td>
<td>Bethesda ES</td>
<td>North Chevy Chase ES</td>
</tr>
<tr>
<td>Bethesda ES</td>
<td>Chevy Chase ES</td>
<td>Judith A. Resnik ES</td>
</tr>
<tr>
<td>North Chevy Chase ES</td>
<td>Flora M. Singer ES</td>
<td>Somerset ES</td>
</tr>
<tr>
<td>Westbrook ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)\(^2\)\(^3\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Number</td>
<td>Tested</td>
<td>Proficient</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Special Education Services</td>
</tr>
<tr>
<td>Elementary Home School Model (3–5)</td>
</tr>
<tr>
<td>Resource</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (\(\_\)) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.
Oak View Elementary School - #766

2013–2014 Official School Enrollment\(^2\) = 350

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.1</td>
<td>50.9</td>
<td>≤5.0</td>
<td>9.4</td>
<td>17.7</td>
<td>56.6</td>
<td>≤5.0</td>
<td>15.1</td>
<td>≤5.0</td>
<td>38.3</td>
<td>70.3</td>
<td>12.3</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.9</td>
<td>72.1</td>
<td>≤5.0</td>
<td>7.0</td>
<td>16.3</td>
<td>67.4</td>
<td>≤5.0</td>
<td>9.3</td>
<td>≤5.0</td>
<td>58.1</td>
<td>79.1</td>
<td>--</td>
</tr>
</tbody>
</table>

SPED students living in attendance area\(^2\) = 62

Not in home school\(^2\) = 21

Least Restrictive Environment (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>% N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>88.9</td>
<td>5.6</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Silver Spring ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cannon Road ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fairland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Highland View ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Oak View ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rolling Terrace ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Flora M. Singer ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Woodlin ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)\(^2\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>31.6</td>
<td>--</td>
<td>--</td>
<td>26.3</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
<td>--</td>
<td>20.0</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate(^2) = 94.6%</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)(^2) = 12.7%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Paraeducators</td>
<td>1.875</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (−) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

87
# Oakland Terrace Elementary School - #769

Principal: Mrs. Cheryl D. Pulliam  
Community Supt: Ms. Bronda L. Mills  
School Hours: 9:15 - 3:30  
Cluster Name: Downcounty Consortium

## 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% 5E</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.3</td>
<td>52.7</td>
<td>≤5.0</td>
<td>7.5</td>
<td>14.2</td>
<td>30.2</td>
<td>≤5.0</td>
<td>40.0</td>
<td>7.7</td>
<td>19.5</td>
<td>33.5</td>
<td>10.8</td>
<td>55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% 5E</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.5</td>
<td>65.5</td>
<td>≤5.0</td>
<td>21.8</td>
<td>40.0</td>
<td>≤5.0</td>
<td>30.9</td>
<td>≤5.0</td>
<td>29.1</td>
<td>43.6</td>
<td>10.8</td>
<td>5.75</td>
<td>7,567</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% 5E</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>5.0</td>
<td>59</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>% AM</th>
<th>N</th>
<th>% AS</th>
<th>N</th>
<th>% BL</th>
<th>N</th>
<th>% HI</th>
<th>N</th>
<th>% PI</th>
<th>N</th>
<th>% WH</th>
<th>N</th>
<th>% MU</th>
<th>N</th>
<th>% ESOL</th>
<th>N</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>35.3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>94.1</td>
<td>--</td>
<td>--</td>
<td>92.3</td>
<td>76.5</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate²</th>
<th>≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Mobility Rate²</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

### Special Education Services

- Elementary Home School Model (Inclusion)
- Preschool Education Program (PEP) Classic
- Preschool Education Program (PEP) Comprehensive

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 589

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.2</td>
<td>52.8</td>
<td>≤5.0</td>
<td>11.2</td>
<td>14.3</td>
<td>15.1</td>
<td>≤5.0</td>
<td>52.6</td>
<td>6.8</td>
<td>8.1</td>
<td>19.4</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.5</td>
<td>79.5</td>
<td>≤5.0</td>
<td>7.7</td>
<td>15.4</td>
<td>15.4</td>
<td>≤5.0</td>
<td>53.8</td>
<td>7.7</td>
<td>15.4</td>
<td>23.1</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>--</td>
<td>--</td>
<td>84.6</td>
<td>--</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)³ ⁴

- Candlewood ES
- Olney ES
- Brooke Grove ES
- Cloverly ES
- Jackson Road ES
- Mill Creek Towne ES
- Olney ES
- Judith A. Resnik ES
- Sherwood ES
- Stonegate ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)³ ⁴

- Not in home school
- Not in home school

### Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number-tested</td>
<td>Number-proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate³ ⁴ = ≥95.0%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 21.3%

### Special Education Services

- Elementary Home School Model

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 411

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.1</td>
<td>48.9</td>
<td>≤5.0</td>
<td>18.2</td>
<td>52.6</td>
<td>18.5</td>
<td>≤5.0</td>
<td>7.5</td>
<td>≤5.0</td>
<td>21.2</td>
<td>50.9</td>
<td>6.3</td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.8</td>
<td>69.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>61.5</td>
<td>23.1</td>
<td>≤5.0</td>
<td>7.7</td>
<td>≤5.0</td>
<td>23.1</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>

**SPED students living in attendance area²**

| Number | 48 |

**Not in home school²**

| Number | 27 | 56.3 |

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N</th>
<th>%</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
</table>

#### Home School of Students Receiving Special Education Services (--)² ⁴

- Cannon Road ES
- East Silver Spring ES
- Galway ES
- William Tyler Page ES
- Forest Knolls ES
- Galway ES
- Greenacres ES
- Montgomery Knolls ES
- Oakland Terrace ES
- William Tyler Page ES
- Carl Sandburg Learning Center
- Sherwood ES
- Stonegate ES

#### Students in Attendance Area Sent to Schools Outside Attendance Area (27)² ⁴

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>1.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>2.498</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 94.3%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 11.7%

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
## Pine Crest Elementary School - #761

**Principal:** Mrs. Cynthia A. Houston  
**Community Supt:** Ms. Bronda L. Mills  
**School Hours:** 9:15 - 3:30  
**www.montgomeryschoolsmd.org/schools/pinecrestes/**  
**Cluster Name:** Downcounty Consortium

### 2013–2014 Official School Enrollment¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.3</td>
<td>48.7</td>
<td>≤5.0</td>
<td>10.4</td>
<td>18.3</td>
<td>37.0</td>
<td>≤5.0</td>
<td>30.6</td>
<td>≤5.0</td>
<td>20.5</td>
<td>46.9</td>
<td>6.8</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.7</td>
<td>61.3</td>
<td>≤5.0</td>
<td>9.7</td>
<td>12.9</td>
<td>51.6</td>
<td>≤5.0</td>
<td>25.8</td>
<td>≤5.0</td>
<td>45.2</td>
<td>61.3</td>
<td></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Special Education Services¹ ² = 7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>25.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>36</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≤50.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>90.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--) ² ³

<table>
<thead>
<tr>
<th>Pine Crest ES</th>
<th>East Silver Spring ES</th>
<th>Piney Branch ES</th>
<th>Stephen Knolls School</th>
<th>Woodlin ES</th>
<th>Pine Crest ES</th>
<th>Carl Sandburg Learning Center</th>
<th>Flora M. Singer ES</th>
<th>Sligo Creek ES</th>
<th>Strathmore ES</th>
<th>Westover ES</th>
</tr>
</thead>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--) ² ³

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>72.7</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Home School Model (3–5)</td>
</tr>
<tr>
<td>Elementary Home School Model (Inclusion)</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Elementary Home School Model (3–5)</td>
</tr>
<tr>
<td></td>
<td>Elementary Home School Model (Inclusion)</td>
</tr>
</tbody>
</table>

### SPED Attendance Rate² ³ = 94.9%

### SPED Mobility Rate (Entrants + Withdrawals)² ³ = 24.2%

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 523

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>47.2%</td>
<td>52.8%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>92.9</td>
<td>36.5</td>
<td>14.7</td>
<td>9.2</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>52.8%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>36.5</td>
<td>14.7</td>
<td>9.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>33.3%</td>
<td>66.7%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.2</td>
<td>29.2</td>
<td>6.3</td>
<td>31.3</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66.7%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.2</td>
<td>29.2</td>
<td>6.3</td>
<td>31.3</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>29.2%</td>
<td>70.8%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>≤5.0</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
<tr>
<td>Male</td>
<td>70.8%</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>≤5.0</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In ≤ 40% (LRE C)</th>
<th>East Silver Spring ES</th>
<th>Piney Branch ES</th>
<th>Forest Knolls ES</th>
<th>Georgian Forest ES</th>
<th>Stephen Knolls School</th>
<th>Pine Crest ES</th>
<th>Piney Branch ES</th>
<th>Rolling Terrace ES</th>
<th>Flora M. Singer ES</th>
<th>Sligo Creek ES</th>
<th>Strathmore ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>92.9</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>92.9</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>78.9</td>
<td>--</td>
<td>--</td>
<td>47.4</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>63.6</td>
<td>--</td>
<td>--</td>
<td>45.5</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Participation</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = ≥95.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Paraeducators</td>
<td>1.875</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

* First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 396

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.2</td>
<td>51.8</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>77.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>12.4</td>
<td>10.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)³ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.8</td>
<td>73.2</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>7.3</td>
<td>87.8</td>
<td>5.0</td>
<td>5.0</td>
<td>14.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>24.0</td>
<td>33.8</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³ ²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>93.8</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>50.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

#### SPED Attendance Rate² ³ = 92.9%

#### SPED Mobility Rate (Entrants + Withdrawals)² ³ = 10.6%

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

| 4.0 |

### Number of Special Education Paraeducators

| 2.625 |

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
## 2013–2014 Official School Enrollment¹ ² = 499

<table>
<thead>
<tr>
<th></th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N All</td>
<td>33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>In home school²</th>
<th></th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>--</td>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th></th>
<th>SPED students living in attendance area³</th>
<th></th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)³ ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>38</td>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
<td>--</td>
<td>--</td>
<td>80.0</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>93.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

### Special Education Services

- **Number of Special Education Teachers:** 2.5
- **Number of Special Education Paraeducators:** 0.750

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

**2** Data suppressed (--) to comply with new federal guidance, see introduction.

**3** Outcome data reflect 2012–2013 school year.

**4** First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Services¹</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Not in home school²</td>
<td>22</td>
<td>41.5</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>85.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Carson ES</td>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Clearspring ES</td>
<td>Cashel ES</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Goshen ES</td>
<td>Flower Hill ES</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Laytonsville ES</td>
<td>Lakewood ES</td>
</tr>
<tr>
<td>Little Bennett ES</td>
<td>Laytonsville ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Spark M. Matsunaga ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>S. Christa McAuliffe ES</td>
<td>Judith A. Resnik ES</td>
</tr>
<tr>
<td>Ronald McNair ES</td>
<td>Lois P. Rockwell ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>Monocacy ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>North Chevy Chase ES</td>
</tr>
<tr>
<td>Autism</td>
<td>Sequoyah ES</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>Woodfield ES</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>Judith A. Resnik ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Disabilities (Prekindergarten)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Physical Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Resource</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Disabilities (Prekindergarten)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Physical Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Resource</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Notes

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see introduction.

*First 20 schools listed.*
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment¹ ²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.0</td>
<td>54.0</td>
<td>≤5.0</td>
<td>20.6</td>
<td>32.0</td>
<td>24.6</td>
<td>≤5.0</td>
<td>16.5</td>
<td>6.3</td>
<td>18.9</td>
<td>47.1</td>
<td>18.2</td>
<td>99</td>
<td>53.5</td>
<td>53.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.3</td>
<td>72.7</td>
<td>≤5.0</td>
<td>18.2</td>
<td>31.3</td>
<td>23.2</td>
<td>≤5.0</td>
<td>20.2</td>
<td>7.1</td>
<td>28.3</td>
<td>41.4</td>
<td>99</td>
<td>53.5</td>
<td>53.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N %</th>
<th>% N</th>
<th>% Area</th>
<th>% Students</th>
<th>% Services</th>
<th>% Special Education Attendance</th>
<th>% MCPS Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>68.8</td>
<td>--</td>
<td>18.8</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>47.1</td>
<td>--</td>
<td>47.1</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
<td>--</td>
<td>50.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>21</td>
<td>7</td>
<td>33.3</td>
<td>14</td>
<td>66.7</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>27</td>
<td>6</td>
<td>22.2</td>
<td>8</td>
<td>29.6</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>Elementary Learning Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.125</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
### 2013–2014 Official School Enrollment² ³ = 541

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>50.1</td>
<td>≤5.0</td>
<td>22.6</td>
<td>10.9</td>
<td>15.7</td>
<td>≤5.0</td>
<td>45.3</td>
<td>≤5.0</td>
<td>12.2</td>
<td>18.3</td>
<td>5.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.0</td>
<td>71.0</td>
<td>≤5.0</td>
<td>16.1</td>
<td>≤5.0</td>
<td>25.8</td>
<td>≤5.0</td>
<td>51.6</td>
<td>≤5.0</td>
<td>19.4</td>
<td>29.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

#### Disability

<table>
<thead>
<tr>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candlewood ES</td>
<td>Lucy V. Barnsley ES</td>
<td></td>
</tr>
<tr>
<td>Lakewood ES</td>
<td>Beall ES</td>
<td></td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td>Beverly Farms ES</td>
<td></td>
</tr>
<tr>
<td>Rock View ES</td>
<td>College Gardens ES</td>
<td></td>
</tr>
<tr>
<td>Somerset ES</td>
<td>DuFief ES</td>
<td></td>
</tr>
<tr>
<td>Flower Valley ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakehill ES</td>
<td>Thurgood Marshall ES</td>
<td></td>
</tr>
<tr>
<td>Maryvale ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travilah ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twinbrook ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watkins Mill ES</td>
<td>Wayside ES</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Test</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Test</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.500</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Services</td>
</tr>
</tbody>
</table>

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 611

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment² ³</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.4</td>
<td>50.6</td>
<td>&lt;5.0</td>
<td>5.2</td>
<td>16.2</td>
<td>30.9</td>
<td>&lt;5.0</td>
<td>41.1</td>
<td>6.4</td>
<td>17.2</td>
<td>23.6</td>
<td>6.4</td>
<td>39</td>
<td>17.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>In home school²</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1</td>
<td>76.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>17.9</td>
<td>20.5</td>
<td>≤5.0</td>
<td>59.0</td>
<td>≤5.0</td>
<td>12.8</td>
<td>12.8</td>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area³</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>Not in home school³</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>83.3</td>
<td>&lt;5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Gardens ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flower Hill ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurgood Marshall ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oakland Terrace ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Forest ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flora M. Singer ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westbrook ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlin ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twinbrook ES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³

<table>
<thead>
<tr>
<th>Cluster Name: Bethesda-Chevy Chase</th>
</tr>
</thead>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>81.8</td>
<td>--</td>
<td>--</td>
<td>63.6</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = ≥95.0%</td>
<td>Number of Incidents</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³ ³ = ≤5.0%</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Number of Special Education Teachers

| Number of Special Education Teachers
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

#### Number of Special Education Paraeducators

| Number of Special Education Paraeducators
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 436

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.6</td>
<td>51.4</td>
<td>≤5.0</td>
<td>9.2</td>
<td>8.7</td>
<td>42.9</td>
<td>≤5.0</td>
<td>31.7</td>
<td>6.9</td>
<td>25.7</td>
<td>36.0</td>
<td>22.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0</td>
<td>50.0</td>
<td>≤5.0</td>
<td>13.5</td>
<td>12.5</td>
<td>45.8</td>
<td>≤5.0</td>
<td>25.0</td>
<td>≤5.0</td>
<td>19.8</td>
<td>41.7</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N %</th>
<th>N ≥ 40% (LRE C)</th>
<th>N %</th>
<th>LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>33</td>
<td>4</td>
<td>12.1</td>
<td>27.3</td>
<td>9</td>
<td>24.0</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>10.0</td>
<td>30.0</td>
<td>9</td>
<td>24.0</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (56)² ⁴

<table>
<thead>
<tr>
<th>Dismissed</th>
<th>LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
<td>Brookhaven ES</td>
</tr>
<tr>
<td>Ashburton ES</td>
<td>Cashell ES</td>
</tr>
<tr>
<td>Lucy V. Barnsley ES</td>
<td>College Gardens ES</td>
</tr>
<tr>
<td>Brookhaven ES</td>
<td>DuFief ES</td>
</tr>
<tr>
<td>Brown Station ES</td>
<td>Lakewood ES</td>
</tr>
<tr>
<td>Dr. Charles R. Drew ES</td>
<td>Maryvale ES</td>
</tr>
<tr>
<td>Fallsmead ES</td>
<td>Meadow Hall ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Flower Valley ES</td>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td>Sligo Creek ES</td>
</tr>
<tr>
<td>Galway ES</td>
<td>Somerset ES</td>
</tr>
<tr>
<td>William B. Gibbs, Jr. ES</td>
<td>Stone Mill ES</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>Twinbrook ES</td>
</tr>
<tr>
<td>Highland ES</td>
<td>Weller Road ES</td>
</tr>
<tr>
<td>Highland View ES</td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ⁴

<table>
<thead>
<tr>
<th>Cluster Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockville</td>
<td>Jackson Road ES</td>
</tr>
<tr>
<td>Kemp Mill ES</td>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td>S. Christa McAuliffe ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = 93.5%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = 5.1%**

### Number of Special Education Teachers

- 9.5

### Special Education Services

- Deaf & Hard/Hearing Program (Oral/Aural)
- Preschool, Infant/Toddler Deaf & Hard/Hearing

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
## Rock View Elementary School - #795

### Principal: Ms. Kristine A. Alexander
3901 Denfeld Avenue  Kensington, MD  20895
Office Phone: (301) 929-2002

### Community Supt: Ms. Bronda L. Mills
Fax Number: (301) 962-5986

### School Hours: 8:50 - 3:05
www.montgomeryschoolsmd.org/schools/rockviewes/

Cluster Name: Downcounty Consortium

### 2013–2014 Official School Enrollment¹ ² = 655

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>% Male</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.2</td>
<td>47.8</td>
<td>≤5.0</td>
<td>11.8</td>
<td>15.1</td>
<td>44.3</td>
<td>≤5.0</td>
<td>23.1</td>
<td>5.3</td>
<td>31.1</td>
<td>48.5</td>
<td>11.6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% Male</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.3</td>
<td>73.7</td>
<td>≤5.0</td>
<td>7.9</td>
<td>21.1</td>
<td>59.2</td>
<td>≤5.0</td>
<td>10.5</td>
<td>5.3</td>
<td>31.1</td>
<td>48.5</td>
<td>11.6</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% Male</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>63.2</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>28.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>26.3</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (34)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bel Pre ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highland ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenallan ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meadow Hall ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kemp Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock View ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takoma Park ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weller Road ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheaton Woods ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlin ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (27)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bel Pre ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highland ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenallan ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meadow Hall ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kemp Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock View ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takoma Park ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weller Road ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Viers Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheaton Woods ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlin ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>36.4</td>
<td>--</td>
<td>--</td>
<td>45.5</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³</td>
<td>92.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>14.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Number of Special Education Teachers

- 7.0

#### Number of Special Education Paraeducators

- 7,000

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td></td>
<td>70</td>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environment</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>35</td>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)²</th>
<th>Home School of Students Receiving Special Education Services (35)⁴</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (22)⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>Cedar Grove ES</td>
<td>Lucy V. Barnsley ES</td>
</tr>
<tr>
<td></td>
<td>Clarksburg ES</td>
<td>Beall ES</td>
</tr>
<tr>
<td></td>
<td>Damascus ES</td>
<td>Cedar Grove ES</td>
</tr>
<tr>
<td></td>
<td>Gaithersburg ES</td>
<td>Clearspring ES</td>
</tr>
<tr>
<td></td>
<td>Fox Chapel ES</td>
<td>Clopper Mill ES</td>
</tr>
<tr>
<td></td>
<td>Jones Lane ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Laytonsville ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Little Bennett ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Germantown ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ronald McNair ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Judith A. Resnik ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr. Sally K. Ride ES</td>
<td>Lois P. Rockwell ES</td>
</tr>
<tr>
<td></td>
<td>Lois P. Rockwell ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>South Lake ES</td>
<td>Strawberry Knoll ES</td>
</tr>
<tr>
<td></td>
<td>Strawberry Knoll ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summit Hall ES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Woodfield ES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maryland School Assessments (SPED)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Incidents</td>
</tr>
<tr>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.125</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
## Rolling Terrace Elementary School - #771

Principal: Mrs. Jennifer L. Connors  
705 Bayfield Street  Takoma Park, MD 20912  
Office Phone: (301) 431-7600  
Community Supt: Ms. Bronda L. Mills  
Fax Number: (301) 431-7643  
School Hours: 8:40 - 3:05  
www.montgomeryschoolsmd.org/schools/rollinges/  
Cluster Name: Downcounty Consortium

### 2013–2014 Official School Enrollment¹ ² = 872

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>49.3</td>
<td>50.7</td>
<td>&lt;5.0</td>
<td>&lt;5.0</td>
<td>14.9</td>
<td>62.7</td>
<td>&lt;5.0</td>
<td>15.0</td>
<td>≤5.0</td>
<td>48.7</td>
<td>68.1</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school²</td>
<td>31.8</td>
<td>68.2</td>
<td>&lt;5.0</td>
<td>6.8</td>
<td>15.9</td>
<td>68.2</td>
<td>≤5.0</td>
<td>9.1</td>
<td>≤5.0</td>
<td>48.7</td>
<td>65.9</td>
<td>70.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>29.2</td>
<td>70.8</td>
<td>&lt;5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>35.7</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (–)² ³

<table>
<thead>
<tr>
<th></th>
<th>N All</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burtons ville ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greencastle ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire Estates ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oak View ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pinny Branch ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rolling Terrace ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takoma Park ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flora M. Singer ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westover ES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (28)² ³

<table>
<thead>
<tr>
<th></th>
<th>N All</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Silver Spring ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highland View ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery Knolls School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flora M. Singer ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strathmore ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westover ES</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Test / Number Proficient</th>
<th>Percent Proficient</th>
<th>Number test / Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>-- / --</td>
<td>--</td>
<td>-- / --</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>-- / --</td>
<td>--</td>
<td>-- / --</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>-- / 58.3</td>
<td>58.3</td>
<td>-- / 58.3</td>
<td>58.3</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th></th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³</td>
<td>94%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th></th>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Home School Model</td>
<td>4.0</td>
<td>1.375</td>
</tr>
</tbody>
</table>

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

² Data suppressed (–) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 643

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% ≤ 5.0</th>
<th>% ≤ 16.2</th>
<th>% ≤ 16.2</th>
<th>% ≤ 5.0</th>
<th>% 54.3</th>
<th>% 7.5</th>
<th>% 17.6</th>
<th>% 23.6</th>
<th>% 7.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.5</td>
<td>50.5</td>
<td>5.8</td>
<td>16.2</td>
<td>16.2</td>
<td>5.0</td>
<td>54.3</td>
<td>7.5</td>
<td>17.6</td>
<td>23.6</td>
<td>7.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% ≤ 5.0</th>
<th>% ≤ 16.2</th>
<th>% ≤ 16.2</th>
<th>% ≤ 5.0</th>
<th>% 26.5</th>
<th>% 14.3</th>
<th>% 18.4</th>
<th>% 24.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.5</td>
<td>75.5</td>
<td>5.0</td>
<td>16.2</td>
<td>16.2</td>
<td>5.0</td>
<td>26.5</td>
<td>14.3</td>
<td>18.4</td>
<td>24.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% ≤ 5.0</th>
<th>% ≤ 16.2</th>
<th>% ≤ 16.2</th>
<th>% ≤ 5.0</th>
<th>% 29.4</th>
<th>% 5.0</th>
<th>% 27.4</th>
<th>% 44.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>5.0</td>
<td>16.2</td>
<td>16.2</td>
<td>5.0</td>
<td>29.4</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's N</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>83.3</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>25.0</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>22.2</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>Ashburn ES</th>
<th>Bethesda ES</th>
<th>Carderock Springs ES</th>
<th>DuFief ES</th>
<th>Farmland ES</th>
<th>Forest Knolls School</th>
<th>New Hampshire Estates ES</th>
<th>Rock Creek Valley ES</th>
<th>Rock Creek Forest ES</th>
<th>Rosemary Hills ES</th>
<th>Wyngate ES</th>
</tr>
</thead>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (22)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>Rosemary Hills ES</th>
<th>Seven Locks ES</th>
<th>Sligo Creek ES</th>
<th>Wood Acres ES</th>
<th>Woodlin ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>Rosemary Hills ES</td>
<td>Seven Locks ES</td>
<td>Sligo Creek ES</td>
<td>Wood Acres ES</td>
<td>Woodlin ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### The Maryland School Assessment was not administered at this school during the 2012–2013 school year because there were no students in grades 3–5.

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism (K–2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Home School Model (K–2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prekindergarten Autism</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

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

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>Total Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school</td>
<td>72</td>
<td>66.7</td>
</tr>
<tr>
<td>Not in home school</td>
<td>24</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Total MCPS Elementary Students Receiving Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED students living in attendance area</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Not in home school</td>
<td>36</td>
<td>42.9</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services

- **Bradley Hills ES**: Intellectual Disability
- **Clearspring ES**: Hearing Impairment
- **Clopper Mill ES**: Deaf
- **College Gardens ES**: Speech/Language
- **Damascus ES**: Visual Impairment
- **Flower Hill ES**: Emotional Disability
- **William B. Gibbs, Jr. ES**: Orthopedic Impairment
- **Little Bennett ES**: Health Impairment
- **Spark M. Matsunaga ES**: Learning Disabilities
- **Rosemont ES**: Multiple Disabilities
- **Sargent Shriver ES**: Deaf/Blindness
- **South Lake ES**: Autism
- **Stedwick ES**: Traumatic Brain Injury
- **Waters Landing ES**: Developmental Delay

### Maryland School Assessments (SPED)

#### Grade 3

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate**: 94.3%
- **SPED Mobility Rate**: 13.5%

### Special Education Services

- **Elementary Home School Model (Inclusion)**
- **Prekindergarten Autism**

### Note

Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

**Principal:** Mr. James (Jimmy) A. Sweeney  
**Community Supt:** Dr. Myra J. Smith  
**Office Phone:** (301) 840-7123  
**Fax Number:** (301) 548-7512  
**School Hours:** 8:50 - 3:05  
**Cluster Name:** Gaithersburg

---

**Other Information:**

- **Number of Special Education Teachers:** 5.5
- **Number of Special Education Paraeducators:** 12.244

---

**Special Education Suspensions**: 2013–2014

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

**Rosemont Elementary School - #555**

**16400 Alden Avenue  Gaithersburg, MD 20877**

**Principal:** Mr. James (Jimmy) A. Sweeney  
**Community Supt:** Dr. Myra J. Smith  
**Office Phone:** (301) 840-7123  
**Fax Number:** (301) 548-7512  
**School Hours:** 8:50 - 3:05  
**Cluster Name:** Gaithersburg
### 2013–2014 Official School Enrollment¹ ² ³ = 446

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.9</td>
<td>51.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.6</td>
<td>75.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27.4</td>
<td>53.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² ³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33.8</td>
<td>53.8</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restricive Environment (as of 10/31/2013)²

#### Disability

- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ⁴

#### N All LRE's

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.4</td>
<td>53.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (30)² ⁴

- Candlewood ES
- Ashburn ES
- Cashell ES
- Brookhaven ES
- Flower Hill ES
- Cashell ES
- Goshen ES
- Diamond ES
- Mill Creek Towne ES
- Flower Valley ES
- Judith A. Resnik ES
- Gaithersburg ES
- Sequoyah ES
- William B. Gibbs, Jr. ES
- Whetstone ES
- Goshen ES
- Longview School
- Mill Creek Towne ES
- Judith A. Resnik ES
- Carl Sandburg Learning Center
- Sequoyah ES
- Stedwick ES
- Strawberry Knoll ES
- Washington Grove ES
- Woodfield ES

### Maryland School Assessments (SPED)² ³

#### Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>36</td>
<td>0.1</td>
<td>66.7</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>30</td>
<td>30%</td>
<td>41.7</td>
<td>2</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 94%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 20.7%

### Special Education Services

- Learning and Academic Disabilities (K–5)
- Resource (K–5)

### Notes

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see introduction.

---

¹ The number of students reported reflects the Maryland State Department of Education.

² Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

³ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 400

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46.0</td>
<td>54.0</td>
<td>≤5.0</td>
<td>16.8</td>
<td>7.3</td>
<td>10.0</td>
<td>≤5.0</td>
<td>55.5</td>
<td>10.0</td>
<td>10.5</td>
<td>≤5.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33.3</td>
<td>66.7</td>
<td>≤5.0</td>
<td>12.5</td>
<td>16.7</td>
<td>12.5</td>
<td>≤5.0</td>
<td>54.2</td>
<td>≤5.0</td>
<td>25.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Teachers</td>
</tr>
<tr>
<td>Number of Special Education Paraeducators</td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

### Notes

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.

* First 20 schools listed.
### Sherwood Elementary School - #501

Principal: Mrs. Dina E. Brewer  
1401 Olney-Sandy Spring Road  Sandy Spring, MD  20860  
Fax Number: (301) 924-3294  
Cluster Name: NE Consort., Sherwood

### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.3</td>
<td>53.7</td>
<td>11.0</td>
<td>17.9</td>
<td>12.3</td>
<td>5.6</td>
<td>20.0</td>
<td>53.3</td>
<td>7.5</td>
<td>15.2</td>
<td>10.6</td>
<td>8.2</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.7</td>
<td>67.3</td>
<td>7.3</td>
<td>32.7</td>
<td>7.3</td>
<td>32.7</td>
<td>7.3</td>
<td>5.5</td>
<td>18.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

### Home School of Students Receiving Special Education Services (22)

- Bel Pre ES
- Brooke Grove ES
- Clovery ES
- Burlingtons ES
- Flower Valley ES
- Cannon Road ES
- Kemp Mill ES
- Clorfield ES
- Carl Sandburg Learning Center
- Dr. Charles R. Drew ES
- Sherwood ES
- Fairland ES
- Sligo Creek ES
- Galway ES
- Stonegate ES
- Greencastle ES
- Greenwood ES
- Kemp Mill ES
- Mill Creek Towne ES
- Olney ES
- William Tyler Page ES
- Sherwood ES

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate: 94.8%
- SPED Mobility Rate: 16.2%

### Special Education Services

- Preschool Education Program (PEP) Inc.
- Resource
- School/Community-Based
- Preschool Education Program (PEP)

### Number of Special Education Teachers

- Autism
- Elementary Home School Model
- Elementary Home School Model (Inclusion)
- Preschool Education Program (PEP)
- Preschool Education Program (PEP) Comprehensive

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (H); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

*First 20 schools listed.*
### Sargent Shriver Elementary School - #779

Principal: Mrs. Tamisha L. Sampson  
Community Supt: Ms. Bronda L. Mills  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/shriveres/

### 2013–2014 Official School Enrollment¹ ² = 770

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.2</td>
<td>47.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>13.9</td>
<td>72.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>52.6</td>
<td>82.3</td>
<td>7.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.3</td>
<td>70.7</td>
<td>≤5.0</td>
<td>5.2</td>
<td>12.1</td>
<td>75.9</td>
<td>≤5.0</td>
<td>5.2</td>
<td>≤5.0</td>
<td>79.3</td>
<td>81.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>18</td>
<td>85.7</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>76.9</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (→)² ³

| Georgian Forest ES | BurntTree ES | Greencastle ES | CannonRoad ES | SargentShriver ES | CollegeGardens ES | Farmland ES | StephenKnolls School | Maryvale ES | Meadow Hall ES | Rock Creek Valley ES | Rosemont ES | Carl Sandburg Learning Center | Sargent Shriver ES | Weller Road ES | Westover ES | Wheaton Woods ES |

### Students in Attendance Area Sent to Schools Outside Attendance Area (33)² ³

<table>
<thead>
<tr>
<th>N All</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.2%</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>45.5</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>75.0</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = ≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.2%</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.750</td>
<td></td>
</tr>
</tbody>
</table>

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Flora M. Singer Elementary School - #770

Principal: Mr. Kyle J. Heatwole  
Office Phone: (301) 649-8000  
Community Supt: Ms. Bronda L. Mills  
Fax Number: (301) 649-8011  
School Hours: 9:15 - 3:30  
Cluster Name: Downcounty Consortium  
www.montgomeryschoolsmd.org/schools/singeres/  

#### 2013–2014 Official School Enrollment³ ² = 629

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.4</td>
<td>52.6</td>
<td>≤5.0</td>
<td>7.8</td>
<td>15.6</td>
<td>35.5</td>
<td>≤5.0</td>
<td>35.3</td>
<td>5.4</td>
<td>28.6</td>
<td>40.2</td>
<td>14.5</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)³ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.8</td>
<td>69.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>25.3</td>
<td>42.9</td>
<td>≤5.0</td>
<td>24.2</td>
<td>≤5.0</td>
<td>40.7</td>
<td>50.5</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Haring Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>64.3</td>
<td>21.4</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>61.1</td>
<td>22.2</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>58.8</td>
<td>17.6</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>18.8</td>
<td>68.8</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>21</td>
<td>6</td>
<td>28.6</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Home School of Students Receiving Special Education Services (as of 44)² ³

- Arcola ES
- Brookhaven ES
- Burnt Mills ES
- Forest Knolls ES
- Glen Haven ES
- Highland View ES
- Kemp Mill ES
- Montgomery Knolls ES
- New Hampshire Estates ES
- North Chevy Chase ES
- Oak View ES
- Oakland Terrace ES
- Pine Crest ES
- Pinney Branch ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³

- Georgian Forest ES
- Stephen Knolls School
- Montgomery Knolls ES
- Roscoe R. Nix ES
- Oakland Terrace ES
- Rock Creek Forest ES
- Flora M. Singer ES
- Westover ES
- Woodlin ES
- Pinney Branch ES
- Rolling Terrace ES
- Flora M. Singer ES
- Sligo Creek ES
- Takoma Park ES
- Woodlin ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient</th>
<th>Percent</th>
<th>Number</th>
<th>Proficient</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>41.7</td>
<td>--</td>
<td>--</td>
<td>16.7</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>61.5</td>
<td>--</td>
<td>--</td>
<td>35.7</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>6.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>8.312</td>
</tr>
</tbody>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.

*First 20 schools listed.*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Attendance Rate² ³ = ≥95.0%

### SPED Mobility Rate (Entrants + Withdrawals)² ³ = 8.5%

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>Asperger's Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td></td>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

### Special Education Services

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
Somerset Elementary School - #405

Principal: Ms. Kelly Morris 5811 Warwick Place  Chevy Chase, MD 20815
Community Supt: Dr. Donna S. Hollingshead Office Phone: (301) 657-4985
School Hours: 8:50 - 3:05 Fax Number: (301) 657-4907

2013–2014 Official School Enrollment¹ ² = 531

<table>
<thead>
<tr>
<th></th>
<th>Total Special Education Enrollment² Number Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th></th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th></th>
<th>SPED students living in attendance area³ Number Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>Home School of Students Receiving Special Education Services (--)² ³ Number Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Chevy Chase ES</td>
<td>Ashburn ES</td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td>Lucy V. Barnsley ES</td>
</tr>
<tr>
<td>Somerset ES</td>
<td>Bethesda ES</td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td>Glen Haven ES</td>
</tr>
<tr>
<td>Ritchie Park ES</td>
<td>Stephen Knolls School</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>Number of Students</td>
</tr>
<tr>
<td>Rate</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

SPED Attendance Rate² ³ = ≥95.0%

SPED Mobility Rate (Entrants + Withdrawals)³ ³ = 15.1%

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Elementary Home School Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.500</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AI); Asian (AS); Black or African American (Bl); Hispanic/Latino (Hi); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
South Lake Elementary School - #564

Principal: Ms. Celeste D. King  
Office Phone: (301) 840-7141
Community Supt: Dr. LaVerne G. Kimball  
Fax Number: (301) 840-4549
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/southlakes/

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ²</th>
<th>797</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>46.7</td>
<td>53.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
<th>111</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>28.1</td>
<td>71.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ²</th>
<th>7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
</tr>
<tr>
<td>29.2</td>
<td>70.8</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≤95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>56.3</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Special Education Enrollment²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (56)² ³

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spark M. Matsunaga ES</td>
<td>--</td>
</tr>
<tr>
<td>Beverly Farms ES</td>
<td>--</td>
</tr>
<tr>
<td>South Lake ES</td>
<td>--</td>
</tr>
<tr>
<td>Whetstone ES</td>
<td>--</td>
</tr>
<tr>
<td>Rachel Carson ES</td>
<td>--</td>
</tr>
<tr>
<td>Capt. James E. Daly ES</td>
<td>--</td>
</tr>
<tr>
<td>Flower Hill ES</td>
<td>--</td>
</tr>
<tr>
<td>Gaitersburg ES</td>
<td>--</td>
</tr>
<tr>
<td>William B. Gibbs, Jr. ES</td>
<td>--</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td>--</td>
</tr>
<tr>
<td>Laytonsville ES</td>
<td>--</td>
</tr>
<tr>
<td>Dr. Sally K. Ride ES</td>
<td>--</td>
</tr>
<tr>
<td>Lois P. Rockwell ES</td>
<td>--</td>
</tr>
<tr>
<td>Rosemont ES</td>
<td>--</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td>--</td>
</tr>
<tr>
<td>South Lake ES</td>
<td>--</td>
</tr>
<tr>
<td>Stedwick ES</td>
<td>--</td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td>--</td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td>--</td>
</tr>
<tr>
<td>Watkins Mill ES</td>
<td>--</td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspension² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³</td>
<td>93.6%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>37.9%</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Number of Special Education Teachers

<table>
<thead>
<tr>
<th>Resource</th>
<th>Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>--</td>
</tr>
</tbody>
</table>

Number of Special Education Paraeducators

| 0.500 | -- |

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

---

112
### 2013–2014 Official School Enrollment¹ ² = 605

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>51.2</td>
<td>6.8</td>
<td>37.5</td>
<td>35.4</td>
<td>≤5.0</td>
<td>15.0</td>
<td>≤5.0</td>
<td>30.6</td>
<td>59.7</td>
<td>11.2</td>
<td></td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² ³ = 68
- In home school² = 39 (57.4)%
- Not in home school² = 29 (42.6)%

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.9</td>
<td>72.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.4</td>
<td>44.1</td>
<td>≤5.0</td>
<td>16.2</td>
<td>5.9</td>
<td>30.9</td>
<td>58.8</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>≥ 80% (LRE A)</th>
<th>&lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>6.7</td>
<td>93.3</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>41.2</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 91.4%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 35.6%

### Number of Special Education Teachers

- 4.5

### Number of Special Education Paraeducators

- 3.750

### Special Education Services

- Learning for Independence (K–5)
- Resource (K–5)
### 2013–2014 Official School Enrollment² ³ = 632

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Least Restrictive Environment (as of 10/31/2013)²

- Beall ES
- Bells Mill ES
- DuFief ES
- Beverly Farms ES
- Fallsmead ES
- Brown Station ES
- Fields Road ES
- Rachel Carson ES
- Galway ES
- Cedar Grove ES
- Carl Sandburg Learning Center
- Cold Spring ES
- Stone Mill ES
- College Gardens ES
- Travilah ES
- DuFief ES
- Washington Grove ES
- Fairland ES
- Watkins Mill ES
- Fields Road ES
- Whetstone ES
- Fox Chapel ES
- Gaithersburg ES
- Lakewood ES
- Laytonsville ES
- Thurgood Marshall ES
- Maryvale ES
- Meadow Hall ES
- Ritchie Park ES
- Rock Creek Valley ES
- Stone Mill ES
- #653

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 90.4%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%

### Special Education Services

- Preschool Education Program (PEP) Begins
- Preschool Education Program (PEP) Classic
- Preschool Education Program (PEP) Comprehensive
- Preschool Education Program (PEP) Inc.

### Note

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
### 2013–2014 Official School Enrollment¹ = 474

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²</th>
<th>% FARMS</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51.7</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>66.7</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>--</td>
<td>18.2</td>
</tr>
<tr>
<td></td>
<td>20.0</td>
<td></td>
</tr>
</tbody>
</table>

| 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³² = 7,567
<table>
<thead>
<tr>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>% FARMS</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>36.4</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>18.2</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (31)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>% FARMS</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Pre ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Broad Acres ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burtonsville ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cannon Mills ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Charles R. Drew ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairland ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Galway ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glenallan ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greencastle ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roscoe R. Nix ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olney ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Tyler Page ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)²³

#### Grade

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate²</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Suspensions²</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Independence (K–5)</td>
</tr>
<tr>
<td>Resource (K–5)</td>
</tr>
</tbody>
</table>

#### Number of Special Education Teachers

| 4.0 |

#### Number of Special Education Paraeducators

| 5.375 |

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Strathmore Elementary School - #822

Principal: Mrs. Cheryl L. Smith
Community Supt: Ms. Bronda L. Mills
School Hours: 8:50 - 3:05

2013–2014 Official School Enrollment¹ ² = 442

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.8</td>
<td>50.2</td>
<td>&lt;5.0</td>
<td>6.8</td>
<td>45.7</td>
<td>36.9</td>
<td>&lt;5.0</td>
<td>7.0</td>
<td>&lt;5.0</td>
<td>19.7</td>
<td>60.6</td>
<td>12.7</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.4</td>
<td>78.6</td>
<td>≤5.0</td>
<td>7.1</td>
<td>39.3</td>
<td>44.6</td>
<td>&lt;5.0</td>
<td>7.1</td>
<td>&lt;5.0</td>
<td>42.9</td>
<td>60.7</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 67% (LRE B)</th>
<th>N ≥ 50% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech-Language</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>Arcola ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Kemp Mill ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>Pine Crest ES</td>
</tr>
<tr>
<td>Speech-Language</td>
<td>Pinney Branch ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Rock View ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Rolling Terrace ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Strathmore ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>Forest Knolls ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Galway ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>Kemp Mill ES</td>
</tr>
<tr>
<td>Speech-Language</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Strathmore ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Wheaton Woods ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>Wood Acres ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>Wood Acres ES</td>
</tr>
<tr>
<td>Autism</td>
<td>Woodland ES</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>52.9</td>
<td>--</td>
<td>--</td>
<td>29.4</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
<td>--</td>
<td>--</td>
<td>80.0</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>12</td>
<td>42.9</td>
<td>28</td>
<td>6</td>
<td>21.4</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Home School Model (3–5)</td>
</tr>
<tr>
<td>School/Community-Based (2–5)</td>
</tr>
</tbody>
</table>

SPED Attendance Rate² ³ = ≥95.0%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = 6.7%

Number of Special Education Teachers | 6.5
Number of Special Education Paraeducators | 5.749

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

First 20 schools listed.
### 2013–2014 Official School Enrollment² = 597

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.4</td>
<td>50.6</td>
<td>≤5.0</td>
<td>12.4</td>
<td>28.8</td>
<td>37.0</td>
<td>≤5.0</td>
<td>17.1</td>
<td>≤5.0</td>
<td>20.8</td>
<td>51.1</td>
<td>15.2</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.0</td>
<td>67.0</td>
<td>≤5.0</td>
<td>8.8</td>
<td>33.0</td>
<td>30.8</td>
<td>≤5.0</td>
<td>20.9</td>
<td>≤5.0</td>
<td>18.7</td>
<td>44.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>80.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>≤5.0</td>
<td>75.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>4</td>
<td>8.2</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (56)²

<table>
<thead>
<tr>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>12.437</td>
</tr>
</tbody>
</table>

### Special Education Services

- **Autism**: Preschool Education Program (PEP) Classic
- **Autism (K–2)**: Preschool Education Program (PEP) Inc.
- **Elementary Home School Model (K–2)**: Resource
- **Elementary Home School Model (3–5)**: Resource

### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate²³ = 92%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Suspensions²³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
</table>

---

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

² Data suppressed (-) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

¹ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ²  = 602

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.7</td>
<td>51.3</td>
<td>5.3</td>
<td>22.1</td>
<td>67.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>51.7</td>
<td>78.6</td>
<td>9.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.8</td>
<td>70.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>21.1</td>
<td>64.9</td>
<td>≤5.0</td>
<td>8.8</td>
<td>≤5.0</td>
<td>61.4</td>
<td>70.2</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)³ ²

#### Disability

<table>
<thead>
<tr>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>63.6</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ⁴

- Clopper Mill ES
- Summit Hall ES
- Whetstone ES
- Flower Valley ES
- Germantown ES
- Great Seneca Creek ES
- Jones Lane ES
- Longview School
- Thurgood Marshall ES
- S. Christa McAuliffe ES
- Mill Creek Towne ES
- Rock Creek Valley ES
- Lois P. Rockwell ES
- Carl Sandburg Learning Center
- Stedwick ES
- Stone Mill ES
- Strawberry Knoll ES
- Summit Hall ES
- Washington Grove ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>90.9</td>
<td>63.6</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 94.4%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 29.2%
- Number of Special Education Teachers: 4.5
- Number of Special Education Paraeducators: 2,499

### Special Education Services

- Elementary Home School Model

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 651

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.2</td>
<td>48.8</td>
<td></td>
<td></td>
<td>34.6</td>
<td>19.0</td>
<td>≤5.0</td>
<td>35.5</td>
<td>5.8</td>
<td>28.6</td>
<td>37.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment² Number Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.8</td>
<td>74.2</td>
<td>≤5.0</td>
<td>9.7</td>
<td>19.4</td>
<td>19.4</td>
<td>≤5.0</td>
<td>48.4</td>
<td>≤5.0</td>
<td>29.0</td>
<td>32.3</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total MCPS Special Education Students Receiving Services³ Number %</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>63</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley Hills ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery Knolls ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takoma Park ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>43.8</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Students in Attendance Area Sent to Schools Outside Attendance Area (35)² ⁴

| 63 | 55.6 |

### Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = ≥95.0%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = 18.0%**

### Special Education Services

- **Number of Special Education Teachers:** 1.5
- **Number of Special Education Paraeducators:** 0.500

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Travilah Elementary School - #216

Principal: Mrs. Susan Shenk  
Community Supt: Dr. Donna S. Hollingshead  
Office Phone: (301) 840-7153  
Fax Number: (301) 670-8230  
School Hours: 9:15 - 3:30  
www.montgomeryschoolsmd.org/schools/travilahes/  
Cluster Name: Thomas S. Wootton

#### 2013–2014 Official School Enrollment¹ ² = 413

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.2</td>
<td>50.8</td>
<td>≤5.0</td>
<td>40.2</td>
<td>5.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>43.3</td>
<td>6.8</td>
<td>11.4</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² = 35

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.4</td>
<td>68.6</td>
<td>≤5.0</td>
<td>25.7</td>
<td>14.3</td>
<td>8.6</td>
<td>≤5.0</td>
<td>48.6</td>
<td>≤5.0</td>
<td>17.1</td>
<td>14.3</td>
</tr>
</tbody>
</table>

In home school² = --  
Not in home school² = --

#### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

SPED students living in attendance area² = 36  
Not in home school² = --  

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>92.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>16.7</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Beverly Farms ES</th>
<th>Rachel Carson ES</th>
<th>DuFief Caron ES</th>
<th>Fallsmead ES</th>
<th>Lakewood ES</th>
<th>Stone Mill ES</th>
<th>Travilah ES</th>
</tr>
</thead>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³

| Disability           | Potomac ES | Ritchie Park ES | Seven Locks ES | Stone Mill ES | Wayside ES |

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Other Participation

SPED Attendance Rate² ³ = ≥95.0%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%

#### Special Education Services

- Preschool Education Program (PEP)
- Preschool Education Program (PEP) Classic
- Resource (K–5)

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

---

120
Twinbrook Elementary School - #206

Principal: Mrs. Karen L. Johnson
Community Supt: Dr. Donna S. Hollingshead
Office Phone: (301) 230-5925
Fax Number: (301) 230-5929

School Hours: 9:15 - 3:25
www.montgomeryschoolsmd.org/schools/twinbrookes/
Cluster Name: Richard Montgomery

2013–2014 Official School Enrollment¹ ² = 559

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.7</td>
<td>55.3</td>
<td>≤5.0</td>
<td>16.5</td>
<td>11.8</td>
<td>57.4</td>
<td>≤5.0</td>
<td>10.2</td>
<td>≤5.0</td>
<td>46.7</td>
<td>65.5</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² = 58
In home school² = 28 48.3%
Not in home school² = 30 51.7%

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³ = 17.6%

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.0</td>
<td>69.0</td>
<td>≤5.0</td>
<td>5.2</td>
<td>25.9</td>
<td>51.7</td>
<td>≤5.0</td>
<td>13.8</td>
<td>≤5.0</td>
<td>56.9</td>
<td>56.9</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (30) ² ⁴

<table>
<thead>
<tr>
<th>District Code</th>
<th>School Name</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arcola ES</td>
<td>4</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Beall ES</td>
<td>57</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>College Gardens ES</td>
<td>29</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Brookhaven ES</td>
<td>295</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Cashell ES</td>
<td>96</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>DuFief ES</td>
<td>652</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Ritchie Park ES</td>
<td>258</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Flower Valley ES</td>
<td>258</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Garrett Park ES</td>
<td>258</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Stephen Knolls School</td>
<td>98</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Twinbrook ES</td>
<td>98</td>
<td>95.0</td>
</tr>
<tr>
<td></td>
<td>Rock Creek Valley ES</td>
<td>98</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (29) ² ⁴

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities (K–5)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Resource (K–5)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Number of Special Education Teachers: 4.0
Number of Special Education Paraeducators: 2.875

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (–) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.
### Viers Mill Elementary School - #772

| Principal: Mr. Matthew A. Devan | Office Phone: (301) 929-2165 |
| Community Supt: Ms. Bronda L. Mills | Fax Number: (301) 929-6977 |
| School Hours: 8:40 - 3:05 | www.montgomeryschoolsmd.org/schools/viersmilles/ |

### 2013–2014 Official School Enrollment¹ ² = 649

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.2</td>
<td>51.8</td>
<td>≤5.0</td>
<td>9.1</td>
<td>11.7</td>
<td>61.7</td>
<td>≤5.0</td>
<td>15.4</td>
<td>≤5.0</td>
<td>43.8</td>
<td>70.1</td>
<td>16.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.9</td>
<td>69.1</td>
<td>≤5.0</td>
<td>6.4</td>
<td>12.7</td>
<td>60.9</td>
<td>≤5.0</td>
<td>16.4</td>
<td>≤5.0</td>
<td>37.3</td>
<td>71.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>19</td>
<td>82.6</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>5</td>
<td>11.6</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (27)³ ⁴

|-----------------------------|-------------|------------------|-----------------|-----------------|-----------------|-------------|-------------------|------------------------|---------------|------------|---------------------|-------------|------------------|--------------------------|-------------|-------------|-----------------|

### Students in Attendance Area Sent to Schools Outside Attendance Area (22)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (22)³ ⁴</th>
</tr>
</thead>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>85.7</td>
<td>--</td>
<td>--</td>
<td>42.9</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>94.4</td>
<td>--</td>
<td>--</td>
<td>77.8</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>20</td>
<td>80.0</td>
<td>25</td>
<td>20</td>
<td>80.0</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.2%</th>
<th>Special Education Suspension² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
<td>Number of Students</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.0</td>
<td>Elementary Home School Model</td>
</tr>
<tr>
<td></td>
<td>Elementary Home School Model (Inclusion)</td>
</tr>
<tr>
<td></td>
<td>Preschool Education Program (PEP)</td>
</tr>
<tr>
<td></td>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ Cluster Name: Downcounty Consortium

122
### 2013–2014 Official School Enrollment\(^1\) = 389

<table>
<thead>
<tr>
<th>Gender</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>25.8</td>
<td>29.2</td>
<td>14.3</td>
<td>11.9</td>
<td>18.1</td>
<td>11.7</td>
<td>16.2</td>
<td>15.9</td>
<td>5.9</td>
<td>5.0</td>
<td>43.7</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment(^2)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In home school(^3)</td>
<td>74</td>
<td>19.5%</td>
</tr>
<tr>
<td>Not in home school(^3)</td>
<td>39</td>
<td>10.1%</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE(\text{es})</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>6</td>
<td>5.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>62</td>
<td>10.8</td>
<td>51.3</td>
</tr>
<tr>
<td>Deaf</td>
<td>35</td>
<td>5.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>108</td>
<td>12.1</td>
<td>55.6</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>12</td>
<td>5.0</td>
<td>35.7</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>14</td>
<td>5.0</td>
<td>21.4</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>20</td>
<td>5.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>12</td>
<td>5.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>32</td>
<td>5.0</td>
<td>7.4</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>22</td>
<td>5.0</td>
<td>6.8</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>3</td>
<td>5.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Autism</td>
<td>12</td>
<td>5.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>4</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>2</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home School of Students Receiving Special Education Services (39)(^4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
</tr>
<tr>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Candlewood ES</td>
</tr>
<tr>
<td>Rachel Carson ES</td>
</tr>
<tr>
<td>Fields Road ES</td>
</tr>
<tr>
<td>Flower Hill ES</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Rosemont ES</td>
</tr>
<tr>
<td>Sequoyah ES</td>
</tr>
<tr>
<td>South Lake ES</td>
</tr>
<tr>
<td>Stedwick ES</td>
</tr>
<tr>
<td>Stone Mill ES</td>
</tr>
<tr>
<td>Summit Hall ES</td>
</tr>
<tr>
<td>Washington Grove ES</td>
</tr>
<tr>
<td>Watkins Mill ES</td>
</tr>
<tr>
<td>Whetstone ES</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)\(^2\) \(^3\)

### Maryland School Assessments (SPED)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N all LRE(\text{es})</td>
<td>in ≥ 80% (LRE A)</td>
<td>in &lt; 40% (LRE C)</td>
</tr>
<tr>
<td>3</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>4</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>5</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>3.125</td>
</tr>
</tbody>
</table>

### Special Education Suspensions (3)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Number of Special EducationParaeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>3.125</td>
</tr>
</tbody>
</table>

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 687

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≥5.0</th>
<th>≥5.0</th>
<th>≤5.0</th>
<th>% M</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.7</td>
<td>52.3</td>
<td>8.2</td>
<td>19.4</td>
<td>6.6</td>
<td>23.3</td>
<td>48.3</td>
<td>10.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≥5.0</th>
<th>≥5.0</th>
<th>≤5.0</th>
<th>% M</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.6</td>
<td>69.4</td>
<td>55.0</td>
<td>44.7</td>
<td>58.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≥5.0</th>
<th>≥5.0</th>
<th>≤5.0</th>
<th>% M</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>65.0</td>
<td>35.0</td>
<td>46.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>≥95.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
<td>20.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>94.1</td>
<td>--</td>
<td>5.9</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>64.7</td>
<td>--</td>
<td>5.9</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (26)² ⁴

<table>
<thead>
<tr>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (46)² ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
</tr>
<tr>
<td>Broad Acres ES</td>
</tr>
<tr>
<td>Brown Station ES</td>
</tr>
<tr>
<td>Rachel Carson ES</td>
</tr>
<tr>
<td>Clopper Mill ES</td>
</tr>
<tr>
<td>Diamond ES</td>
</tr>
<tr>
<td>Fallsmead ES</td>
</tr>
<tr>
<td>Germantown ES</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
</tr>
<tr>
<td>Thurgood Marshall ES</td>
</tr>
<tr>
<td>Ronald McNair ES</td>
</tr>
<tr>
<td>Mill Creek Towne ES</td>
</tr>
<tr>
<td>Poolesville ES</td>
</tr>
<tr>
<td>Dr. Sally K. Ride ES</td>
</tr>
<tr>
<td>Waters Landing ES</td>
</tr>
<tr>
<td>Whetstone ES</td>
</tr>
<tr>
<td>Waters Landing ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>30.0</td>
<td>--</td>
<td>--</td>
<td>10.0</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Attendance Rate² ³ = 93.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Mobility Rate (Entrants + Withdrawals)² ³ = 23.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>6.249</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Watkins Mill Elementary School - #561

Principal: Ms. Stephanie G. Spencer  
Community Supt: Dr. LaVerne G. Kimball  
Office Phone: (301) 840-7181  
Fax Number: (301) 840-5319

School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/watkinsmilles/

2013–2014 Official School Enrollment¹ ² = 636

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.2</td>
<td>50.8</td>
<td>≤5.0</td>
<td>10.8</td>
<td>35.2</td>
<td>43.1</td>
<td>≤5.0</td>
<td>6.4</td>
<td>≤5.0</td>
<td>37.4</td>
<td>68.9</td>
<td>11.2</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.2</td>
<td>64.8</td>
<td>≤5.0</td>
<td>5.6</td>
<td>35.2</td>
<td>50.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>46.5</td>
<td>70.4</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>All</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>22</td>
<td>16</td>
<td>72.7</td>
<td>4</td>
<td>18.2</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>66.7</td>
<td>--</td>
<td>--</td>
<td>20.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>16.7</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>29.4</td>
<td>--</td>
<td>--</td>
<td>29.4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (32)² ³

- Clapper Mill ES
- Lucy V. Barnsley ES
- Capt. James E. Daly ES
- Cashell ES
- Gaithersburg ES
- DuFief ES
- Thurgood Marshall ES
- Flower Hill ES
- Ritchie Park ES
- Great Seneca Creek ES
- Rosemont ES
- Jones Lane ES
- Lake Seneca ES
- Stone Mill ES
- Laytonsville ES
- Summit Hall ES
- Maryvale ES
- Watkins Mill ES
- Mill Creek Towne ES
- Rock Creek Valley ES
- Whetstone ES
- Rosemont ES
- Stedwick ES
- Strawberry Knoll ES
- Washington Grove ES
- Watkins Mill ES
- Whetstone ES

Students in Attendance Area Sent to Schools Outside Attendance Area (40)² ³

- Capt. James E. Daly ES
- Flower Hill ES
- Ritchie Park ES
- Great Seneca Creek ES
- Rosemont ES
- Stedwick ES
- Whetstone ES
- Strawberry Knoll ES
- Washington Grove ES
- Watkins Mill ES
- Whetstone ES

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Number Tested</th>
<th>Reading Number Proficient</th>
<th>Reading Percent Proficient</th>
<th>Mathematics Number Tested</th>
<th>Mathematics Number Proficient</th>
<th>Mathematics Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>125</td>
<td>125</td>
<td>9.1</td>
<td>125</td>
<td>125</td>
<td>9.1</td>
</tr>
<tr>
<td>4</td>
<td>125</td>
<td>125</td>
<td>30.8</td>
<td>125</td>
<td>125</td>
<td>23.1</td>
</tr>
<tr>
<td>5</td>
<td>125</td>
<td>125</td>
<td>50.0</td>
<td>125</td>
<td>125</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Other Participation

SPED Attendance Rate² ³ = 92.6%

SPED Mobility Rate (Entrants + Withdrawals)² ³ = 41.7%

Special Education Services

- Number of Special Education Teachers: 5.0
- Number of Special Education Paraprofessionals: 4,000

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

2 Data suppressed (--) to comply with new federal guidance, see introduction.

3 Outcome data reflect 2012–2013 school year.

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

125
### Wayside Elementary School - #235

**Principal:** Mrs. Donna E. Michela  
**Community Supt:** Dr. Donna S. Hollingshead  
**School Hours:** 9:15 - 3:30

**2013–2014 Official School Enrollment**

<table>
<thead>
<tr>
<th>Total Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>523</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.4</td>
<td>47.6</td>
<td>≤5</td>
<td>34.2</td>
<td>5.9</td>
<td>6.3</td>
<td>≤5</td>
<td>47.6</td>
<td>5.7</td>
<td>9.0</td>
<td>≤5.0</td>
<td>7.8</td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Elementary Students Receiving Special Education Services**

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.1</td>
<td>43.9</td>
<td>≤5</td>
<td>14.6</td>
<td>9.8</td>
<td>22.0</td>
<td>≤5</td>
<td>43.9</td>
<td>9.8</td>
<td>7.3</td>
<td>24.4</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>±55.0</td>
<td>±5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>20.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (--)**

- Lucy V. Barnsley ES
- Bells Mill ES
- Beverly Farms ES
- Diamond ES
- DuFief ES
- Luxmanor ES
- Forest Knolls ES
- Lakewood ES
- Potomac ES
- Rock Creek Valley ES
- Ritchie Park ES
- Carl Sandburg Learning Center
- Rosemont ES
- Stone Mill ES
- Seven Locks ES
- Travilah ES
- Somerset ES
- Wawayde ES
- Twinbrook ES
- Westbrook ES
- Wayside ES
- Wood Acres ES
- Woodlin ES

**Students in Attendance Area Sent to Schools Outside Attendance Area (--)**

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Other Participation**

- SPED Attendance Rate = 93.2%
- SPED Mobility Rate (Entrants + Withdrawals) = 11.0%

**Special Education Services**

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

**Special Education Suspensions**

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Notes

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

2. Data suppressed (--) to comply with new federal guidance, see introduction.


4. First 20 schools listed.
## Weller Road Elementary School - #777

**Principal:** Ms. Michaele O. Simmons  
**Community Supt.:** Ms. Bronda L. Mills  
**School Hours:** 8:50 - 3:05  
**www.montgomeryschoolsmd.org/schools/wellerroades/**  
**Cluster Name:** Downcounty Consortium  

### 2013–2014 Official School Enrollment² ³ = 645

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>46.7</td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td>53.3</td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td>9.5</td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td>11.2</td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td>72.7</td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td>51.5</td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td>77.5</td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td>8.8</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>28.1</td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td>71.9</td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td>17.5</td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td>68.4</td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td>56.1</td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td>82.5</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ³ = 7,567

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>29.2</td>
<td></td>
</tr>
<tr>
<td>% Male</td>
<td>70.8</td>
<td></td>
</tr>
<tr>
<td>% AM</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% AS</td>
<td>8.2</td>
<td></td>
</tr>
<tr>
<td>% BL</td>
<td>24.0</td>
<td></td>
</tr>
<tr>
<td>% HI</td>
<td>33.8</td>
<td></td>
</tr>
<tr>
<td>% PI</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% WH</td>
<td>29.4</td>
<td></td>
</tr>
<tr>
<td>% MU</td>
<td>≤5.0</td>
<td></td>
</tr>
<tr>
<td>% ESOL</td>
<td>27.4</td>
<td></td>
</tr>
<tr>
<td>% FARMS</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N %</th>
<th>% LRE A</th>
<th>% LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>25</td>
<td>86.2</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>Ashburton ES</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Georgian Forest ES</td>
</tr>
<tr>
<td>Deaf</td>
<td>Glen Haven ES</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>Glenalain ES</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Brookhaven ES</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Burning Tree ES</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Harmony Hills ES</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>Forest Knolls ES</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>Kemp Mill ES</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>Rock Creek Valley ES</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>Glenalain ES</td>
</tr>
<tr>
<td>Autism</td>
<td>Sargent Shriver ES</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>Greencastle ES</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>Harmony Hills ES</td>
</tr>
<tr>
<td>Special Education Services (LRE A)</td>
<td>Weller Road ES</td>
</tr>
<tr>
<td>Special Education Services (LRE B)</td>
<td>Stephen Knolls School</td>
</tr>
<tr>
<td>Special Education Services (LRE C)</td>
<td>Weller Road ES</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
</tr>
<tr>
<td>Bethesda ES</td>
</tr>
<tr>
<td>Burning Tree ES</td>
</tr>
<tr>
<td>Glenalain ES</td>
</tr>
<tr>
<td>Greencastle ES</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
</tr>
<tr>
<td>Viers Mill ES</td>
</tr>
<tr>
<td>Weller Road ES</td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
</tr>
<tr>
<td>Viers Mill ES</td>
</tr>
<tr>
<td>Westover ES</td>
</tr>
<tr>
<td>Wood Acres ES</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- Preschool Education Program (PEP) Classic
- Preschool Education Program (PEP) Comprehensive
- Resource (K–5)
- Preschool Education Program (PEP) Pilot
- Speech

### Other Participation

- SPED Attendance Rate² ³ = 94.7%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 21.9%

### Number of Special Education Teachers

| Number of Special Education Teachers | 1.5 |

### Special Education Services

- Preschool Education Program (PEP) Classic
- Preschool Education Program (PEP) Comprehensive
- Resource (K–5)
- Preschool Education Program (PEP) Pilot
- Speech

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
**Westbrooke Elementary School - #408**

Principal: Ms. Jennifer S. Lane  
Community Supt: Dr. Donna S. Hollingshead  
5110 Allan Terrace Bethesda, MD 20816  
Office Phone: (301) 320-6506  
Fax Number: (301) 320-6615  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/westbrookees/  
Cluster Name: Bethesda-Chevy Chase

| 2013–2014 Official School Enrollment¹ ² ³ = 430 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| % Female | % Male | % AM | % AS | % BL | % HI | % PI | % WH | % MU | % ESOL | % FARMS | % SPED |
| 48.8 | 51.2 | ≤5.0 | ≤5.0 | ≤5.0 | 8.4 | ≤5.0 | 78.6 | 8.1 | ≤5.0 | ≤5.0 | 9.1 |

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²**

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.8</td>
<td>87.2</td>
<td>≤5.0</td>
<td>5.1</td>
<td>5.1</td>
<td>7.7</td>
<td>≤5.0</td>
<td>74.4</td>
<td>7.7</td>
<td>7.7</td>
<td>5.1</td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² ³ = 7,567**

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)²**

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashburnon ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Bells Mill ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Farmland ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Meadow Hall ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>North Chevy Chase ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Potomac ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Someset ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Takoma Park ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Wayside ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Westbrook ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Wyngate ES</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (--)² ³**

**Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³**

**Maryland School Assessments (SPED)² ³**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>83.3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Other Participation**

**Special Education Suspensions² ³**

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>3.5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>2.875</th>
</tr>
</thead>
</table>

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
## Westover Elementary School - #504

### School Information
- **Principal:** Dr. Patricia A. Kelly
- **Community Supt:** Dr. Myra J. Smith
- **Website:** www.montgomeryschoolsmd.org/schools/westoveres/
- **Office Phone:** (301) 989-5676
- **Fax Number:** (301) 989-5679
- **Cluster Name:** Northeast Consortium

### Enrollment Information

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>325</td>
<td>77</td>
<td>24.9</td>
</tr>
</tbody>
</table>

### Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Year</th>
<th>Special Education Services (as of 10/31/2013)¹²</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>7,567</td>
<td>38</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>23</td>
<td>5</td>
<td>21.7</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>2</td>
<td>6.7</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>2</td>
<td>6.7</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)²³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
<td>--</td>
</tr>
<tr>
<td>Autism (K–1)</td>
<td>--</td>
</tr>
<tr>
<td>Autism (K–2)</td>
<td>--</td>
</tr>
<tr>
<td>Resource (K–5)</td>
<td>--</td>
</tr>
</tbody>
</table>

### Data Notes

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

129
Wheaton Woods Elementary School - #788

Principal: Mr. David T. Chia
Community Supt: Ms. Bronda L. Mills
Office Phone: (301) 929-2018
Fax Number: (301) 929-6974
School Hours: 8:50 - 3:30

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ² ³ = 501</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS % SPED</td>
</tr>
<tr>
<td>46.9 53.1 ≤5.0 7.8 27.5 57.3 ≤5.0 5.4 ≤5.0 51.7 84.8 6.0</td>
</tr>
<tr>
<td>Total Special Education Enrollment² ³</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</td>
</tr>
<tr>
<td>20.0 80.0 ≤5.0 ≤5.0 20.0 73.3 ≤5.0 6.7 ≤5.0 66.7 73.3</td>
</tr>
<tr>
<td>In home school² -- --</td>
</tr>
<tr>
<td>Not in home school² -- --</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services¹ ² ³ = 7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female % Male % AM % AS % BL % HI % PI % WH % MU % ESOL % FARMS</td>
</tr>
<tr>
<td>29.2 70.8 ≤5.0 8.2 24.0 33.8 ≤5.0 29.4 ≤5.0 27.4 44.7</td>
</tr>
<tr>
<td>SPED students living in attendance area² ³</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>52</td>
</tr>
<tr>
<td>Not in home school² 25 48.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability N All LRE's N ≥ 80% (LRE A) N ≤ 40% (LRE C) N %</td>
</tr>
<tr>
<td>Intellectual Disability -- -- -- -- --</td>
</tr>
<tr>
<td>Hearing Impairment -- -- -- -- --</td>
</tr>
<tr>
<td>Deaf -- -- -- -- --</td>
</tr>
<tr>
<td>Speech/Language -- -- 83.3 -- ≤5.0</td>
</tr>
<tr>
<td>Visual Impairment -- -- -- -- --</td>
</tr>
<tr>
<td>Emotional Disability -- -- -- -- --</td>
</tr>
<tr>
<td>Orthopedic Impairment -- -- -- -- --</td>
</tr>
<tr>
<td>Health Impairment -- -- -- -- --</td>
</tr>
<tr>
<td>Learning Disabilities -- -- -- -- --</td>
</tr>
<tr>
<td>Multiple Disabilities -- -- -- -- --</td>
</tr>
<tr>
<td>Deaf/Blindness -- -- -- -- --</td>
</tr>
<tr>
<td>Autism -- -- -- -- --</td>
</tr>
<tr>
<td>Traumatic Brain Injury -- -- -- -- --</td>
</tr>
<tr>
<td>Developmental Delay -- -- -- -- --</td>
</tr>
<tr>
<td>Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maryland School Assessments (SPED)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Suspensions² ³</td>
</tr>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraprofessionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.562</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (---) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.

¹²³ Four decimals suppressed.

130
## Whetstone Elementary School - #558

Principal: Mrs. Victoria (Vicky) A. Casey  
19201 Thomas Farm Road Gaithersburg, MD 20879  
Office Phone: (301) 840-7191  
Community Supt: Dr. LaVerne G. Kimball  
Fax Number: (301) 840-7185  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/whetstonees/

### 2013–2014 Official School Enrollment² ³ = 712

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.4</td>
<td>54.6</td>
<td>≤5.0</td>
<td>8.4</td>
<td>26.3</td>
<td>49.0</td>
<td>≤5.0</td>
<td>12.6</td>
<td>≤5.0</td>
<td>33.6</td>
<td>61.9</td>
<td>16.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.3</td>
<td>73.7</td>
<td>≤5.0</td>
<td>6.8</td>
<td>26.3</td>
<td>50.0</td>
<td>≤5.0</td>
<td>13.6</td>
<td>≤5.0</td>
<td>29.7</td>
<td>27.4</td>
<td>45.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)² ³

- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's N</th>
<th>% N</th>
<th>% N</th>
<th>% N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beall ES</td>
<td>Lucy V. Barnes ES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Lake ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stedwick ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stone Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summit Hall ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watkins Mill ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whetstone ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Creek Valley ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock View ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosemont ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequoyah ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Lake ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stedwick ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry Knoll ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summit Hall ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington Grove ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>60.0</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>63.8</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>66.7</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>26.7</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>54.5</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>46.7</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² ³ = 92.9%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 12.0%

### Special Education Services

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

### Number of Special Education Teachers

8.3

### Number of Special Education Paraeducators

5,999

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Wood Acres Elementary School - #417

Principal: Mrs. Marita R. Sherburne
5800 Cromwell Drive Bethesda, MD 20816
Office Phone: (301) 320-6502
Community Supt: Dr. Donna S. Hollingshead
Fax Number: (301) 320-6536
School Hours: 8:45 - 3:05
www.montgomeryschoolsmd.org/schools/woodacres/
Cluster Name: Walt Whitman

<table>
<thead>
<tr>
<th>2013–2014 Official School Enrollment¹ ² = 789</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>46.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>25.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ⁴ = 7,567</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>29.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Least Restrictive Environment (as of 10/31/2013)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>Deaf</td>
</tr>
<tr>
<td>Speech/Language</td>
</tr>
<tr>
<td>Visual Impairment</td>
</tr>
<tr>
<td>Emotional Disability</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Health Impairment</td>
</tr>
<tr>
<td>Learning Disabilities</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
</tr>
<tr>
<td>Autism</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>Developmental Delay</td>
</tr>
</tbody>
</table>

**Note.** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Maryland School Assessments (SPED)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate² ³ = ≥95.0%</td>
<td>Number of Incidents</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0%</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning and Academic Disabilities Resource (K–5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraprofessionals</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.875</td>
<td></td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
# Woodfield Elementary School - #704

Principal: Mrs. Gayle J. Starr  
Community Supt: Dr. LaVerne G. Kimball  
School Hours: 8:50 - 3:05  
www.montgomeryschoolsmd.org/schools/woodfieldes/

## 2013–2014 Official School Enrollment² ³ = 328

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td></td>
<td>51.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.2</td>
<td></td>
<td></td>
<td>50.0</td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% FARMS</th>
<th>% Male</th>
<th>In &lt; 40% (LRE C)</th>
<th>≤ 72.0</th>
<th>≤ 6.0</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.2</td>
<td></td>
<td></td>
<td>72.0</td>
<td>6.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ ² = 7,567

<table>
<thead>
<tr>
<th>% FARMS</th>
<th>% Male</th>
<th>In &lt; 40% (LRE C)</th>
<th>≤ 72.0</th>
<th>≤ 6.0</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.4</td>
<td></td>
<td></td>
<td>72.0</td>
<td>6.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>84.6</td>
<td>7.7</td>
<td>29.4</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

## Home School of Students Receiving Special Education Services (25)² ⁴

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cedar Grove ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarksburg ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearspring ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goshen ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loch P. Rockwell ES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodfield ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴

<table>
<thead>
<tr>
<th>School Name</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodfield ES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

## Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

## Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Education Program (PEP)</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Preschool Education Program (PEP) Classic</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Resource</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6</td>
<td>Preschool Education Program (PEP)</td>
</tr>
<tr>
<td></td>
<td>Preschool Education Program (PEP) Classic</td>
</tr>
<tr>
<td></td>
<td>Resource</td>
</tr>
</tbody>
</table>

Number of Special Education Paraprofessionals: 2,250

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

² Data suppressed (--) to comply with new federal guidance, see introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment² = 608

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.2</td>
<td>51.8</td>
<td>≤5.0</td>
<td>6.6</td>
<td>25.0</td>
<td>16.3</td>
<td>≤5.0</td>
<td>43.9</td>
<td>7.9</td>
<td>12.7</td>
<td>20.4</td>
<td>13.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.2</td>
<td>72.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>33.3</td>
<td>29.6</td>
<td>≤5.0</td>
<td>28.4</td>
<td>≤5.0</td>
<td>22.2</td>
<td>42.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services³ = 7,567

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>≤5.0</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>5.3</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td>94.7</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>0.9</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>3.4</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>21</td>
<td>14</td>
<td>66.7</td>
<td>5</td>
<td>23.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>7.0</td>
<td>--</td>
<td>30.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
<td>--</td>
<td>20.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (36)² ⁴

- Arcola ES
- Bel Pre ES
- East Silver Spring ES
- Galway ES
- Glen Haven ES
- Glenallan ES
- Highland ES
- Kemp Mill ES
- Montgomery Knolls ES
- New Hampshire Estates ES
- Oak View ES
- Oak View ES
- Oak View ES
- Woodlin ES
- Woodlin ES
- Woodlin ES
- Woodlin ES
- Woodlin ES

### Students in Attendance Area Sent to Schools Outside Attendance Area (25)² ⁴

- Lucy V. Barnsley ES
- Stephen Knolls School
- Montgomery Knolls ES
- Pine Crest ES
- Rock Creek Forest ES
- Rock View ES
- Rosemary Hills ES
- Flora M. Singer ES
- Sligo Creek ES
- Waisley ES
- Westover ES
- Woodlin ES
- Strathmore ES
- Takoma Park ES
- Woodlin ES

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Other Participation

| SPED Attendance Rate² = 93.4% |
| SPED Mobility Rate (Entrants + Withdrawals)³ = 20.4% |

### Special Education Services

- Elementary Home School Model (K–2)
- Elementary Home School Model (3–5)
- Learning for Independence (K–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 Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.5</td>
<td>50.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>9.1</td>
<td>≤5.0</td>
<td>72.0</td>
<td>7.8</td>
<td>7.8</td>
<td>≤5.0</td>
<td>6.1</td>
<td></td>
</tr>
</tbody>
</table>

Total Special Education Enrollment: 47

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.4</td>
<td>59.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>83.0</td>
<td>12.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

In home school: --

Not in home school: --

### 2013–2014 Total MCPS Elementary Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2</td>
<td>70.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.2</td>
<td>24.0</td>
<td>33.8</td>
<td>29.4</td>
<td>≤5.0</td>
<td>27.4</td>
<td>44.7</td>
</tr>
</tbody>
</table>

SPED students living in attendance area: 63

Not in home school: --

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley Hills ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosemary Hills ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheaton Woods ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyngate ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carderock Springs ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxmanor ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl Sandburg Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo Creek ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westbrook ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyngate ES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>83.3</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate**: 58.3%
- **SPED Mobility Rate (Entrants + Withdrawals)**: 5.7%

### Special Education Services

- Number of Special Education Teachers: 1.0
- Number of Special Education Paraeducators: 0.500

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (Bl); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see introduction.
SECTION III

MIDDLE SCHOOL PROFILES
### 2013–2014 Official School Enrollment¹ ² = 830

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.9</td>
<td>55.1</td>
<td>≥5.0</td>
<td>10.1</td>
<td>36.9</td>
<td>43.3</td>
<td>≤5.0</td>
<td>7.7</td>
<td>≤5.0</td>
<td>13.7</td>
<td>61.7</td>
<td>9.0</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² ³ = 75

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.3</td>
<td>62.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>41.3</td>
<td>54.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.3</td>
<td>23.9</td>
<td>73.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td>24.1</td>
<td>29.3</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>Argyle MS</th>
<th>Briggs Chaney MS</th>
<th>Cabin John MS</th>
<th>Eastern MS</th>
<th>William H. Farquhar MS</th>
<th>Herbert Hoover MS</th>
<th>Col. E. Brooke Lee MS</th>
<th>New York Mills MS</th>
<th>Newport Mill MS</th>
<th>White Oak MS</th>
<th>North Bethesda MS</th>
<th>Rosa M. Parks MS</th>
<th>Shady Grove MS</th>
<th>Silver Spring International MS</th>
<th>Silver Oak MS</th>
<th>Tilden MS</th>
<th>Earle B. Wood MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24</td>
<td>11</td>
<td>45.8</td>
<td>24</td>
<td>11</td>
<td>45.8</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>9</td>
<td>31.0</td>
<td>29</td>
<td>7</td>
<td>24.1</td>
</tr>
</tbody>
</table>

### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
<th>6.3</th>
</tr>
</thead>
</table>

### Other Participation

**SPED Attendance Rate² ³ = 94.4%**

**SPED Mobility Rate (Entrants + Withdrawals)² ³ = 16.6%**

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>6</td>
<td>7.8</td>
</tr>
</tbody>
</table>

### Special Education Services

#### Number of Special Education Teachers

| 7.4 |

#### Number of Special Education Paraeducators

| 6.125 |

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. Data suppressed (--) to comply with new federal guidance, see Introduction.
4. First 20 schools listed.
John T. Baker Middle School - #705

Principal: Mrs. Louise J. Worthington  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40

2013–2014 Official School Enrollment¹ ² = 813

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50.7</td>
<td>49.3</td>
<td>&lt;5.0</td>
<td>5.4</td>
<td>7.7</td>
<td>17.2</td>
<td>&lt;5.0</td>
<td>64.2</td>
<td>&lt;5.0</td>
<td>&lt;5.0</td>
<td>18.8</td>
<td>13.4</td>
<td>109</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>Disability</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>39.4</td>
<td>60.6</td>
<td>&lt;5.0</td>
<td>9.2</td>
<td>8.3</td>
<td>25.7</td>
<td>&lt;5.0</td>
<td>48.6</td>
<td>6.4</td>
<td>&lt;5.0</td>
<td>30.3</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>Disability</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Baker MS</td>
<td>34.2</td>
<td>65.9</td>
<td>&lt;5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>&lt;5.0</td>
<td>29.9</td>
<td>&lt;5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>&lt;5.0</td>
<td>--</td>
<td>70.0</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech-Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>75.0</td>
<td>--</td>
<td>&lt;5.0</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>45</td>
<td>84.9</td>
<td>--</td>
<td>&lt;5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>46.2</td>
<td>--</td>
<td>38.5</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (--)³ ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>John T. Baker MS</td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neelsville MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst, for Children and Adolescents</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberto W. Clemente MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakelands Park MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longview School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>34</td>
<td>29</td>
<td>85.0</td>
<td>34</td>
<td>24</td>
<td>70.6</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>17</td>
<td>68.0</td>
<td>25</td>
<td>5</td>
<td>20.0</td>
</tr>
</tbody>
</table>

SPED Math Completion³ ⁴

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
<th>7.4</th>
</tr>
</thead>
</table>

Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = &lt;5.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>7</td>
<td>7.4</td>
</tr>
</tbody>
</table>

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning and Academic Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Learning for Independence</td>
</tr>
<tr>
<td>7.875</td>
<td>School/Community-Based</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 20 schools listed.</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
### 2013–2014 Official School Enrollment² = 831

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.7</td>
<td>50.3</td>
<td>≤5.0</td>
<td>10.3</td>
<td>61.4</td>
<td>15.8</td>
<td>≤5.0</td>
<td>7.1</td>
<td>5.3</td>
<td>≤5.0</td>
<td>48.1</td>
<td>10.8</td>
<td>In home school²</td>
<td>90</td>
<td>74.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% PI</th>
<th>Total Special Education Services² = 3,441</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.9</td>
<td>61.1</td>
<td>≤5.0</td>
<td>7.8</td>
<td>58.9</td>
<td>21.1</td>
<td>≤5.0</td>
<td>8.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>54.4</td>
<td></td>
<td>Not in home school²</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>7.1</td>
<td>--</td>
<td>78.6</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>85.7</td>
<td>--</td>
<td>7.1</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>93.9</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>46.2</td>
<td>--</td>
<td>38.5</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (23)³

- Benjamin Banneker MS
- Briggs Chaney MS
- Forest Oak MS
- Gailtshurg MS
- Neelsville MS
- White Oak MS
- Rock Terrace School

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)²

- Benjamin Banneker MS
- Briggs Chaney MS
- William H. Farquhar MS
- Gailtshurg MS
- Francis Scott Key MS
- Col. E. Brooke Lee MS
- Rocky Hill MS
- Takorma Park MS
- White Oak MS
- Earle B. Wood MS

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>55.6</td>
<td>--</td>
<td>--</td>
<td>33.3</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>68.8</td>
<td>--</td>
<td>--</td>
<td>18.8</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>63.2</td>
<td>--</td>
<td>--</td>
<td>36.8</td>
</tr>
</tbody>
</table>

### Other Participation

- SPED Attendance Rate² = 94.2%
- SPED Mobility Rate (Entrants + Withdrawals)² = 15.1%

### SPED Math Completion²

Algebra Completion Rate with a C or Higher by the End of Grade 8 ≤5.0

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>8.5</td>
</tr>
</tbody>
</table>

### Special Education Services

- School/Community-Based
- Asperger's
- Autism
- Autism Resource Services
- Learning for Independence
- Physical Disabilities

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
Briggs Chaney Middle School - #335

Principal: Dr. Tamitha E. Campbell
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40

**2013–2014 Official School Enrollment**² = 873

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.7</td>
<td>48.3</td>
<td>≤5.0</td>
<td>14.2</td>
<td>54.2</td>
<td>17.9</td>
<td>≤5.0</td>
<td>9.2</td>
<td>≤5.0</td>
<td>7.7</td>
<td>48.2</td>
<td>9.7</td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment**²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)**¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.9</td>
<td>54.1</td>
<td>≤5.0</td>
<td>5.9</td>
<td>60.0</td>
<td>18.8</td>
<td>≤5.0</td>
<td>9.4</td>
<td>5.9</td>
<td>17.6</td>
<td>57.6</td>
<td></td>
</tr>
</tbody>
</table>

**SPED students living in attendance area**²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td></td>
</tr>
</tbody>
</table>

**2013–2014 Total MCPS Middle Students Receiving Special Education Services**² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

**Students in Attendance Area Sent to Schools Outside Attendance Area (27)**² ³

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>26.7</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)**²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language Impairment</td>
<td>--</td>
<td>85.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>66.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>60.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Home School of Students Receiving Special Education Services (−)² ³

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Baneker MS</td>
</tr>
<tr>
<td>Argyle MS</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
</tr>
<tr>
<td>William H. Farquhar MS</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
</tr>
<tr>
<td>Parkland MS</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
</tr>
<tr>
<td>Rock Terrace School</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
</tr>
<tr>
<td>Tilden MS</td>
</tr>
<tr>
<td>White Oak MS</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

**Maryland School Assessments (SPED)**² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>28</td>
<td>12</td>
<td>42.9</td>
<td>27</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>18</td>
<td>56.3</td>
<td>32</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>12</td>
<td>37.5</td>
<td>26</td>
<td>4</td>
<td>15.4</td>
</tr>
</tbody>
</table>

**SPED Math Completion**² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
<th>≤5.0</th>
</tr>
</thead>
</table>

**Other Participation**

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>= 91.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>= 29.5%</td>
</tr>
</tbody>
</table>

**Special Education Services**

<table>
<thead>
<tr>
<th>Emotional Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities</td>
</tr>
</tbody>
</table>

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (−) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

**Special Education Suspensions**² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
<td>29</td>
<td>29.6</td>
</tr>
</tbody>
</table>

---

¹ First 20 schools listed.
Cabin John Middle School - #606

Principal: Dr. Paulette L. Smith
Community Supt: Dr. Darryl L. Williams
Office Phone: (301) 469-1150
Fax Number: (301) 469-1003
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/cabinjohnms/
Cluster Name: Churchill, Wootton

### 2013–2014 Official School Enrollment¹ ² = 950

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.8</td>
<td>52.2</td>
<td>≤5.0</td>
<td>28.2</td>
<td>9.8</td>
<td>9.4</td>
<td>≤5.0</td>
<td>49.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>7.3</td>
<td>14.4</td>
</tr>
</tbody>
</table>

### Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>137</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.2</td>
<td>62.8</td>
<td>≤5.0</td>
<td>13.9</td>
<td>17.5</td>
<td>17.5</td>
<td>≤5.0</td>
<td>48.9</td>
<td>≤5.0</td>
<td>10.2</td>
<td>16.1</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td>N</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Alternative Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Cabin John MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>North Bethesda MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Thomas W. Pyle MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Ridge Terrace School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>A. Mario Loiederman MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Neelsville MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>18</td>
<td>58.1</td>
</tr>
<tr>
<td>North Bethesda MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Parkland MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Thomas W. Pyle MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td>45</td>
<td>3</td>
<td>6.7</td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)¹ ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>24</td>
<td>68.6</td>
<td>35</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>17</td>
<td>63.0</td>
<td>27</td>
<td>16</td>
<td>59.3</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>25</td>
<td>71.4</td>
<td>34</td>
<td>15</td>
<td>44.1</td>
</tr>
</tbody>
</table>

### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.6</td>
</tr>
</tbody>
</table>

### Other Participation

| SPED Attendance Rate² ³ = 94.8% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = ≤5.0% |

### Special Education Services

- Autism
- Autism Resource Services
- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

### Number of Special Education Teachers

13.0

### Number of Special Education Paraeducators

20,249

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>27</td>
<td>19</td>
<td>70.4</td>
<td>27</td>
<td>11</td>
<td>40.7</td>
</tr>
<tr>
<td>7</td>
<td>44</td>
<td>28</td>
<td>63.6</td>
<td>44</td>
<td>15</td>
<td>34.1</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>19</td>
<td>50.0</td>
<td>38</td>
<td>13</td>
<td>34.2</td>
</tr>
</tbody>
</table>

### Sensory Impairments² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>32</td>
<td>27</td>
<td>84.4</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>48</td>
<td>48</td>
<td>88.9</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>12.8</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>92.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>20.6%</td>
</tr>
</tbody>
</table>

### Special Education Services

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

1. 2013–2014 Official School Enrollment² = 1,147
2. 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²
3. 2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 3,441
4. Least Restrictive Environment (as of 10/31/2013)
5. Home School of Students Receiving Special Education Services (43)²
6. Students in Attendance Area Sent to Schools Outside Attendance Area (--)²
7. Maryland School Assessments (SPED)² ³
8. SPED Math Completion² ³
9. Other Participation
10. Special Education Services

---

1. First 20 schools listed.
<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>63.6</td>
<td>5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>31</td>
<td>72.1</td>
<td>5.0</td>
<td>20</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22</td>
<td>8</td>
<td>36.4</td>
<td>22</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>11</td>
<td>42.3</td>
<td>26</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>11</td>
<td>50.0</td>
<td>22</td>
<td>5</td>
<td>22.7</td>
</tr>
</tbody>
</table>

### SPED Math Completion³

| Algebra Completion Rate with a C or Higher by the End of Grade 8 | 9.5 |

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate³</th>
<th>92.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)²</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

### Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities

### Special Education Suspensions²

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>20</td>
<td>28.6</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.
William H. Farquhar Middle School - #507

Principal: Mrs. Diane D. Morris
Community Supt: Dr. Darryl L. Williams
Office Phone: (301) 924-3100
Fax Number: (301) 924-3152
School Hours: 7:50 - 2:40

2013–2014 Official School Enrollment¹ ² = 577

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.4</td>
<td>46.6</td>
<td>≤5.0</td>
<td>14.6</td>
<td>16.1</td>
<td>12.7</td>
<td>≤5.0</td>
<td>50.3</td>
<td>6.4</td>
<td>≤5.0</td>
<td>12.3</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.5</td>
<td>59.5</td>
<td>≤5.0</td>
<td>6.8</td>
<td>23.0</td>
<td>16.2</td>
<td>≤5.0</td>
<td>47.3</td>
<td>6.8</td>
<td>10.8</td>
<td>31.1</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>18</td>
<td>75.0</td>
</tr>
<tr>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>18</td>
<td>56.3</td>
</tr>
<tr>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (–)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>Argyle MS</th>
<th>Briggs Chaney MS</th>
<th>Benjamin Banneker MS</th>
<th>William H. Farquhar MS</th>
<th>Gaithersburg MS</th>
<th>A. Mario Loiederman MS</th>
<th>Rosa M. Parks MS</th>
<th>Regional Inst. for Children and Adolescents</th>
<th>Silver Spring International MS</th>
<th>Tilden MS</th>
<th>Earle B. Wood MS</th>
</tr>
</thead>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (–)³ ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>White Oak MS</th>
<th>A. Mario Loiederman MS</th>
<th>White Oak MS</th>
</tr>
</thead>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>22</td>
<td>88.0</td>
<td>--</td>
<td>--</td>
<td>40.0</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
<td>25</td>
<td>12</td>
<td>48.0</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
<td>22</td>
<td>7</td>
<td>31.8</td>
</tr>
</tbody>
</table>

SPED Math Completion³ ⁴

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.0</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate³ ⁴ = 94%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 9.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Suspensions³ ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities</td>
</tr>
<tr>
<td>Learning for Independence</td>
</tr>
<tr>
<td>School/Community-Based</td>
</tr>
</tbody>
</table>

Number of Special Education Teachers

| 11.0 |

Number of Special Education Paraeducators

| 9,000 |

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.
4 First 20 schools listed.
2013–2014 Official School Enrollment¹ ² = 815

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.2</td>
<td>49.8</td>
<td>≤5.0</td>
<td>8.8</td>
<td>27.5</td>
<td>44.3</td>
<td>≤5.0</td>
<td>14.4</td>
<td>≤5.0</td>
<td>14.7</td>
<td>56.6</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

Number Percent
104

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.6</td>
<td>64.4</td>
<td>≤5.0</td>
<td>5.8</td>
<td>28.8</td>
<td>54.8</td>
<td>≤5.0</td>
<td>7.7</td>
<td>≤5.0</td>
<td>30.8</td>
<td>75.0</td>
<td></td>
</tr>
</tbody>
</table>

In home school²

Not in home school²

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

SPED students living in attendance area²

Not in home school²

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Oak MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Roberto W. Clemente MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Robert Frost MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Redland MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Longview School</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Ridgeview MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (−)³ ⁴

Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ⁴

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40</td>
<td>23</td>
<td>57.5</td>
<td>40</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>13</td>
<td>44.8</td>
<td>29</td>
<td>7</td>
<td>24.1</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>18</td>
<td>52.9</td>
<td>34</td>
<td>7</td>
<td>20.6</td>
</tr>
</tbody>
</table>

SPED Math Completion³

Algebra Completion Rate with a C or Higher by the End of Grade 8

11.1

Other Participation

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>10</td>
<td>8.8</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2</td>
<td>12.2</td>
</tr>
</tbody>
</table>

Special Education Services

Learning and Academic Disabilities
School/Community-Based

Notes: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

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

2 Data suppressed (−) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.6</td>
<td>51.4</td>
<td>≤5.0</td>
<td>35.2</td>
<td>5.2</td>
<td>5.8</td>
<td>≤5.0</td>
<td>48.7</td>
<td>5.0</td>
<td>≤5.0</td>
<td>5.8</td>
<td>5.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.9</td>
<td>72.1</td>
<td>≤5.0</td>
<td>13.2</td>
<td>8.8</td>
<td>22.1</td>
<td>≤5.0</td>
<td>48.5</td>
<td>7.4</td>
<td>7.4</td>
<td>19.1</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>37</td>
<td>94.9</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>22</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate</th>
<th>≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)</td>
<td>= 14.6%</td>
</tr>
</tbody>
</table>

### SPED Math Completion

| Algebra Completion Rate with a C or Higher by the End of Grade 8 | 53.8 |

### Special Education Suspensions

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

| Number of Special Education Teachers | 3.2 |
| Number of Special Education Paraeducators | 2.625 |

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

\* First 20 schools listed.
### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>22</td>
<td>57.9</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>21</td>
<td>58.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>22</td>
<td>57.9</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>21</td>
<td>58.3</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)² ³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>22</td>
<td>57.9</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>21</td>
<td>58.3</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>22</td>
<td>57.9</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>21</td>
<td>58.3</td>
</tr>
</tbody>
</table>

### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>35</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>22</td>
<td>57.9</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>21</td>
<td>58.3</td>
</tr>
</tbody>
</table>

### Other Participation

- **SPED Attendance Rate² ³ = 94.8%**
- **SPED Mobility Rate (Entrants + Withdrawals)² ³ = 18.5%**

### Special Education Services

- Autism
- Autism Resource Services
- Bridge
- Learning and Academic Disabilities

### Number of Special Education Teachers

- 15.2

### Number of Special Education Paraeducators

- 17.447

---

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

² Data suppressed (---) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

149
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.4</td>
<td>52.6</td>
<td>≤5.0</td>
<td>27.4</td>
<td>6.1</td>
<td>≤5.0</td>
<td>6.5</td>
<td>≤5.0</td>
<td>6.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>9.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28.4</td>
<td>71.6</td>
<td>≤5.0</td>
<td>10.8</td>
<td>11.8</td>
<td>9.8</td>
<td>≤5.0</td>
<td>6.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>12.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services

<table>
<thead>
<tr>
<th></th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>Argyle MS</th>
<th>Briggs Chaney MS</th>
<th>Cabin John MS</th>
<th>Col. E. Brooke Lee MS</th>
<th>North Bethesda MS</th>
<th>Parkland MS</th>
<th>Robert Frost MS</th>
<th>Herbert Hoover MS</th>
<th>Tilden MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>-- -- -- -- --</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Disaggregation</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cabin John MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>North Bethesda MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Parkland MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Robert Frost MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>34</td>
<td>24</td>
<td>70.6</td>
<td>34</td>
<td>22</td>
<td>64.7</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>21</td>
<td>84.0</td>
<td>25</td>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>23</td>
<td>71.9</td>
<td>32</td>
<td>20</td>
<td>62.5</td>
</tr>
</tbody>
</table>

### SPED Math Completion

| Algebra Completion Rate with a C or Higher by the End of Grade 8 | 33.3 |

### Other Participation

| SPED Attendance Rate | ≥95.0% |
| SPED Mobility Rate (Entrants + Withdrawals) | = 11.6% |

### Special Education Services

<table>
<thead>
<tr>
<th>Bridge</th>
<th>Learning and Academic Disabilities</th>
</tr>
</thead>
</table>

### Special Education Suspension

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MCPS abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

Footnote: First 20 schools listed.
Francis Scott Key Middle School - #311

Principal: Ms. Yolanda Stanislaus
910 Schindler Dr. Silver Spring, MD  20903
Community Supt: Dr. Darryl L. Williams
Office Phone: (301) 422-5600
Fax Number: (301) 434-1375
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/fskms/
Cluster Name: Northeast Consortium

2013–2014 Official School Enrollment = 903

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.6</td>
<td>49.4</td>
<td>≤5.0</td>
<td>12.1</td>
<td>43.5</td>
<td>37.4</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>13.6</td>
<td>65.3</td>
<td>9.6</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.9</td>
<td>62.1</td>
<td>≤5.0</td>
<td>5.7</td>
<td>39.1</td>
<td>47.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>33.3</td>
<td>80.5</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>90.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>81.3</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>47</td>
<td>85.5</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Home School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Banneker MS</td>
<td>Francis Scott Key MS</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>White Oak MS</td>
</tr>
<tr>
<td>Eastern MS</td>
<td>William H. Farquhar MS</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>Col. E. Brooke Lee MS</td>
</tr>
<tr>
<td>Thomas W. Pyle MS</td>
<td>Regional Inst. for Children and Adolescents</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>Tilden MS</td>
</tr>
<tr>
<td>Westland MS</td>
<td>White Oak MS</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>Students in Attendance Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Banneker MS</td>
<td>119</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>--</td>
</tr>
<tr>
<td>Eastern MS</td>
<td>--</td>
</tr>
<tr>
<td>William H. Farquhar MS</td>
<td>--</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>--</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>--</td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>--</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
</tr>
<tr>
<td>Westland MS</td>
<td>--</td>
</tr>
<tr>
<td>White Oak MS</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>26</td>
<td>13</td>
<td>50.0</td>
<td>26</td>
<td>7</td>
<td>26.9</td>
</tr>
<tr>
<td>7</td>
<td>31</td>
<td>23</td>
<td>74.2</td>
<td>31</td>
<td>13</td>
<td>41.9</td>
</tr>
<tr>
<td>8</td>
<td>44</td>
<td>20</td>
<td>45.5</td>
<td>44</td>
<td>7</td>
<td>15.9</td>
</tr>
</tbody>
</table>

SPED Math Completion

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
<th>8.5</th>
</tr>
</thead>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (---) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

Total Special Education Enrollment = 903

In home school = --
Not in home school = --

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

SPED Attendance Rate = 93.6%

SPED Mobility Rate (Entrants + Withdrawals) = 17.0%

SPED Math Completion

Algebra Completion Rate with a C or Higher by the End of Grade 8

8.5

Other Participation

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>6.5</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (---) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
Dr. Martin Luther King, Jr. Middle School - #107

Principal: Ms. Dana E. Davison 13737 Wisteria Drive Germantown, MD 20874
Community Supt: Dr. Darryl L. Williams Office Phone: (301) 353-8080
School Hours: 7:55 - 2:40 Fax Number: (301) 601-0399

2013–2014 Official School Enrollment¹ ² = 609

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BI</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.2</td>
<td>47.8</td>
<td>≤5.0</td>
<td>12.6</td>
<td>32.2</td>
<td>27.6</td>
<td>≤5.0</td>
<td>21.3</td>
<td>5.9</td>
<td>9.0</td>
<td>44.7</td>
<td>10.5</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BI</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5</td>
<td>62.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>40.6</td>
<td>35.9</td>
<td>≤5.0</td>
<td>15.6</td>
<td>≤5.0</td>
<td>21.9</td>
<td>64.1</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BI</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Deaf</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>29</td>
<td>76.3</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Autism</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabin John MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roberto W. Clemente MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kingsview MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakelands Park MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Longview School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neelsville MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Poole MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Terrace School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julius West MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22</td>
<td>12</td>
<td>54.5</td>
<td>22</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>22.2</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>33.3</td>
</tr>
</tbody>
</table>

SPED Math Completion³ ⁴

| Algebra Completion Rate with a C or Higher by the End of Grade 8 | 13.3 |

Other Participation

| SPED Attendance Rate³ ⁴ = 94.7% |        |
| SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 20.2% |        |

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>9</td>
<td>15.5</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>8.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and Academic Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

| Special Education Paraeducators | 6.725 |

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
Kingsview Middle School - #708

Principal: Mr. James N. D'Andrea
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40

2013–2014 Official School Enrollment¹ = 987

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² = 3,441

2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 92

Least Restrictive Environment (as of 10/31/2013)²

Home School of Students Receiving Special Education Services (as of 10/31/2013)²

Students in Attendance Area Sent to Schools Outside Attendance Area (28)²

Maryland School Assessments (SPED)²

SPED Math Completion²

Other Participation

Special Education Suspensions²

Special Education Services

Number of Special Education Teachers

Number of Special Education Paraeducators

---

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

² Data suppressed (---) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

153
**Lakelands Park Middle School - #522**

Principal: Mrs. Deborah R. Higdon  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40

**2013–2014 Official School Enrollment**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,003</td>
<td>500</td>
<td>500</td>
<td>50.0</td>
<td>50.0</td>
<td>≤5.0</td>
<td>11.7</td>
<td>13.6</td>
<td>19.5</td>
<td>≤5.0</td>
<td>50.8</td>
<td>6.2</td>
<td>22.5</td>
</tr>
</tbody>
</table>

**2013–2014 Students Receiving Special Education Services (as of 10/31/2013)**

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>N</th>
<th>%</th>
<th>LRE's</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>41</td>
<td>36</td>
<td>87.8</td>
<td>4</td>
<td>9.8</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>46.2</td>
<td>--</td>
<td>53.8</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Least Restrictive Environment (as of 10/31/2013)**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Home School of Students Receiving Special Education Services (21)² ³</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>John T. Baker MS</td>
<td>Roberto W. Clemente MS</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>Robert Frost MS</td>
<td>Gaithersburg MS</td>
</tr>
<tr>
<td>Deaf</td>
<td>Gaithersburg MS</td>
<td>Lakelands Park MS</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>Dr. Martin Luther King, Jr. MS</td>
<td>Rock Terrace School</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Kingsview MS</td>
<td>Tilden MS</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>Lakelands Park MS</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>John Poole MS</td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td>Ridgeview MS</td>
<td></td>
</tr>
</tbody>
</table>

**Maryland School Assessments (SPED)² ³**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>6</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
<td>21</td>
</tr>
</tbody>
</table>

**SPED Math Completion³**

| Algebra Completion Rate with a C or Higher by the End of Grade 8 |
| 19.6 |

**Other Participation**

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>≥95.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>= 13.5%</td>
</tr>
</tbody>
</table>

**Special Education Suspensions² ³**

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**Number of Special Education Teachers**

16.2

**Number of Special Education Paraeducators**

29,437

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
² First 20 schools listed.
### 2013–2014 Official School Enrollment² ³ = 659

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.1</td>
<td>54.9</td>
<td>≤5.0</td>
<td>8.8</td>
<td>28.2</td>
<td>52.4</td>
<td>≤5.0</td>
<td>7.4</td>
<td>≤5.0</td>
<td>21.5</td>
<td>61.6</td>
<td>14.0</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.7</td>
<td>66.3</td>
<td>≤5.0</td>
<td>7.6</td>
<td>21.7</td>
<td>43.5</td>
<td>≤5.0</td>
<td>23.9</td>
<td>≤5.0</td>
<td>33.7</td>
<td>45.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services² ³ = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% Hi</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Argyle MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>A. Mario Loiderman MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Rosa M. Parks MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Silgo MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>White Oak MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (38)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Argyle MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>A. Mario Loiderman MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Rosa M. Parks MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Silgo MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>White Oak MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>N</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>32</td>
<td>22</td>
<td>68.8</td>
<td>32</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>20</td>
<td>66.7</td>
<td>30</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>16</td>
<td>57.1</td>
<td>28</td>
<td>11</td>
<td>39.3</td>
</tr>
</tbody>
</table>

#### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.6</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² ³  = 93.1% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³  = 10.2% |

#### Special Education Services

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>7,625</td>
</tr>
</tbody>
</table>

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

2 Data suppressed (–) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.
A. Mario Loiederman Middle School - #787

2013–2014 Official School Enrollment² = 835

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>% in ≥ 80% LRE A</th>
<th>% in &lt; 40% LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female % Male AM AS</td>
<td>N N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Autism</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>-- -- --</td>
<td>-- -- --</td>
<td>-- --</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Washington County School System

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.4</td>
<td>44.6</td>
<td>≤5.0</td>
<td>6.1</td>
<td>26.8</td>
<td>50.7</td>
<td>≤5.0</td>
<td>13.2</td>
<td>≤5.0</td>
<td>15.4</td>
<td>59.6</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² = 102

In home school² -- --

Not in home school² -- --

2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>%Male</th>
<th>%AM</th>
<th>%AS</th>
<th>%HI</th>
<th>%PI</th>
<th>%WH</th>
<th>%MU</th>
<th>%ESOL</th>
<th>%FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>8.8</td>
<td>≤5.0</td>
<td>5.0</td>
<td>17.5</td>
</tr>
</tbody>
</table>

SPED students living in attendance area² = 134

Not in home school² = 26 19.4

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>LRE A</th>
<th>LRE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>% AM % AS</td>
<td>N N</td>
<td></td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Autism</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>-- --</td>
<td>-- --</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>LRE A</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N N</td>
<td></td>
</tr>
<tr>
<td>William H. Farquhar MS</td>
<td>Cabin John MS</td>
</tr>
<tr>
<td>Robert Frost MS</td>
<td>Eastern MS</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>William H. Farquhar MS</td>
</tr>
<tr>
<td>A. Mario Loiederman MS</td>
<td>Col. E. Brooke Lee MS</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>A. Mario Loiederman MS</td>
</tr>
<tr>
<td>Sligo MS</td>
<td>Rock Terrace School</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>Earle B. Wood MS</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>LRE A</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>37</td>
<td>17</td>
<td>45.9</td>
<td>37</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>11</td>
<td>37.9</td>
<td>29</td>
<td>4</td>
<td>13.8</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>20</td>
<td>52.6</td>
<td>38</td>
<td>6</td>
<td>15.8</td>
</tr>
</tbody>
</table>

SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.4</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Special Education Teachers</td>
</tr>
</tbody>
</table>

| Total Number of Special Education Paraeducators | 7.312 |

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (---) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

156
Montgomery Village Middle School - #557

Principal: Dr. Edgar E. Malker  
Community Supt: Dr. Darryl L. Williams  
Office Phone: (301) 840-4660  
Fax Number: (301) 840-6388  
School Hours: 7:55 - 2:40  
www.montgomeryschoolsmd.org/schools/mvms/

2013–2014 Official School Enrollment¹² = 647

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>53.6</th>
<th>8.0</th>
<th>34.8</th>
<th>41.7</th>
<th>10.0</th>
<th>5.4</th>
<th>17.6</th>
<th>16.5</th>
<th>61.5</th>
<th>13.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.4</td>
<td>53.6</td>
<td>8.0</td>
<td>34.8</td>
<td>41.7</td>
<td>10.0</td>
<td>5.4</td>
<td>17.6</td>
<td>16.5</td>
<td>61.5</td>
<td>13.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>53.6</th>
<th>8.0</th>
<th>34.8</th>
<th>41.7</th>
<th>10.0</th>
<th>5.4</th>
<th>17.6</th>
<th>16.5</th>
<th>61.5</th>
<th>13.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.1</td>
<td>52.9</td>
<td>8.0</td>
<td>34.8</td>
<td>41.7</td>
<td>10.0</td>
<td>5.4</td>
<td>17.6</td>
<td>16.5</td>
<td>61.5</td>
<td>13.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>≤5.0</th>
<th>≤5.0</th>
<th>53.6</th>
<th>8.0</th>
<th>34.8</th>
<th>41.7</th>
<th>10.0</th>
<th>5.4</th>
<th>17.6</th>
<th>16.5</th>
<th>61.5</th>
<th>13.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>8.0</td>
<td>25.6</td>
<td>33.4</td>
<td>29.9</td>
<td>5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Deaf</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Autism</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (29)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forest Oak MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Kingsview MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Neelsville MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Redland MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Takoma Park MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Westland MS</td>
<td>29</td>
<td>33.3</td>
<td>17.6</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Maryland School Assessments (SPED)³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>29</td>
<td>10</td>
<td>34.5</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>29</td>
<td>10</td>
<td>34.5</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>5</td>
<td>17.2</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>29</td>
<td>10</td>
<td>34.5</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>5</td>
<td>17.2</td>
</tr>
</tbody>
</table>

SPED Math Completion³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate²³ = 94%</th>
</tr>
</thead>
<tbody>
<tr>
<td>67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Mobility Rate (Entrants + Withdrawals)²³ = 19.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.437</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.437</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism</td>
</tr>
<tr>
<td>Gifted and Talented/Learning Disabled</td>
</tr>
<tr>
<td>Learning and Academic Disabilities</td>
</tr>
<tr>
<td>Learning for Independence</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

157
**Neelsville Middle School - #115**

Principal: Ms. Lily (Vicky) Lake-Parcan  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40  
www.montgomeryschoolsmd.org/schools/neelsvillems/  
Cluster Name: Clarksburg, Watkins Mill

### 2013–2014 Official School Enrollment² ³ = 862

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.0</td>
<td>51.0</td>
<td>≤5.0</td>
<td>9.5</td>
<td>34.6</td>
<td>42.8</td>
<td>≤5.0</td>
<td>8.5</td>
<td>≤5.0</td>
<td>16.8</td>
<td>63.6</td>
<td>7.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.8</td>
<td>66.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>48.5</td>
<td>35.3</td>
<td>5.0</td>
<td>7.4</td>
<td>≤5.0</td>
<td>23.5</td>
<td>73.5</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services² ³ = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cabin John MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Roberto W. Clemente MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sligo MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Kingsview MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Neelsville MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Thomas W. Pyle MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Terrace School</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>28</td>
<td>10</td>
<td>35.7</td>
<td>28</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>57.9</td>
<td>--</td>
<td>--</td>
<td>16.7</td>
</tr>
<tr>
<td>8</td>
<td>29</td>
<td>12</td>
<td>41.4</td>
<td>28</td>
<td>3</td>
<td>10.7</td>
</tr>
</tbody>
</table>

#### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² ³ = 93.2% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = 27.6% |

### Special Education Services

- Learning and Academic Disabilities
- Number of Special Education Teachers: 9.0
- Number of Special Education Paraeducators: 4,373

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Newport Mill Middle School - #792

Principal: Ms. Panagiota (Penny) Tsonis
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
Fax Number: (301) 929-2274

Cluster Name: Downcounty Consortium

2013–2014 Official School Enrollment¹ ² = 614

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.2</td>
<td>50.8</td>
<td>&lt;5.0</td>
<td>12.4</td>
<td>16.4</td>
<td>48.4</td>
<td>≤5.0</td>
<td>19.9</td>
<td>≤5.0</td>
<td>16.8</td>
<td>56.2</td>
<td>18.1</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.1</td>
<td>55.9</td>
<td>&lt;5.0</td>
<td>8.1</td>
<td>20.7</td>
<td>59.5</td>
<td>≤5.0</td>
<td>7.2</td>
<td>≤5.0</td>
<td>34.2</td>
<td>73.0</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.8</td>
<td>&lt;5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>90.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>81.3</td>
<td>18.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>94.3</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>≤5.0</td>
<td>≥95.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

Home School of Students Receiving Special Education Services (33)³ ⁴

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Argyle MS</th>
<th>Alternative Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Terrace School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tilden MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ⁴

<table>
<thead>
<tr>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
</tr>
</tbody>
</table>

SPED Math Completion³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.5</td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Students Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number of Students Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24</td>
<td>17</td>
<td>70.8</td>
<td>23</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>7</td>
<td>23</td>
<td>14</td>
<td>60.9</td>
<td>23</td>
<td>8</td>
<td>34.8</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>13</td>
<td>61.9</td>
<td>21</td>
<td>8</td>
<td>38.1</td>
</tr>
</tbody>
</table>

Other Participation

| SPED Attendance Rate³ ⁴ = 93.4% |
| SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 10.6% |

Special Education Services

| Learning and Academic Disabilities |
| Learning for Independence |

Number of Special Education Teachers

| 10.2 |

Number of Special Education Paraeducators

| 8.437 |

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
## North Bethesda Middle School - #413

Principal: Mr. Alton E. Sumner  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40  
www.montgomeryschoolsmd.org/schools/northbethedams/  
Cluster Name: Walter Johnson

### 2013–2014 Official School Enrollment¹ = 901

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.4</td>
<td>50.6</td>
<td>≤5.0</td>
<td>10.7</td>
<td>7.3</td>
<td>13.3</td>
<td>≤5.0</td>
<td>62.0</td>
<td>6.3</td>
<td>≤5.0</td>
<td>5.2</td>
<td>9.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² = 901

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.2</td>
<td>67.8</td>
<td>≤5.0</td>
<td>5.7</td>
<td>8.0</td>
<td>13.8</td>
<td>≤5.0</td>
<td>67.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>14</td>
<td>58.3</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>34</td>
<td>70.8</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>26</td>
<td>21</td>
<td>80.8</td>
<td>26</td>
<td>16</td>
<td>61.5</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>25</td>
<td>20</td>
<td>80.0</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>22</td>
<td>81.5</td>
<td>27</td>
<td>22</td>
<td>81.5</td>
</tr>
</tbody>
</table>

### SPED Math Completion³

- Algebra Completion Rate with a C or Higher by the End of Grade 8: 53.6

### Other Participation

- SPED Attendance Rate² = 94.4%
- SPED Mobility Rate (Entrants + Withdrawals)² = 7.6%

### Special Education Services

- Gifted and Talented/Learning Disabled
- Learning and Academic Disabilities

### Number of Special Education Teachers

- 9.0

### Number of Special Education Paraeducators

- 7,500

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

160
### 2013–2014 Official School Enrollment¹ ² = 883

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>Grade</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Total Special Education Students</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>≤ 70.8%</td>
<td>In attendance area²</td>
<td>84</td>
</tr>
<tr>
<td>≤ 70.8%</td>
<td>Not in attendance area²</td>
<td>--</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

#### Home School of Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In ≥ 80% (LRE A)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In ≥ 80% (LRE A)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>--</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>--</td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td>--</td>
</tr>
<tr>
<td>Cabin John MS</td>
<td>--</td>
</tr>
<tr>
<td>Lakelands Park MS</td>
<td>--</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>--</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>--</td>
</tr>
<tr>
<td>Parkland MS</td>
<td>--</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>--</td>
</tr>
<tr>
<td>Thomas W. Pyle MS</td>
<td>--</td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td>--</td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td>--</td>
</tr>
<tr>
<td>Parkland MS</td>
<td>--</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
</tr>
<tr>
<td>Julius West MS</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)³

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24</td>
<td>17</td>
<td>70.8</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>18</td>
<td>66.7</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>11</td>
<td>50.0</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24</td>
<td>12</td>
<td>50.0</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>12</td>
<td>44.4</td>
</tr>
<tr>
<td>8</td>
<td>22</td>
<td>5</td>
<td>22.7</td>
</tr>
</tbody>
</table>

### SPED Math Completion³

Algebra Completion Rate with a C or Higher by the End of Grade 8 ≤ 5.0

### Other Participation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.7%</td>
<td>18</td>
<td>8</td>
<td>9.4</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- School/Community-Based
- Resource

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

---

161
### 2013–2014 Official School Enrollment $^1$ $^2$ $^3$ = 880

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.3</td>
<td>50.7</td>
<td>≤5.0</td>
<td>8.5</td>
<td>11.1</td>
<td>12.4</td>
<td>≤5.0</td>
<td>63.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>10.7</td>
<td>9.5</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013) $^1$ $^2$ $^3$

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7</td>
<td>64.3</td>
<td>≤5.0</td>
<td>6.0</td>
<td>20.2</td>
<td>20.2</td>
<td>≤5.0</td>
<td>51.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>26.2</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services $^1$ $^2$ = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>17.5</td>
<td>92</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)² $^3$

| Disability                  | All LRE's | East County | |   |   | |   |   | |   |   | |   |   |
|-----------------------------|-----------|-------------|---|---|---|---|---|---|---|---|---|---|---|
| Intellectual Disability     | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Hearing Impairment          | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Deaf                        | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Speech/Language             | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Visual Impairment           | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Emotional Disability        | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Orthopedic Impairment       | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Health Impairment           | --        | 14          | 58.3| --| ≤5.0| --| --| --| --| --| --| --| --|
| Learning Disabilities       | --        | 22          | 51.2| --| ≤5.0| --| --| --| --| --| --| --| --|
| Multiple Disabilities       | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Deaf/Blindness              | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Autism                      | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Traumatic Brain Injury      | --        | --          | --| --| --| --| --| --| --| --| --| --| --|
| Developmental Delay         | --        | --          | --| --| --| --| --| --| --| --| --| --| --|

#### Home School of Students Receiving Special Education Services (--)² $^3$

- Argyle MS
- William H. Farquhar MS
- Rosa M. Parks MS
- Gaithersburg MS
- Col. E. Brooke Lee MS
- A. Mario Loiederman MS
- Rock Terrace School
- Silver Spring International MS
- Takoma Park MS
- Earle B. Wood MS

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² $^3$

- Argyle MS
- William H. Farquhar MS
- Rosa M. Parks MS

---

### Maryland School Assessments (SPED) $^1$ $^2$ $^3$

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>34</td>
<td>28</td>
<td>82.4</td>
<td>34</td>
<td>22</td>
<td>64.7</td>
</tr>
<tr>
<td>7</td>
<td>29</td>
<td>18</td>
<td>62.1</td>
<td>29</td>
<td>23</td>
<td>79.3</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>57.9</td>
<td>--</td>
<td>--</td>
<td>26.3</td>
</tr>
</tbody>
</table>

### Special Education Suspensions $^2$ $^3$

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Special Education Services

- Infants and Toddlers
- Learning and Academic Disabilities

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

**162**
<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Poole MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lakelands Park MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Poole MS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock Terrace School</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Math Completion²³</th>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Participation</th>
<th>Special Education Suspensions²³</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Attendance Rate²³</td>
<td>94.3%</td>
<td>Learning and Academic Disabilities</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)²³</td>
<td>9.7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Learning and Academic Disabilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.625</td>
<td></td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
### Thomas W. Pyle Middle School - #428

**Principal:** Mr. Christopher B. Nardi  
**Community Supt.:** Dr. Darryl L. Williams  
**School Hours:** 7:55 - 2:40  
**Office Phone:** (301) 320-6540  
**Fax Number:** (301) 320-6647  
**www.montgomeryschoolsmd.org/schools/pylems/**  
**Cluster Name:** Walt Whitman

#### 2013–2014 Official School Enrollment¹ ² = 1,411

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.2</td>
<td>49.8</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>70.7</td>
<td>5.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>7.2</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.7</td>
<td>67.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>9.9</td>
<td>≤5.0</td>
<td>74.3</td>
<td>5.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>% N</th>
<th>%</th>
<th>In ≥ 80% (LRE A)</th>
<th></th>
<th>In &lt; 40% (LRE C)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech/Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Impairment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Autism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Delay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (--)² ⁴

- Cabin John MS  
- Francis Scott Key MS  
- Neellsiville MS  
- Newport Mill MS  
- Thomas W. Pyle MS  
- North Bethesda MS  
- Regional Inst. for Children and Adolescents  
- Tilden MS

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴

- Thomas W. Pyle MS

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>40</td>
<td>34</td>
<td>85.0</td>
<td>40</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>27</td>
<td>20</td>
<td>74.1</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>34</td>
<td>85.0</td>
<td>41</td>
<td>30</td>
<td>73.2</td>
</tr>
</tbody>
</table>

#### SPED Math Completion² ³

- Algebra Completion Rate with a C or Higher by the End of Grade 8  
- 28.9

#### Other Participation

- SPED Attendance Rate² ³ = 94.4%  
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 7.1%

#### Special Education Services

- Emotional Disabilities  
- Learning and Academic Disabilities

#### Number of Special Education Teachers

- 9.2

#### Number of Special Education Paraeducators

- 8.125

---

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 Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
Redland Middle School - #562

Principal: Mr. Robert Sinclair, Jr.
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40

Montgomery County Public Schools
www.montgomeryschoolsmd.org/schools/redlandms/

2013–2014 Official School Enrollment¹ ² = 507

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.3</td>
<td>51.7</td>
<td>≤5.0</td>
<td>11.0</td>
<td>17.2</td>
<td>33.5</td>
<td>≤5.0</td>
<td>32.7</td>
<td>5.5</td>
<td>9.7</td>
<td>39.6</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² = 57

In home school² -- --

Not in home school² -- --

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.6</td>
<td>68.4</td>
<td>≤5.0</td>
<td>8.8</td>
<td>21.1</td>
<td>33.3</td>
<td>≤5.0</td>
<td>28.1</td>
<td>8.8</td>
<td>21.1</td>
<td>43.9</td>
<td></td>
</tr>
</tbody>
</table>

SPED students living in attendance area² 79

Not in home school² 26 32.9

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>15</td>
<td>71.4</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>18</td>
<td>66.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (--)² ³ ⁴

| Montgomery Village MS       | --        | 5.0      |
| Redland MS                  | --        | --       |
| Shady Grove MS              | --        | --       |
| Montgomery Village MS       | --        | --       |
| Redland MS                  | --        | --       |
| Rock Terrace School         | --        | --       |
| Shady Grove MS              | --        | --       |
| Tilden MS                   | --        | --       |
| Julius West MS              | --        | --       |
| Earle B. Wood MS            | --        | --       |

Students in Attendance Area Sent to Schools Outside Attendance Area (26)² ³ ⁴

John T. Baker MS
Forest Oak MS
Robert Frost MS
Gaithersburg MS
Lakelands Park MS
Montgomery Village MS
Redland MS
Rock Terrace School
Shady Grove MS
Tilden MS
Julius West MS
Earle B. Wood MS

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>73.7</td>
<td>--</td>
<td>--</td>
<td>52.6</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>63.2</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
</tr>
<tr>
<td>8</td>
<td>26</td>
<td>11</td>
<td>42.3</td>
<td>26</td>
<td>6</td>
<td>23.1</td>
</tr>
</tbody>
</table>

SPED Math Completion² ³

Algebra Completion Rate with a C or Higher by the End of Grade 8

≤5.0

Other Participation

| SPED Attendance Rate² ³ = 94% |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = 17.2% |

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Learning and Academic Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
<th>4.186</th>
</tr>
</thead>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

* First 20 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 670

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.9</td>
<td>49.1</td>
<td>≤5.0</td>
<td>15.5</td>
<td>13.4</td>
<td>22.4</td>
<td>≤5.0</td>
<td>43.1</td>
<td>5.4</td>
<td>5.2</td>
<td>25.2</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² --

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7</td>
<td>64.3</td>
<td>≤5.0</td>
<td>11.9</td>
<td>21.4</td>
<td>45.2</td>
<td>≤5.0</td>
<td>21.4</td>
<td>≤5.0</td>
<td>19.0</td>
<td>57.1</td>
<td></td>
</tr>
</tbody>
</table>

In home school² -- --

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

SPED students living in attendance area² 59

Not in home school² -- --

### Least Restrictive Environment (as of 10/31/2013)²

**Disability**

- Intellectual Disability
- Hearing Impairment
- Deaf
- Speech/Language
- Visual Impairment
- Emotional Disability
- Orthopedic Impairment
- Health Impairment
- Learning Disabilities
- Multiple Disabilities
- Deaf/Blindness
- Autism
- Traumatic Brain Injury
- Developmental Delay

**Home School or Students Receiving Special Education Services (--)² ³ ⁴**

- Forest Oak MS
- Ridgeview MS
- Rocky Hill MS
- Gaithersburg MS
- Lakelands Park MS
- Tilden MS

**Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ³ ⁴**

- Cabin John MS
- Roberto W. Clemente MS
- Ridgeview MS

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>25.0</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16.7</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
<td>--</td>
<td>--</td>
<td>42.9</td>
</tr>
</tbody>
</table>

### SPED Math Completion² ³

Algebra Completion Rate with a C or Higher by the End of Grade 8 20.0

### Other Participation

- SPED Attendance Rate² ³ = 91.7%
- SPED Mobility Rate (Entrants + Withdrawals)² ³ = 21.3%

### Special Education Services

- Learning and Academic Disabilities

### Number of Special Education Teachers

7.4

### Number of Special EducationParaeducators

3.063

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
4. First 20 schools listed.
### 2013–2014 Official School Enrollment² ¹ = 1,091

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
<td>% AS</td>
</tr>
<tr>
<td>52.4</td>
<td>47.6</td>
<td>≤5.0</td>
<td>24.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ¹

<table>
<thead>
<tr>
<th>Disability</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.5</td>
<td>68.5</td>
<td>≤5.0</td>
<td>9.8</td>
<td>37.0</td>
<td>21.7</td>
<td>≤5.0</td>
<td>21.7</td>
<td>9.8</td>
<td>6.5</td>
<td>34.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 3,441

<table>
<thead>
<tr>
<th>Disability</th>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)² ¹

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
<td>% HI</td>
<td>% PI</td>
<td>% WH</td>
<td>% MU</td>
<td>% ESOL</td>
<td>% FARMS</td>
<td>% SPED</td>
<td></td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (−)² ¹

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% AM</td>
<td>% AS</td>
<td>% BL</td>
<td>% HI</td>
<td>% PI</td>
<td>% WH</td>
<td>% MU</td>
<td>% ESOL</td>
<td>% FARMS</td>
<td>% SPED</td>
<td></td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (22)² ¹

| Disability               | % Female | % Male | % AM | % AS | % BL | % HI | % PI | % WH | % MU | % ESOL | % FARMS | % SPED |

## Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>16</td>
<td>64.0</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>19</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>16</td>
<td>64.0</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>19</td>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>25</td>
<td>16</td>
<td>64.0</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>8</td>
<td>38</td>
<td>19</td>
<td>50.0</td>
</tr>
</tbody>
</table>

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Services</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disabilities</td>
<td>46</td>
<td>20</td>
<td>22.2</td>
</tr>
<tr>
<td>Learning and Academic Disabilities</td>
<td>20</td>
<td>20</td>
<td>22.2</td>
</tr>
</tbody>
</table>

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (−) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

---

Rocky Hill Middle School - #707

Principal: Dr. Cynthia Eldridge, Acting
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/rockyhillms/
Fax Number: (301) 601-3197

Cluster Name: Clarksburg, Damascus

---

167
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>26</td>
<td>16</td>
<td>61.5</td>
<td>26</td>
<td>18</td>
<td>69.2</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>16</td>
<td>66.7</td>
<td>24</td>
<td>10</td>
<td>41.7</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>37.5</td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)¹ ³

### SPED Math Completion² ³

- Algebra Completion Rate with a C or Higher by the End of Grade 8
  - 12.5

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³</th>
<th>94.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

### Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.
### Silver Spring International Middle School - #647

Principal: Mr. John W. Haas  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40  
www.montgomeryschoolsmd.org/schools/ssims/  
Cluster Name: Downcounty Consortium

#### 2013–2014 Official School Enrollment¹ ² = 950

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.3</td>
<td>48.7</td>
<td>≤5.0</td>
<td>7.1</td>
<td>22.6</td>
<td>36.3</td>
<td>≤5.0</td>
<td>29.2</td>
<td>≤5.0</td>
<td>13.4</td>
<td>44.8</td>
<td>12.8</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0</td>
<td>68.0</td>
<td>≤5.0</td>
<td>5.0</td>
<td>18.0</td>
<td>47.5</td>
<td>≤5.0</td>
<td>25.4</td>
<td>≤5.0</td>
<td>28.7</td>
<td>52.5</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td></td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (35)² ³

<table>
<thead>
<tr>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (23)² ³

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td></td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>36</td>
<td>20</td>
<td>55.6</td>
<td>36</td>
<td>20</td>
<td>55.6</td>
</tr>
<tr>
<td>7</td>
<td>39</td>
<td>24</td>
<td>61.5</td>
<td>39</td>
<td>12</td>
<td>30.8</td>
</tr>
<tr>
<td>8</td>
<td>33</td>
<td>15</td>
<td>45.5</td>
<td>33</td>
<td>9</td>
<td>27.3</td>
</tr>
</tbody>
</table>

#### SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.9</td>
</tr>
</tbody>
</table>

#### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate² ³ = 94,5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>49,5%</td>
</tr>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)² ³ = 10,9%</td>
</tr>
<tr>
<td>10,9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,750</td>
</tr>
</tbody>
</table>

#### Special Education Services

- Autism Resource Services
- Learning and Academic Disabilities
### 2013–2014 Official School Enrollment¹ ² = 446

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.2</td>
<td>47.8</td>
<td>≤5.0</td>
<td>9.4</td>
<td>24.2</td>
<td>39.7</td>
<td>≤5.0</td>
<td>22.6</td>
<td>≤5.0</td>
<td>14.3</td>
<td>47.8</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.8</td>
<td>63.2</td>
<td>≤5.0</td>
<td>5.3</td>
<td>36.8</td>
<td>47.4</td>
<td>≤5.0</td>
<td>10.5</td>
<td>≤5.0</td>
<td>24.6</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>78.6</td>
<td>--</td>
<td>7.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>24</td>
<td>80.0</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>63.2</td>
<td>--</td>
<td>--</td>
<td>52.6</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>61.5</td>
<td>--</td>
<td>--</td>
<td>30.8</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
<td>--</td>
<td>--</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### SPED Math Completion³ ⁴

- Algebra Completion Rate with a C or Higher by the End of Grade 8: 10.0

### Other Participation

- SPED Attendance Rate³ ⁴ = 91.9%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 18.0%

### Special Education Services

- Infants and Toddlers
- School/Community-Based

### Special Education Services

- Total Special Education Enrollment² = 57
- In home school² -- --
- Not in home school² -- --
- Total Special Education Services¹ = 67
- SPED students living in attendance area² = 21
- 31.3

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 20 schools listed.
## Takoma Park Middle School - #755

Principal: Miss Alicia M. Deeny
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/takomaparkms/
Cluster Name: Downcounty Consortium

### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0</td>
<td>52.0</td>
<td>≤5.0</td>
<td>21.9</td>
<td>28.7</td>
<td>14.2</td>
<td>≤5.0</td>
<td>29.6</td>
<td>5.3</td>
<td>6.4</td>
<td>26.8</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment: 62

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.3</td>
<td>67.7</td>
<td>≤5.0</td>
<td>≥5.0</td>
<td>35.5</td>
<td>24.2</td>
<td>≤5.0</td>
<td>29.0</td>
<td>6.5</td>
<td>21.0</td>
<td>40.3</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>≥5.0</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≥5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deaf</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Autism</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Maryland School Assessments (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>21</td>
<td>12</td>
<td>57.1</td>
<td>21</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>75.0</td>
<td>--</td>
<td>--</td>
<td>62.5</td>
</tr>
</tbody>
</table>

### SPED Math Completion

Algebra Completion Rate with a C or Higher by the End of Grade 8: 33.3%

### Other Participation

<table>
<thead>
<tr>
<th>SPED Attendance Rate²</th>
<th>94.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED Mobility Rate (Entrants + Withdrawals)²</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- Special Education Services
- Special Education Services

### Number of Special Education Teachers

4.2

### Number of Special Education Paraeducators

2,250

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
## 2013–2014 Official School Enrollment¹ ² = 781

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.3</td>
<td>54.7</td>
<td>≤5.0</td>
<td>14.6</td>
<td>9.7</td>
<td>19.0</td>
<td>≤5.0</td>
<td>51.5</td>
<td>≤5.0</td>
<td>10.8</td>
<td>12.2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.7</td>
<td>73.3</td>
<td>≤5.0</td>
<td>7.5</td>
<td>6.7</td>
<td>27.5</td>
<td>≤5.0</td>
<td>55.8</td>
<td>≤5.0</td>
<td>10.8</td>
<td>16.7</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
<td>≤95.0</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>21</td>
<td>12</td>
<td>57.1</td>
<td>3</td>
<td>14.3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>26</td>
<td>78.8</td>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>40</td>
<td>7</td>
<td>17.5</td>
<td>4</td>
<td>10.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (62)³ ⁴

- Argyle MS
- Cabin John MS
- Briggs Chaney MS
- Herbert Hoover MS
- Cabin John MS
- North Bethesda MS
- William H. Farquhar MS
- Parkland MS
- Robert Frost MS
- Thomas W. Pyle MS
- Francis Scott Key MS
- Rock Terrace School
- Tilden MS

### Students in Attendance Area Sent to Schools Outside Attendance Area (--)² ⁴

- Kingsview MS
- Silverview MS
- Rocky Hill MS
- Silver Spring International MS
- Tilden MS
- Vansant

### Maryland School Assessments (SPED)³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>36</td>
<td>30</td>
<td>83.3</td>
<td>36</td>
<td>24</td>
<td>66.7</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>25</td>
<td>89.3</td>
<td>28</td>
<td>20</td>
<td>71.4</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>26</td>
<td>92.9</td>
<td>28</td>
<td>23</td>
<td>82.1</td>
</tr>
</tbody>
</table>

### SPED Math Completion³

- Algebra Completion Rate with a C or Higher by the End of Grade 8
  - 36.8

### Other Participation

- SPED Attendance Rate³ ⁴ = 94.2%
- SPED Mobility Rate (Entrants + Withdrawals)³ ⁴ = 9.5%

### Special Education Services

- Asperger's Learning and Academic Disabilities

### Number of Special Education Teachers

- 11.2

### Number of Special Education Paraeducators

- 16.375

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
### Maryland School Assessments (SPED)³ ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>27</td>
<td>19</td>
<td>70.4</td>
<td>27</td>
<td>14</td>
<td>51.9</td>
</tr>
<tr>
<td>7</td>
<td>33</td>
<td>26</td>
<td>78.8</td>
<td>33</td>
<td>19</td>
<td>57.6</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>22</td>
<td>64.7</td>
<td>34</td>
<td>12</td>
<td>35.3</td>
</tr>
</tbody>
</table>

### SPED Math Completion²³

- Algebra Completion Rate with a C or Higher by the End of Grade 8
  - 11.1

### Other Participation

- SPED Attendance Rate²³ ³ = 94.4%
- SPED Mobility Rate (Entrants + Withdrawals)²³ ³ = 9.2%

### Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities

### Special Education Suspensions²³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>11</td>
<td>11.3</td>
</tr>
</tbody>
</table>

Footnotes:

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

* First 20 schools listed.
### Westland Middle School - #412

Principal: Ms. Alison L. Serino  
Community Supt: Dr. Darryl L. Williams  
School Hours: 7:55 - 2:40  
Cluster Name: Bethesda-Chevy Chase

#### 2013–2014 Official School Enrollment² = 1,223

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>51.2</td>
<td>≤5.0</td>
<td>5.5</td>
<td>11.1</td>
<td>16.1</td>
<td>≤5.0</td>
<td>60.4</td>
<td>6.3</td>
<td>6.5</td>
<td>11.9</td>
<td>9.3</td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.8</td>
<td>70.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>16.7</td>
<td>24.6</td>
<td>≤5.0</td>
<td>50.9</td>
<td>5.3</td>
<td>8.8</td>
<td>22.8</td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS Middle Students Receiving Special Education Services² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>36</td>
<td>78.3</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>25</td>
<td>59.5</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### Home School of Students Receiving Special Education Services (--)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Argyle MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Forest Oak MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Tidwell MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Students in Attendance Area Sent to Schools Outside Attendance Area (--)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western MS</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>East MS</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Maryland School Assessments (SPED)²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22</td>
<td>17</td>
<td>77.3</td>
<td>22</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>7</td>
<td>42</td>
<td>37</td>
<td>88.1</td>
<td>42</td>
<td>30</td>
<td>71.4</td>
</tr>
<tr>
<td>8</td>
<td>43</td>
<td>38</td>
<td>88.4</td>
<td>43</td>
<td>24</td>
<td>55.8</td>
</tr>
</tbody>
</table>

#### Other Participation

| SPED Attendance Rate² = 94.8% |
| SPED Mobility Rate (Entrants + Withdrawals)² = 6.3% |

#### Special Education Services

<table>
<thead>
<tr>
<th>Learning and Academic Disabilities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Paraeducators</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,562</td>
</tr>
</tbody>
</table>

#### SPED Math Completion³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.7</td>
</tr>
</tbody>
</table>

#### Special Education Suspensions²

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 20 schools listed.
White Oak Middle School - #811
Principal: Ms. Virginia A. de los Santos
Community Supt: Dr. Darryl L. Williams
School Hours: 7:55 - 2:40
www.montgomeryschoolsmd.org/schools/whiteoakms/
Cluster Name: Northeast Consortium

2013–2014 Official School Enrollment¹ ² = 724

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>52.1</td>
<td>&lt;5.0</td>
<td>11.3</td>
<td>32.3</td>
<td>41.2</td>
<td>≤5.0</td>
<td>12.0</td>
<td>≤5.0</td>
<td>17.3</td>
<td>56.5</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment² = 75

In home school² = -- --
Not in home school² = -- --

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.0</td>
<td>68.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

In home school² = -- --
Not in home school² = -- --

2013–2014 Total MCPS Middle Students Receiving Special Education Services¹ ² = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

In home school² = -- --
Not in home school² = 25 27.8

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All LRE's</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>-- --</td>
<td>92.9 -- 7.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>-- --</td>
<td>≥95.0 ≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Autism</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>-- --</td>
<td>-- --</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>-- --</td>
<td>-- --</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (–)² ³

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin Banneker MS</td>
<td>--</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>--</td>
</tr>
<tr>
<td>Eastern MS</td>
<td>--</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>--</td>
</tr>
<tr>
<td>White Oak MS</td>
<td>--</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>--</td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>--</td>
</tr>
<tr>
<td>Silver Spring International MS</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
</tr>
<tr>
<td>White Oak MS</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (25)² ⁴

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td>--</td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td>--</td>
</tr>
<tr>
<td>Eastern MS</td>
<td>--</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>--</td>
</tr>
<tr>
<td>Tilden MS</td>
<td>--</td>
</tr>
<tr>
<td>White Oak MS</td>
<td>--</td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td>--</td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>26</td>
<td>12</td>
<td>46.2</td>
<td>26</td>
<td>8</td>
<td>30.8</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>13</td>
<td>54.2</td>
<td>24</td>
<td>5</td>
<td>20.8</td>
</tr>
</tbody>
</table>

SPED Math Completion² ³

<table>
<thead>
<tr>
<th>Algebra Completion Rate with a C or Higher by the End of Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
</tr>
</tbody>
</table>

Other Participation

| SPED Attendance Rate² ³ = 94%                                  |
| SPED Mobility Rate (Entrants + Withdrawals)² ³ = 16.0%       |

Special Education Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>7</td>
<td>8.1</td>
</tr>
</tbody>
</table>

Special Education Services

<table>
<thead>
<tr>
<th>Learning and Academic Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Community-Based</td>
</tr>
</tbody>
</table>

Number of Special Education Teachers

10.2

Number of Special Education Paraeducators

8,487

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (–) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 20 schools listed.
### 2013–2014 Official School Enrollment\(^1\) \(^2\) = 937

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.2</td>
<td>53.8</td>
<td>≤5.0</td>
<td>11.4</td>
<td>13.4</td>
<td>36.2</td>
<td>≤5.0</td>
<td>35.1</td>
<td>≤5.0</td>
<td>8.8</td>
<td>34.3</td>
<td>14.5</td>
<td>136</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^1\) \(^2\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total SPED Students Receiving Services(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.4</td>
<td>67.6</td>
<td>≤5.0</td>
<td>7.4</td>
<td>19.9</td>
<td>40.4</td>
<td>≤5.0</td>
<td>30.1</td>
<td>≤5.0</td>
<td>19.9</td>
<td>48.5</td>
<td>122</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS Middle Students Receiving Special Education Services\(^1\) \(^2\) = 3,441

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total SPED Students Receiving Services(^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.2</td>
<td>65.9</td>
<td>≤5.0</td>
<td>6.7</td>
<td>25.6</td>
<td>33.4</td>
<td>≤5.0</td>
<td>29.9</td>
<td>≤5.0</td>
<td>17.5</td>
<td>45.1</td>
<td>122</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>24</td>
<td>85.7</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>44</td>
<td>75.9</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
<td>90.9</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (42)\(^2\) \(^4\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cabin John MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William H. Farquhar MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Oak MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Martin Luther King, Jr. MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kingsview MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tilden MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julius West MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Mario Loiederman MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montgomery Village MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newport Mill MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parkland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rosa M. Parks MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redland MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rocky Hill MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shady Grove MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sligo MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julius West MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Oak MS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earle B. Wood MS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Maryland School Assessments (SPED)\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>52</td>
<td>32</td>
<td>61.5</td>
<td>52</td>
<td>24</td>
<td>46.2</td>
</tr>
<tr>
<td>7</td>
<td>33</td>
<td>26</td>
<td>78.8</td>
<td>33</td>
<td>19</td>
<td>57.6</td>
</tr>
<tr>
<td>8</td>
<td>30</td>
<td>16</td>
<td>53.3</td>
<td>30</td>
<td>10</td>
<td>33.3</td>
</tr>
</tbody>
</table>

### Special Education Services

- Autism
- Deaf and Hard/Hearing
- Learning and Academic Disabilities

### SPED Math Completion\(^3\)

| Algebra Completion Rate with a C or Higher by the End of Grade 8 | 28.6 |

### Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions(^2) (^3)</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37</td>
<td>19</td>
<td>14.4</td>
</tr>
</tbody>
</table>

### Number of Special Education Teachers

- 14.4

### Number of Special Education Paraeducators

- 18.124

---

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

\(^2\) Data suppressed (−) to comply with new federal guidance, see Introduction.

\(^3\) Outcome data reflect 2012–2013 school year.

\(^4\) First 20 schools listed.
SECTION IV

HIGH SCHOOL PROFILES
### 2013–2014 Official School Enrollment¹ ² = 1,872

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.5</td>
<td>50.5</td>
<td>5.0</td>
<td>15.0</td>
<td>17.0</td>
<td>≤5.0</td>
<td>57.2</td>
<td>5.0</td>
<td>5.0</td>
<td>11.1</td>
<td>9.1</td>
<td>9.1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>170</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.8</td>
<td>71.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>20.0</td>
<td>26.5</td>
<td>≤5.0</td>
<td>47.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>22.9</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>47</td>
<td>85.5</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>64</td>
<td>72.7</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)² ³ ⁴

<table>
<thead>
<tr>
<th>Bethesda-Chevy Chase HS</th>
<th>Montgomery Blair HS</th>
<th>Winston Churchill HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (30)² ³ ⁴

<table>
<thead>
<tr>
<th>Bethesda-Chevy Chase HS</th>
<th>Montgomery Blair HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### School Progress Proficiency Rate (SPED)² ³

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>27</td>
<td>67.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46</td>
<td>31</td>
<td>67.4</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>82.9</td>
<td>84.4</td>
<td>--</td>
<td>70.0</td>
</tr>
<tr>
<td>12</td>
<td>75.0</td>
<td>71.0</td>
<td>64.5</td>
<td>69.0</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.1</td>
<td>524</td>
<td>547</td>
<td>530</td>
<td>1601</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)² ³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
</tr>
<tr>
<td>25.0</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements² ³

| SPED Percent | 52.8 |

### SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>93.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drop Out</td>
<td>≤3.0%</td>
</tr>
<tr>
<td></td>
<td>Graduation</td>
<td>75.7%</td>
</tr>
<tr>
<td></td>
<td>Mobility</td>
<td>13.7%</td>
</tr>
</tbody>
</table>

### SPED High School Completion² ³

<table>
<thead>
<tr>
<th>N and % of Total SpEd Students</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Certificates</td>
<td>33</td>
<td>89.2</td>
<td>4</td>
</tr>
</tbody>
</table>

### SPED Suspensions² ³

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6</td>
<td>40.0</td>
</tr>
<tr>
<td>70.5</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>19.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>8.148</td>
</tr>
</tbody>
</table>

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
### Montgomery Blair High School - #757

Principal: Mrs. Renay C. Johnson  
Community Supt: Dr. Christopher S. Garran  
School Hours: 7:25 - 3:00  
Office Phone: (301) 649-2800  
Fax Number: (301) 649-2830  

<table>
<thead>
<tr>
<th>Year</th>
<th>Official School Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>2,790</td>
<td>189</td>
<td>189</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>In home school²</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Not in home school²</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total MCPS High Students Receiving Special Education Services</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>4,803</td>
<td>243</td>
<td>243</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>80.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>34</td>
<td>79.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>94</td>
<td>75.2</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>School Progress Proficiency Rate (SPED)³</th>
<th>Maryland High School Assessment Performance Status (SPED)³</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>46</td>
<td>37</td>
</tr>
<tr>
<td><strong>SAT Participation and Mean Scores (SPED)³</strong></td>
<td><strong>Advanced Placement/International Baccalaureate Tests (SPED)³</strong></td>
</tr>
<tr>
<td>Percent Tested</td>
<td>Critical Reading</td>
</tr>
<tr>
<td>35.7</td>
<td>491</td>
</tr>
<tr>
<td><strong>SPED Participation² ³</strong></td>
<td><strong>SPED High School Completion² ³</strong></td>
</tr>
<tr>
<td>Rate</td>
<td>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</td>
</tr>
<tr>
<td>Attendance</td>
<td>93%</td>
</tr>
<tr>
<td>Drop Out</td>
<td>14.6%</td>
</tr>
<tr>
<td>Graduation</td>
<td>64.6%</td>
</tr>
<tr>
<td>Mobility</td>
<td>16.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.6</td>
<td>Learning and Academic Disabilities</td>
</tr>
</tbody>
</table>

| Number of Special Education Paraeducators | 8.775 |

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).  
2 Data suppressed (--) to comply with new federal guidance, see Introduction.  
3 Outcome data reflect 2012–2013 school year.

*Footnotes:* ² First 16 schools listed.
### 2013–2014 Official School Enrollment¹² = 1,694

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.5</td>
<td>45.5</td>
<td>9.6</td>
<td>42.3</td>
<td>22.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>22.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>34.8</td>
<td>10.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.4</td>
<td>60.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>48.0</td>
<td>26.9</td>
<td>≤5.0</td>
<td>18.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>44.6</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N in ≥80% (LRE A)</th>
<th>N in &lt;40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

#### Home School of Students Receiving Special Education Services (−)³⁴

- James Hubert Blake HS
- John F. Kennedy HS
- Col. Zadok Magruder HS
- Montgomery Blair HS
- James Hubert Blake HS
- John F. Kennedy HS
- Stephen Knolls School
- Regional Inst. for Children and Adolescents
- Rock Terrace School
- Rockville HS
- Sherwood HS
- Transitions School

#### Students in Attendance Area Sent to Schools Outside Attendance Area (33)³⁴

- Alternative Programs
- Bethesda-Chevy Chase HS
- Montgomery Blair HS
- Winston Churchill HS
- Albert Einstein HS
- John F. Kennedy HS
- Regional Inst. for Children and Adolescents
- Rock Terrace School
- Rockville HS
- Sherwood HS
- Transitions School

### School Progress Proficiency Rate (SPED)³

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>29</td>
<td>23</td>
</tr>
</tbody>
</table>

#### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0</td>
<td>377</td>
<td>370</td>
<td>405</td>
<td>1152</td>
</tr>
</tbody>
</table>

#### Advanced Placement/International Baccalaureate Tests (SPED)³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>3</td>
<td>11.5</td>
</tr>
</tbody>
</table>

#### SPED High School Completion²³

<table>
<thead>
<tr>
<th>N and % of Total SpEd Students</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>25</td>
<td>18</td>
<td>11.5</td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>84.0</td>
</tr>
<tr>
<td>4</td>
<td>16.0</td>
</tr>
</tbody>
</table>

### SPED Suspensions²³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>18</td>
<td>11.5</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/ a C or Higher²³

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment²³</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.3</td>
<td>22.0</td>
<td>35.9</td>
</tr>
</tbody>
</table>

### Special Education Services

- Gifted and Talented/Learning Disabled
- Learning and Academic Disabilities
- School/Community-Based

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (−) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 16 schools listed.
<table>
<thead>
<tr>
<th>Year</th>
<th>Academic Program</th>
<th>Number of Students Receiving Special Education Services</th>
<th>In home school</th>
<th>Not in home school</th>
<th>Total Special Education Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013–2014</td>
<td>Biology</td>
<td>27.6</td>
<td>74.2</td>
<td>5.0</td>
<td>56.2</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Math</td>
<td>48.4</td>
<td>51.6</td>
<td>5.0</td>
<td>56.2</td>
</tr>
<tr>
<td>2013–2014</td>
<td>Writing</td>
<td>32.9</td>
<td>67.1</td>
<td>5.0</td>
<td>56.2</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

### Special Education Services

- Autism
- Bridge
- Emotional Disabilities
- Learning and Academic Disabilities

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>23.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Paraeducators</td>
<td>23.100</td>
</tr>
</tbody>
</table>
### 2013–2014 Official School Enrollment¹ ² = 1,958

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment⁴</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.1</td>
<td>50.9</td>
<td>≤5.0</td>
<td>17.0</td>
<td>28.1</td>
<td>25.4</td>
<td>≤5.0</td>
<td>25.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>29.5</td>
<td>10.5</td>
<td>205</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.0</td>
<td>61.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.5</td>
<td>33.2</td>
<td>≤5.0</td>
<td>22.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>43.4</td>
<td>173</td>
<td>32</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td>228</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 70% (LRE B)</th>
<th>N ≥ 60% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>26</td>
<td>17</td>
<td>65.4</td>
<td>3</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>26</td>
<td>86.7</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>115</td>
<td>90.6</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Math</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>27</td>
<td>52.9</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
<td>61.8</td>
<td>55</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>43.8</td>
<td>62.5</td>
<td>--</td>
<td>56.3</td>
</tr>
<tr>
<td>12</td>
<td>53.8</td>
<td>63.2</td>
<td>41.2</td>
<td>57.9</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>479</td>
<td>481</td>
<td>405</td>
</tr>
<tr>
<td>23.8</td>
<td>1365</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.8%</td>
<td>14.8%</td>
<td>64.8%</td>
<td>19.7%</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion² ³

<table>
<thead>
<tr>
<th>N and % of Total SPED Students</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education Services</td>
<td>24</td>
<td>20</td>
<td>9.6</td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements² ³

| % SPED Honors/AP/IB/Collegen-Level Enrollment | 20.9 | 35.2 | 20.2 |

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).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 16 schools listed.
### 2013–2014 School Enrollment\(^1\) \(= 1,231\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment(^2)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>50.1</td>
<td>5.3</td>
<td>10.2</td>
<td>15.8</td>
<td>&lt;5.0</td>
<td>&lt;5.0</td>
<td>64.1</td>
<td>&lt;5.0</td>
<td>&lt;5.0</td>
<td>16.0</td>
<td>12.0</td>
<td>148</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^1\)^2

| % Female | % Male | % AM | % AS | % BL | % HI | % PI | % WH | % MU | % ESOL | % FARMS | % SPED | In home school\(^2\) | Not in home school\(^2\) | % SPED students living in attendance area\(^4\) | 157 | % SPED students not in home school\(^2\) |
|----------|--------|------|------|------|------|------|------|------|--------|--------|--------|---------------------------------|--------------|-----------------------------|      |-------------------------|
| 34.5     | 65.5   | <5.0 | <5.0 | <5.0 | 19.6 | 23.6 | 48.6 | <5.0 | <5.0   | 37.8   |       | 126                                             | 85.1                  |                 | 22 | 14.9                     |

### 2013–2014 Total MCPS High Students Receiving Special Education Services\(^1\) \(= 4,803\)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Alternative Programs</th>
<th>Clarksburg HS</th>
<th>Damascus HS</th>
<th>Clarksburg HS</th>
<th>Damascus HS</th>
<th>Northwood HS</th>
<th>Watkins Mill HS</th>
<th>Poolesville HS</th>
<th>Quin orchard HS</th>
<th>Regional Inst. for children and adolescents</th>
<th>Rock Terrace School</th>
<th>Springbrook HS</th>
<th>Transitions School</th>
<th>Watkins Mill HS</th>
</tr>
</thead>
</table>

#### Least Restrictive Environment (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>&lt;5.0</td>
<td>≥95.0</td>
<td></td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>≥95.0</td>
<td>&lt;5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>40.0</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### School Progress Proficiency Rate (SPED)\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
<th>SPED Suspensions(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>66.7</td>
<td>77.8</td>
<td>--</td>
<td>66.7</td>
</tr>
<tr>
<td>12</td>
<td>76.3</td>
<td>78.4</td>
<td>83.8</td>
<td>75.7</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>66.7</td>
<td>77.8</td>
<td>--</td>
<td>66.7</td>
</tr>
<tr>
<td>12</td>
<td>76.3</td>
<td>78.4</td>
<td>83.8</td>
<td>75.7</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)\(^3\)

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.5</td>
<td>563</td>
<td>561</td>
<td>512</td>
<td>1637</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>6</td>
<td>17.1</td>
</tr>
</tbody>
</table>

### SPED Participation\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.4%</td>
<td>11.6%</td>
<td>67.4%</td>
<td>11.7%</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>17</td>
<td>10.2</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/a C or Higher\(^3\) \(^4\)

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment(^3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>16.7</td>
<td>33.7</td>
</tr>
</tbody>
</table>

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see Introduction.
4. First 16 schools listed.
Albert Einstein High School - #789

Principal: Mr. James G. Fernandez  
Office Phone: (301) 929-2200
Community Supt: Dr. Christopher S. Garran  
Fax Number: (301) 962-1016
School Hours: 7:25 - 2:10  
www.montgomeryschoolsmd.org/schools/einsteinhs/
Cluster Name: Downcounty Consortium

### 2013–2014 Official School Enrollment¹ ² = 1,651

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.7</td>
<td>45.3</td>
<td>≤5.0</td>
<td>10.5</td>
<td>≤10.0</td>
<td>≤21.1</td>
<td>≤5.0</td>
<td>9.0</td>
<td>41.7</td>
<td>14.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.9</td>
<td>59.1</td>
<td>≤5.0</td>
<td>5.9</td>
<td>26.2</td>
<td>52.3</td>
<td>≤5.0</td>
<td>13.9</td>
<td>≤5.0</td>
<td>6.3</td>
<td>49.4</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>5.0</td>
<td>38.4</td>
<td>223</td>
<td>26</td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>≤5.0</td>
<td>36</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>41</td>
<td>36</td>
<td>87.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>89</td>
<td>89.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>21.1</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

#### School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>51</td>
<td>26</td>
<td>51.0</td>
<td>53</td>
<td>31</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Maryland High School Assessment Performance Status (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>58.6</td>
<td>82.8</td>
<td>--</td>
<td>51.7</td>
</tr>
<tr>
<td>12</td>
<td>59.0</td>
<td>64.1</td>
<td>45.5</td>
<td>70.0</td>
</tr>
</tbody>
</table>

#### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.5</td>
<td>410</td>
<td>418</td>
<td>394</td>
<td>1221</td>
</tr>
</tbody>
</table>

#### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

#### Special Education Services

<table>
<thead>
<tr>
<th>Number of Special Education Teachers</th>
<th>19.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Special Education Paraeducators</td>
<td>23.19</td>
</tr>
</tbody>
</table>

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

2. Data suppressed (-- or -) to comply with new federal guidance, see Introduction.


4. First 16 schools listed.
### 2013–2014 Official School Enrollment\(^1\) \(= 2,079\)

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.6</td>
<td>53.4</td>
<td>≤5.0</td>
<td>9.6</td>
<td>26.4</td>
<td>40.6</td>
<td>≤5.0</td>
<td>19.7</td>
<td>≤5.0</td>
<td>11.4</td>
<td>44.2</td>
<td>14.3</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment\(^2\) 295

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.8</td>
<td>72.2</td>
<td>≤5.0</td>
<td>6.8</td>
<td>28.1</td>
<td>38.6</td>
<td>≤5.0</td>
<td>22.4</td>
<td>≤5.0</td>
<td>5.0</td>
<td>46.4</td>
<td>46.4</td>
</tr>
</tbody>
</table>

In home school\(^2\) 219 74.2

Not in home school\(^2\) 76 25.8

### 2013–2014 Total MCPS High Students Receiving Special Education Services\(^1\) \(= 4,803\)

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>HI</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>32.0</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>5.0</td>
<td>38.4</td>
<td>38.4</td>
</tr>
</tbody>
</table>

SPED students living in attendance area\(^2\) 285

Not in home school\(^2\) 66 23.2

### Least Restrictive Environment (as of 10/31/2013)\(^2\)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>(5)</td>
<td>≤5.0</td>
<td>≥95.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>295</td>
<td>63.5</td>
<td>25.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>118</td>
<td>83.1</td>
<td>8</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>52</td>
<td>11.5</td>
<td>76.9</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### School Progress Proficiency Rate (SPED)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Tested</td>
<td>Proficient</td>
</tr>
<tr>
<td>82</td>
<td>53.7</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)\(^2\) \(^3\)

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>65.5</td>
<td>62.1</td>
<td>--</td>
<td>79.3</td>
</tr>
<tr>
<td>12</td>
<td>60.4</td>
<td>72.9</td>
<td>63.8</td>
<td>79.2</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)\(^3\)

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.8</td>
<td>477</td>
<td>486</td>
<td>437</td>
<td>1400</td>
</tr>
</tbody>
</table>

### Special Education Services

- Asperger's
- Autism
- Bridge
- Learning and Academic Disabilities
- Learning for Independence

---

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

\(^2\) Data suppressed (--) to comply with new federal guidance, see Introduction.

\(^3\) Outcome data reflect 2012–2013 school year.

\(^4\) First 16 schools listed.
### 2013–2014 Official School Enrollment & Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>Percentage</th>
<th>N Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>47.7</td>
<td>52.3</td>
<td>&lt;5.0</td>
<td>13.2</td>
<td>8.3</td>
<td>16.9</td>
<td>&lt;5.0</td>
<td>56.2</td>
<td>5.1</td>
<td>&lt;5.0</td>
<td>7.8</td>
<td>11.0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>30.2</td>
<td>68.8</td>
<td>&lt;5.0</td>
<td>6.9</td>
<td>8.2</td>
<td>18.8</td>
<td>&lt;5.0</td>
<td>62.9</td>
<td>5.0</td>
<td>&lt;5.0</td>
<td>13.9</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>32.9</td>
<td>67.1</td>
<td>&lt;5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>&lt;5.0</td>
<td>31.1</td>
<td>5.0</td>
<td>&lt;5.0</td>
<td>38.4</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>76</td>
<td>54</td>
<td>71.1</td>
<td>5</td>
<td>6.6</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>96</td>
<td>61</td>
<td>63.5</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>52</td>
<td>27</td>
<td>51.9</td>
<td>6</td>
<td>11.5</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery Blair HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Winston Churchill HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clarksburg HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Damascus HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Gaithersburg HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>John F. Kennedy HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Northwest HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Quince Orchard HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seneca Valley HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Watkins Mill HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools OutsideAttendance Area (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethesda-Chevy Chase HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Bethesda-Chevy Chase HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Warner HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rockville HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rock Terrace School</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Rockville HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Seneca Valley HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Charles Town HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>The Bunk HS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### School Progress Proficiency Rate (SPED)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Proct</td>
<td>Percent Proct</td>
</tr>
<tr>
<td>72</td>
<td>58</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>87.3</td>
<td>92.6</td>
<td>--</td>
<td>85.7</td>
</tr>
<tr>
<td>12</td>
<td>81.4</td>
<td>81.0</td>
<td>87.9</td>
<td>84.5</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)

<table>
<thead>
<tr>
<th>Percent Test</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.0</td>
<td>505</td>
<td>513</td>
<td>482</td>
<td>1500</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements

<table>
<thead>
<tr>
<th>Grade</th>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.6</td>
<td>45.9</td>
<td>69.8</td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

- Asperger's
- Gifted and Talented/Learning Disabled
- Learning and Academic Disabilities
- Learning for Independence

---

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.

4 First 16 schools listed.
<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>37</td>
<td>17</td>
<td>10.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>123</td>
<td>40</td>
<td>28.5</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>15.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>37</td>
<td>17</td>
<td>10.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>123</td>
<td>40</td>
<td>28.5</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>15.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (31)

- Bethesda-Chey Chase HS
- John F. Kennedy HS
- Transitions School

John F. Kennedy High School - #815

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>1,580</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Students Receiving Special Education Services (as of 10/31/2013)</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2013-2014</td>
<td>Total MCPS High School Students Receiving Special Education Services</td>
<td>4,803</td>
<td>220</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>37</td>
<td>17</td>
<td>10.8</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>123</td>
<td>40</td>
<td>28.5</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>15.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

**School Progress Proficiency Rate (SPED)**

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>63</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT Participation and Mean Scores (SPED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Tested</td>
</tr>
<tr>
<td>13.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Placement/International Baccalaureate Tests (SPED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
</tr>
<tr>
<td>14.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED High School Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>N and % of Total SpEd Students</td>
</tr>
<tr>
<td>Diplomas</td>
</tr>
<tr>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Incidents</td>
</tr>
<tr>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Math Completion Rate w/a C or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra by Grade 9</td>
</tr>
<tr>
<td>26.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maryland High School Assessment Performance Status (SPED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Percent Attained University System of Maryland Entrance Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning for Independence</td>
</tr>
<tr>
<td>Autism Resource Services</td>
</tr>
</tbody>
</table>

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (–) to comply with new federal guidance, see Introduction.

---

* First 16 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>% Male</td>
<td>% ≤5.0</td>
<td>% 5.1–10.0</td>
<td>% 10.1–14.9</td>
<td>% 15.0–19.9</td>
</tr>
<tr>
<td>49.5</td>
<td>50.5</td>
<td>15.7</td>
<td>18.4</td>
<td>32.9</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 80% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Damascus HS</td>
<td>Alternative Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaithersburg HS</td>
<td>James Hubert Blake HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Col. Zadok Magruder HS</td>
<td>Albert Einstein HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwest HS</td>
<td>Gaithersburg HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherwood HS</td>
<td>Col. Zadok Magruder HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watkins Mill HS</td>
<td>Northwest HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poolesville HS</td>
<td>Quince Orchard HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Inst. for Children and Adolescents</td>
<td>Rock Terrace School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rockville HS</td>
<td>Seneca Valley HS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sherwood HS</td>
<td>Transitions School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watkins Mill HS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Progress Proficiency Rate (SPED)

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>64.0</td>
<td>52.0</td>
<td>--</td>
<td>56.0</td>
</tr>
<tr>
<td>12</td>
<td>55.2</td>
<td>75.9</td>
<td>60.0</td>
<td>69.0</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.2</td>
<td>358</td>
<td>370</td>
<td>370</td>
<td>1098</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>≤5.0</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Participation

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.3%</td>
<td>10.3%</td>
<td>72.4%</td>
<td>25.1%</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion

<table>
<thead>
<tr>
<th>N and % of Total SPED Students</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>30</td>
<td>88.2</td>
</tr>
<tr>
<td>Certificates</td>
<td>4</td>
<td>11.8</td>
</tr>
</tbody>
</table>

### SPED Suspensions

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>24</td>
<td>15.4</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.0</td>
<td>35.0</td>
</tr>
</tbody>
</table>

### Special Education Services

- Autism
- Learning and Academic Disabilities

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-- ) to comply with new federal guidance, see Introduction.

*First 16 schools listed.*
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollments</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.9</td>
<td>49.1</td>
<td>≤5.0</td>
<td>25.8</td>
<td>15.7</td>
<td>22.9</td>
<td>≤5.0</td>
<td>30.0</td>
<td>5.4</td>
<td>6.3</td>
<td>19.3</td>
<td>8.1</td>
<td>175</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6</td>
<td>71.4</td>
<td>≤5.0</td>
<td>5.7</td>
<td>26.9</td>
<td>32.6</td>
<td>≤5.0</td>
<td>30.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>35.4</td>
<td></td>
<td>144</td>
<td></td>
<td>82.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Not in home school²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
<td>31</td>
<td></td>
<td>17.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SDPS students living in attendance area²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
<td>197</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>20.0</td>
<td>30.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>36</td>
<td>27</td>
<td>75.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>80</td>
<td>81.6</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (31)²⁴

- James Hubert Blake HS
- Albert Einstein HS
- Gaithersburg HS
- Walter Johnson HS
- Rockville HS
- Regional Inst. for Children and Adolescents
- Watkins Mill HS
- Rock Terrace School
- Thomas S. Wootton HS

### Students in Attendance Area Sent to Schools Outside Attendance Area (53)²⁴

- Winston Churchill HS
- Transitions School
- Watkins Mill HS
- Wheaton HS
- Thomas S. Wootton HS

### School Progress Proficiency Rate (SPED)³

<table>
<thead>
<tr>
<th>Math</th>
<th>Grade Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>64.3</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>42</td>
<td>79.2</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>71.4</td>
<td>78.6</td>
<td>--</td>
<td>69.2</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>69.0</td>
<td>67.9</td>
<td>70.4</td>
<td>80.0</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.5</td>
<td>473</td>
<td>475</td>
<td>446</td>
<td>1394</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</td>
</tr>
<tr>
<td>6</td>
<td>18.2</td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements²³

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.6</td>
<td>34.0</td>
</tr>
<tr>
<td>% SPED Honors/AP/IB/College-Level Enrollment²³</td>
<td>33.7</td>
</tr>
</tbody>
</table>

### SPED Participation²³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>17.7%</td>
<td>60.8%</td>
<td>29.7%</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion²³

<table>
<thead>
<tr>
<th>N and % of Total SPED Students</th>
<th>N of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>19</td>
<td>11.7</td>
</tr>
</tbody>
</table>

### SPED Suspensions²³

- Algebra by Grade 9: 42.6
- Geometry by Grade 10: 34.0
- % SPED Honors/AP/IB/College-Level Enrollment: 33.7

### Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities

---

¹ Racial/ethnic composition figures reflect MDState abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 16 schools listed.
<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N %</th>
<th>N %</th>
<th>N %</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>21</td>
<td>13</td>
<td>8.9</td>
<td>2</td>
<td>9.5</td>
<td>9.5</td>
<td>9.5</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>56</td>
<td>91.8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

<table>
<thead>
<tr>
<th>School Progress Proficiency Rate (SPED)</th>
<th>Maryland High School Assessment Performance Status (SPED)</th>
<th>SPED Percent Attained University System of Maryland Entrance Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
<td>Percent Proficient</td>
</tr>
<tr>
<td>Reading</td>
<td>Mathematics</td>
<td>SERVERPLACEH</td>
</tr>
<tr>
<td>66</td>
<td>47</td>
<td>71.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.5</td>
<td>458</td>
<td>452</td>
<td>448</td>
<td>1358</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Placement/International Baccalaureate Tests (SPED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED High School Completion</th>
<th>SPED Suspensions</th>
<th>SPED Math Completion Rate w/ a C or Higher</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>N and % of Total SpEd Students</td>
<td>Number of Incidents</td>
<td>Number of Students</td>
<td>Rate</td>
</tr>
<tr>
<td>N %</td>
<td>N %</td>
<td>N %</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>≥95.0</td>
<td>--</td>
<td>≤95.0</td>
</tr>
<tr>
<td>36</td>
<td>25</td>
<td>11.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Disabilities</td>
</tr>
<tr>
<td>Learning and Academic Disabilities</td>
</tr>
</tbody>
</table>

1 Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (H); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2 Data suppressed (--) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

First 16 schools listed.
Northwood High School - #796

2013–2014 Official School Enrollment¹ ² = 1,497

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.8</td>
<td>52.2</td>
<td>≤5.0</td>
<td>6.5</td>
<td>27.2</td>
<td>48.3</td>
<td>≤5.0</td>
<td>15.1</td>
<td>≤5.0</td>
<td>11.2</td>
<td>47.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14.3</td>
</tr>
</tbody>
</table>

Total Special Education Enrollment²
Number 214

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.8</td>
<td>68.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

In home school² -- --
Not in home school² -- --

2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td></td>
</tr>
</tbody>
</table>

SPED students living in attendance area² 196
Not in home school² 22 11.2

Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

Home School of Students Receiving Special Education Services (⁻)³ ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Damascus HS</th>
<th>Alternative Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students in Attendance Area Sent to Schools Outside Attendance Area (22)³ ⁴

<table>
<thead>
<tr>
<th>School</th>
<th>Springbrook HS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maryland High School Assessment Performance Status (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>62.5</td>
<td>74.2</td>
<td>--</td>
<td>74.2</td>
</tr>
<tr>
<td>12</td>
<td>57.4</td>
<td>65.4</td>
<td>70.7</td>
<td>50.0</td>
</tr>
</tbody>
</table>

SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.6</td>
<td>495</td>
<td>467</td>
<td>413</td>
<td>1375</td>
</tr>
</tbody>
</table>

Advanced Placement/International Baccalaureate Tests (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>7</td>
<td>21.9</td>
</tr>
</tbody>
</table>

SPED Percent Attained University System of Maryland Entrance Requirements³ ⁵

<table>
<thead>
<tr>
<th>Requirement</th>
<th>GPA by Grade 9</th>
<th>GPA by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.3</td>
<td>39.3</td>
<td>31.3</td>
</tr>
</tbody>
</table>

School Progress Proficiency Rate (SPED)³ ⁶

<table>
<thead>
<tr>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>36</td>
<td>52.9</td>
<td>69</td>
<td>35</td>
<td>50.7</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>62.5</td>
<td>74.2</td>
<td>--</td>
<td>74.2</td>
</tr>
<tr>
<td>12</td>
<td>57.4</td>
<td>65.4</td>
<td>70.7</td>
<td>50.0</td>
</tr>
</tbody>
</table>

SPED Participation³ ⁵

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.2</td>
<td>19.2%</td>
<td>59.6%</td>
<td>25.6%</td>
<td></td>
</tr>
</tbody>
</table>

SPED High School Completion³ ⁵

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>32</td>
<td>13.0</td>
</tr>
</tbody>
</table>

SPED Suspensions³ ⁵

<table>
<thead>
<tr>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.0</td>
</tr>
</tbody>
</table>

SPED Math Completion Rate w/a C or Higher³ ⁵

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>40.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry by Grade 10</td>
<td>39.3</td>
</tr>
</tbody>
</table>

Number of Special Education Teachers
20.8

Number of Special Education Paraeducators
17,950

Special Education Services

Emotional Disabilities
Gifted and Talented/Learning Disabled
Learning and Academic Disabilities

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 16 schools listed.
# Paint Branch High School - #315

Principal: Dr. Myriam A. Rogers
14121 Old Columbia Pike  Burtonsville, MD  20866
Community Supt: Dr. Christopher S. Garran
Fax Number: (301) 989-5609
School Hours: 7:25 - 2:10  www.montgomeryschoolsmd.org/schools/paintbranchhs/

## 2013–2014 School Enrollment¹ ² = 1,947

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.1</td>
<td>51.9</td>
<td>≤5.0</td>
<td>15.7</td>
<td>53.0</td>
<td>16.6</td>
<td>≤5.0</td>
<td>11.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>34.8</td>
<td>9.2</td>
</tr>
</tbody>
</table>

## 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.3</td>
<td>63.7</td>
<td>≤5.0</td>
<td>8.4</td>
<td>60.3</td>
<td>18.4</td>
<td>≤5.0</td>
<td>8.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>45.8</td>
<td></td>
</tr>
</tbody>
</table>

## 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≤ 20% (LRE B)</th>
<th>N &gt; 20% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>21</td>
<td>67.7</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>68</td>
<td>73.9</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>23.1</td>
<td>38.5</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Students in Attendance Area Sent to Schools Outside Attendance Area (28)² ⁴

- John F. Kennedy HS
- Albert Einstein HS
- Sherwood HS
- Stephen Knolls School
- Rockville HS
- Regional Inst. for Children and Adolescents
- Paint Branch HS
- Transitions School
- Wheaton HS

### Home School of Students Receiving Special Education Services (−)³ ⁴

- John F. Kennedy HS
- Paint Branch HS
- Sherwood HS
- Wheaton HS
- Stephen Knolls School
- Rock Terrace School
- Regional Inst. for Children and Adolescents
- Paint Branch HS
- Transitions School
- Wheaton HS

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

## School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>41</td>
<td>25</td>
</tr>
</tbody>
</table>

## SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.4</td>
<td>418</td>
<td>424</td>
<td>394</td>
<td>1236</td>
</tr>
</tbody>
</table>

## Advanced Placement/International Baccalaureate Tests (SPED)³

### Number of Graduates

- N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test
- % of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test

### SPED Percent Attained University System of Maryland Entrance Requirements² ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>12</td>
<td>53.1</td>
<td>59.4</td>
<td>54.8</td>
<td>56.3</td>
</tr>
</tbody>
</table>

## SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.8%</td>
<td>24.1%</td>
<td>44.8%</td>
<td>28.6%</td>
<td></td>
</tr>
</tbody>
</table>

## Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities
- Learning for Independence

### Number of Special Education Teachers

- 24.2

### Number of Special Education Paraeducators

- 17.785

---

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

² Data suppressed (−) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
### School Progress Proficiency Rate (SPED)  

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>23</td>
<td>18</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)  

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.1</td>
<td>568</td>
<td>579</td>
<td>538</td>
<td>1684</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)  

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Participation  

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
<th>% of Total SPED Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.7%</td>
<td>7.1%</td>
<td>92.9%</td>
<td>≤5.0%</td>
<td>N</td>
</tr>
</tbody>
</table>

### SPED High School Completion  

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Suspensions  

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### SPED Math Completion  

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
<th>% of Total SPED Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.0</td>
<td>84.2</td>
<td>≥95.0</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)  

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>66.7</td>
<td>80.0</td>
<td>--</td>
<td>73.3</td>
</tr>
<tr>
<td>12</td>
<td>78.3</td>
<td>91.3</td>
<td>82.6</td>
<td>87.0</td>
</tr>
</tbody>
</table>

### Maryland SPED Percent Attained University System of Maryland Entrance Requirements  

65.2

---

### Notes:  

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.

---

### Special Education Services  

- Learning and Academic Disabilities
- 7.1

### Number of Special Education Teachers  

| 3,500 |

---

### Special Education Services  

- 1st 16 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 1,878

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>186</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.4</td>
<td>50.6</td>
<td>≤5.0</td>
<td>12.5</td>
<td>15.9</td>
<td>20.9</td>
<td>≤5.0</td>
<td>46.8</td>
<td>≤5.0</td>
<td>5.2</td>
<td>21.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>SPED students living in attendance area²</th>
<th>200</th>
</tr>
</thead>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's ( \geq 80) (LRE A)</th>
<th>N All LRE's ( &lt; 40) (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>56</td>
<td>82.1</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>60</td>
<td>50.0</td>
</tr>
<tr>
<td>Deaf</td>
<td>48</td>
<td>50.0</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Autism</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>50</td>
<td>50.0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>50</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Home School of Students Receiving Special Education Services (30)³ ⁴

- Damascus HS
- Gaithersburg HS
- Albert Einstein HS
- Walter Johnson HS
- Northwood HS
- Longview School
- Quince Orchard HS
- Northwest HS
- Rockville HS
- Poolville HS
- Seneca Valley HS
- Sherwood HS
- Regional Inst. for Children and Adolescents
- Watkins Mill HS
- Rockville HS
- Seneca Valley HS
- Transitions School
- Watkins Mill HS
- Thomas S. Wootton HS

### Maryland High School Assessment Performance Status (SPED)³ ⁴

#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>34.2</td>
<td>61.5</td>
<td>--</td>
<td>74.4</td>
</tr>
<tr>
<td>12</td>
<td>81.1</td>
<td>81.1</td>
<td>74.5</td>
<td>77.4</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test % of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements³ ⁴

- 60.7

### School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
</tr>
<tr>
<td>56</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Subject</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.7</td>
<td>438</td>
<td>456</td>
<td>448</td>
<td>1341</td>
</tr>
</tbody>
</table>

### SPED Participation³ ⁴

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.8%</td>
<td>7.9%</td>
<td>57.9%</td>
<td>10.4%</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion³ ⁴

<table>
<thead>
<tr>
<th>Diplomas</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>51</td>
<td>94.4%</td>
</tr>
<tr>
<td>3</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

### SPED Suspensions³ ⁴

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>18</td>
<td>8.7</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/a C or Higher³ ⁴

- Algebra by Grade 9: 31.8
- Geometry by Grade 10: 49.0

### % SPED Honors/AP/IB/College-Level Enrollment³ ⁴

- 75.0

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
**Rockville High School - #230**

2100 Baltimore Road  Rockville, MD 20851

School Hours: 7:25 - 2:10

www.montgomeryschoolsmd.org/schools/rockvillehs/

Cluster Name: Rockville

---

### 2013–2014 Official School Enrollment² ³ = 1,305

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.0</td>
<td>51.0</td>
<td>11.1</td>
<td>14.6</td>
<td>33.9</td>
<td>≤5.0</td>
<td>36.2</td>
<td>≤5.0</td>
<td>7.0</td>
<td>30.3</td>
<td>16.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>214</td>
<td></td>
</tr>
</tbody>
</table>

---

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)² ³

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.4</td>
<td>63.6</td>
<td>5.0</td>
<td>7.5</td>
<td>24.8</td>
<td>29.4</td>
<td>33.2</td>
<td>5.1</td>
<td>7.9</td>
<td>37.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| In home school² | 123 | 57.5 |

| Not in home school² | 91 | 42.5 |

---

### 2013–2014 Total MCPS High Students Receiving Special Education Services (as of 10/31/2013)² ³ = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| SPED students living in attendance area² | 161 |

| Not in home school² | 38 | 23.6 |

---

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>64.7</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>50.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>17.6</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>31</td>
<td>20</td>
<td>46.4</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>85</td>
<td>60</td>
<td>70.6</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>32</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:** Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

---

### Home School of Students Receiving Special Education Services (91)² ³

- Montgomery Blair HS
- James Hubert Blake HS
- Winston Churchill HS
- Clarksburg HS
- Gaithersburg HS
- Walter Johnson HS
- John F. Kennedy HS
- Col. Zadok Magruder HS
- Richard Montgomery HS
- Northwood HS
- Richard Montgomery HS
- Quince Orchard HS
- Northwest HS
- Rockwood HS
- Paint Branch HS
- Rockville HS
- Quince Orchard HS
- Sherwood HS
- Rockville HS
- Sherwood HS
- Seneca Valley HS
- Wheaton HS
- Sherwood HS
- Thomas S. Wootton HS

---

### Students in Attendance Area Sent to Schools Outside Attendance Area (38)² ³

- Bethesda-Chevy Chase HS
- Montgomery Blair HS
- Winston Churchill HS
- Albert Einstein HS
- Walter Johnson HS
- Stephen Knolls School
- Richard Montgomery HS
- Northwood HS
- Quince Orchard HS
- Regional Inst. for Children and Adolescents
- Rock Terrace School
- Rockville HS
- Transitions School

---

### School Progress Proficiency Rate (SPED)² ³

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>English</td>
</tr>
<tr>
<td>11</td>
<td>76.9</td>
</tr>
<tr>
<td>12</td>
<td>85.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT Participation and Mean Scores (SPED)³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Tested</td>
</tr>
<tr>
<td>42.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Placement/International Baccalaureate Tests (SPED)² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
</tr>
<tr>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPED Percent Attained University System of Maryland Entrance Requirements² ³</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
</tr>
</tbody>
</table>

---

### SPED Participation² ³

- Attendance 93.9%
- Drop Out 3.9%
- Graduation 57.7%
- Mobility 14.1%

---

### Special Education Services

- Autism
- Deaf and Hard/Hearing
- Learning and Academic Disabilities
- Learning for Independence

---

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (Pl); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (-) to comply with new federal guidance, see Introduction.

---

**Principal:** Ms. Billie-Jean Bensen
**Office Phone:** (301) 517-8105
**Community Supt:** Dr. Christopher S. Garran
**Fax Number:** (301) 517-8288

---

**Cluster Name:** Rockville

---

196
### 2013–2014 Official School Enrollment¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4</td>
<td>51.6</td>
<td>≤5.0</td>
<td>10.8</td>
<td>34.0</td>
<td>28.3</td>
<td>≤5.0</td>
<td>21.6</td>
<td>≤5.0</td>
<td>7.3</td>
<td>35.4</td>
<td>13.7</td>
<td>175</td>
<td>137</td>
<td>78.3</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.0</td>
<td>64.0</td>
<td>≤5.0</td>
<td>8.0</td>
<td>43.4</td>
<td>22.9</td>
<td>≤5.0</td>
<td>22.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>44.0</td>
<td></td>
<td>137</td>
<td>38</td>
<td>21.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
<td>182</td>
<td>45</td>
<td>24.7</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
<th>N %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>≥95.0</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>17</td>
<td>77.3</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>73</td>
<td>77.7</td>
<td>--</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>11.1</td>
<td>--</td>
<td>83.3</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>47</td>
<td>35</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>38.9</td>
<td>63.2</td>
<td>--</td>
<td>47.4</td>
</tr>
<tr>
<td>12</td>
<td>74.2</td>
<td>77.4</td>
<td>69.0</td>
<td>77.4</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.3</td>
<td>418</td>
<td>374</td>
<td>420</td>
<td>1212</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>≤5.0</td>
<td>≤5.0</td>
</tr>
</tbody>
</table>

### SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED High School Completion² ³</td>
<td>N and % of Total SpEd Students</td>
<td>N %</td>
<td>N %</td>
<td>N %</td>
</tr>
<tr>
<td>N of Incidents</td>
<td>Number of Students</td>
<td>Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>20</td>
<td>10.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HL); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
⁴ First 16 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 1,980

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment³</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.8</td>
<td>49.2</td>
<td>5.0</td>
<td>12.2</td>
<td>16.8</td>
<td>13.0</td>
<td>5.0</td>
<td>5.0</td>
<td>8.3</td>
<td>15.5</td>
<td>9.1</td>
<td></td>
<td>181</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment³</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.6</td>
<td>62.4</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>16.8</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>4.9</td>
<td>165</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment³</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>16.8</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>4.9</td>
<td>196</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 80% (LRE B)</th>
<th>N ≥ 80% (LRE C)</th>
<th>N ≥ 80% (LRE D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (--)³ ⁴

- James Hubert Blake HS
- Montgomery Blair HS
- Albert Einstein HS
- Gaithersburg HS
- Walter Johnson HS
- Longview School
- Richard Montgomery HS
- Northwood HS
- Rockville HS
- Quince Orchard HS
- Regional Inst. for Children and Adolescents
- Rock Terrace School
- Sherwood HS

### Students in Attendance Area Sent to Schools Outside Attendance Area (32)³ ⁴

- Paint Branch HS
- Montgomery Blair HS
- Albert Einstein HS
- Gaithersburg HS
- Walter Johnson HS
- Longview School
- Richard Montgomery HS
- Northwood HS
- Rockville HS
- Sherwood HS

### School Progress Proficiency Rate (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>11</td>
<td>47</td>
<td>32</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>66.7</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.2</td>
<td>420</td>
<td>431</td>
<td>432</td>
<td>1283</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>4</td>
</tr>
</tbody>
</table>

### SPED High School Completion (SPED)³ ⁵

<table>
<thead>
<tr>
<th>N and % of Total SpEd Students</th>
<th>N of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>26</td>
<td>20</td>
<td>9.8</td>
</tr>
<tr>
<td>Certificates</td>
<td>42</td>
<td>93.3</td>
<td>6.7</td>
</tr>
</tbody>
</table>

### SPED Suspensions (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>60.4</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/a C or Higher² (SPED)³ ⁵

<table>
<thead>
<tr>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment³ ⁵</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>60.4</td>
<td>67.8</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>in ≥ 80% (LRE A)</th>
<th>in &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>44.0</td>
<td>56.0</td>
<td>11.6</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>42.3</td>
<td>33.7</td>
<td>9.3</td>
</tr>
<tr>
<td>Deaf</td>
<td>8.9</td>
<td>44.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Speech-Language Impairment</td>
<td>27.4</td>
<td>72.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>46.2</td>
<td>37.6</td>
<td>9.7</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>37.6</td>
<td>36.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>67.1</td>
<td>29.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>60.0</td>
<td>50.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>69.6</td>
<td>57.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>72.6</td>
<td>56.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Autism</td>
<td>8.9</td>
<td>44.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>27.4</td>
<td>72.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>46.2</td>
<td>37.6</td>
<td>9.7</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### Springbrook High School - #798

- **Principal:** Mr. Samuel A. Rivera
- **Community Supt.:** Dr. Christopher S. Garran
- **Office Phone:** (301) 989-5700
- **Fax Number:** (301) 622-1875
- **School Hours:** 7:25 - 2:10
- **Website:** www.montgomeryschoolsmd.org/schools/springbrookhs/

#### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.0</td>
<td>56.0</td>
<td>5.0</td>
<td>11.6</td>
<td>42.3</td>
<td>33.7</td>
<td>9.3</td>
<td>5.0</td>
<td>8.9</td>
<td>44.0</td>
<td>10.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.4</td>
<td>72.6</td>
<td>5.0</td>
<td>5.0</td>
<td>46.2</td>
<td>37.6</td>
<td>9.7</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>5.0</td>
<td>5.0</td>
<td>29.0</td>
<td>30.2</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>44.0</td>
<td>56.0</td>
<td>11.6</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>42.3</td>
<td>33.7</td>
<td>9.3</td>
</tr>
<tr>
<td>Deaf</td>
<td>8.9</td>
<td>44.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Speech-Language Impairment</td>
<td>27.4</td>
<td>72.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>46.2</td>
<td>37.6</td>
<td>9.7</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>37.6</td>
<td>36.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>67.1</td>
<td>29.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>60.0</td>
<td>50.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>69.6</td>
<td>57.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>72.6</td>
<td>56.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Autism</td>
<td>8.9</td>
<td>44.0</td>
<td>10.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>27.4</td>
<td>72.6</td>
<td>5.0</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>46.2</td>
<td>37.6</td>
<td>9.7</td>
</tr>
</tbody>
</table>

### School Progress Proficiency Rate (SPED)³

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>53</td>
<td>23</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)²

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>52.9</td>
<td>52.9</td>
<td>--</td>
<td>52.9</td>
</tr>
<tr>
<td>12</td>
<td>52.6</td>
<td>68.4</td>
<td>60.0</td>
<td>65.8</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.5</td>
<td>396</td>
<td>427</td>
<td>408</td>
<td>1231</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)²

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>≤ 5.0</td>
<td></td>
</tr>
</tbody>
</table>

### SPED High School Completion (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>N and % of Total SPED Students</th>
<th>N</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>diplomas</td>
<td>40</td>
<td>83.3</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td>Certificates</td>
<td>19</td>
<td>14</td>
<td>6.9</td>
<td></td>
</tr>
</tbody>
</table>

### SPED Suspensions²³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0</td>
<td>18.9</td>
<td>54.0</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

---

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (---) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.

---

199
### 2013–2014 Official School Enrollment¹ ² = 1,449

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.4</td>
<td>52.6</td>
<td>≤5.0</td>
<td>9.6</td>
<td>37.5</td>
<td>36.0</td>
<td>≤5.0</td>
<td>12.6</td>
<td>≤5.0</td>
<td>9.1</td>
<td>50.1</td>
<td>12.9</td>
<td>187</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.3</td>
<td>72.7</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>49.2</td>
<td>28.3</td>
<td>≤5.0</td>
<td>11.2</td>
<td>5.9</td>
<td>5.3</td>
<td>58.8</td>
<td></td>
<td>144</td>
<td>77.0</td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>SPED students living in attendance area²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
<td>216</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>≤5.0</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>43</td>
<td>25</td>
<td>58.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>89</td>
<td>59</td>
<td>66.3</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>22</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (43)³ ⁴

- Clarksburg HS
- Damascus HS
- Gaithersburg HS
- Winston Churchill HS
- Clarkburg HS
- Damascus HS
- Albert Einstein HS
- Gaithersburg HS
- Walter Johnson HS
- Seneca Valley HS
- Watkins Mill HS
- Northwest HS
- Rock Terrace School
- Rockville HS

### Students in Attendance Area Sent to Schools Outside Attendance Area (72)³ ⁴

- Alternative Programs
- Bethesda-Chevy Chase HS
- Col. Zadok Magruder HS
- Col. Zadok Magruder HS
- Richard Montgomery HS
- Quince Orchard HS
- Rock Terrace School
- Rockville HS

---

### School Progress Proficiency Rate (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³ ⁴

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>23.1</td>
<td>61.5</td>
<td>--</td>
<td>23.1</td>
</tr>
<tr>
<td>12</td>
<td>51.3</td>
<td>53.8</td>
<td>53.1</td>
<td>47.4</td>
</tr>
</tbody>
</table>

---

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>610</td>
<td>760</td>
<td>565</td>
<td>1935</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ⁴

- Number of Graduates
- % of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test
- ≤5.0

### SPED Percent Attained University System of Maryland Entrance Requirements³ ⁴

- 13.3

---

### SPED Participation³ ⁴

| Rate          | Attendance | 90.3%   | Drop Out | 8.0%   | Graduation | 58.0%   | Mobility | 18.7% |

### SPED High School Completion³ ³

- N and % of Total SpEd Students

### SPED Suspensions³ ³

- Number of Incidents
- Number of Students
- Rate

### SPED Math Completion Rate w/a C or Higher³ ³

- Algebra by Grade 9
- Geometry by Grade 10

### % SPED Honors/AP/IB/College-Level Enrollment³ ³

- 20.3
- 20.6
- 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).
2 Data suppressed (−) to comply with new federal guidance, see Introduction.
3 Outcome data reflect 2012–2013 school year.

---

1 First 16 schools listed.
### 2013–2014 Official School Enrollment¹ ² = 1,336

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.4</td>
<td>57.6</td>
<td>≤5.0</td>
<td>10.6</td>
<td>25.6</td>
<td>53.7</td>
<td>≤5.0</td>
<td>7.8</td>
<td>≤5.0</td>
<td>15.4</td>
<td>58.9</td>
<td>12.6</td>
</tr>
</tbody>
</table>

**Total Special Education Enrollment²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5</td>
<td>62.5</td>
<td>≤5.0</td>
<td>5.4</td>
<td>30.4</td>
<td>53.0</td>
<td>≤5.0</td>
<td>10.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>65.5</td>
<td></td>
</tr>
</tbody>
</table>

**In home school²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Not in home school²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td></td>
</tr>
</tbody>
</table>

**SPED students living in attendance area³**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>231</td>
<td></td>
</tr>
</tbody>
</table>

**Not in home school²**

<table>
<thead>
<tr>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>12.6</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>% in ≤80% (LRE A)</th>
<th>% in &lt;40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>18</td>
<td>78.3</td>
<td>--</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>81</td>
<td>81.8</td>
<td>--</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Note: Data only reflect the Least Restrictive Environment codes reported to the Maryland State Department of Education.

### School Progress Proficiency Rate (SPED)³ ³

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Tested</td>
<td>Number Proficient</td>
</tr>
<tr>
<td>29</td>
<td>19</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³ ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>80.0</td>
<td>66.7</td>
<td>--</td>
<td>80.0</td>
</tr>
<tr>
<td>12</td>
<td>83.3</td>
<td>77.8</td>
<td>72.2</td>
<td>88.9</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.5</td>
<td>440</td>
<td>420</td>
<td>375</td>
<td>1235</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³ ³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**SPED Percent Attained University System of Maryland Entrance Requirements³ ³**

| -- | 12.5 | 20.7 |

### SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Attendance</th>
<th>Drop Out</th>
<th>Graduation</th>
<th>Mobility</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.4</td>
<td>91.4</td>
<td>16.7</td>
<td>41.7</td>
<td>12.4</td>
</tr>
</tbody>
</table>

### SPED High School Completion² ³

<table>
<thead>
<tr>
<th>N and % of Total SPed Students</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
<td>Certificates</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>21</td>
<td>67.7</td>
<td>10</td>
<td>32.3</td>
</tr>
</tbody>
</table>

### SPED Suspensions² ³

<table>
<thead>
<tr>
<th>SPED Math Completion Rate w/a C or Higher² ³</th>
<th>% SPED Honors/AP/IB/College-Level Enrollment³</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra by Grade 9</td>
<td>Geometry by Grade 10</td>
</tr>
</tbody>
</table>

### Special Education Services

- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

---

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

² Data suppressed (--) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
## 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/](http://www.montgomeryschoolsmd.org/schools/whitmanhs/)

### 2013–2014 Official School Enrollment¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Total Special Education Enrollment²</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.5</td>
<td>51.5</td>
<td>≤5.0</td>
<td>12.3</td>
<td>≤5.0</td>
<td>9.0</td>
<td>≤5.0</td>
<td>70.1</td>
<td>5.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>11.8</td>
<td>227</td>
<td>190</td>
<td>83.7</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.9</td>
<td>66.1</td>
<td>≤5.0</td>
<td>7.9</td>
<td>8.8</td>
<td>8.8</td>
<td>≤5.0</td>
<td>69.2</td>
<td>5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>8.4</td>
<td>190</td>
<td>37</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services¹ ² = 4,803

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>SPED students living in attendance area²</th>
<th>Students in Attendance Area Sent to Schools Outside Attendance Area (--)³ ⁴</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>30.2</td>
<td>≤5.0</td>
<td>31.1</td>
<td>5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>38.4</td>
<td>202</td>
<td>Bethesda-Chevy Chase HS</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE's</th>
<th>N ≥ 80% (LRE A)</th>
<th>N ≥ 50% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>8.3</td>
<td>91.7</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>21</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>54</td>
<td>83.1</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>80</td>
<td>80.8</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>47.4</td>
<td>36.8</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (37)³ ⁴

- Bethesda-Chevy Chase HS
- Montgomery Blair HS
- Winston Churchill HS
- Albert Einstein HS
- Gaithersburg HS
- Walter Johnson HS
- Regional Inst. for Children and Adolescents
- Rockville HS
- Walter Whitman HS
- Transitions School
- Walter Whitman HS

### Maryland High School Assessment Performance Status (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>89.4</td>
<td>90.9</td>
<td>--</td>
<td>81.0</td>
</tr>
<tr>
<td>12</td>
<td>75.6</td>
<td>85.0</td>
<td>85.3</td>
<td>82.5</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Percent Tested</th>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.6</td>
<td>534</td>
<td>536</td>
<td>507</td>
<td>1576</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
<th>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>14</td>
<td>46.7</td>
</tr>
</tbody>
</table>

### SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.3%</td>
</tr>
<tr>
<td>Drop Out</td>
<td>5.1%</td>
</tr>
<tr>
<td>Graduation</td>
<td>71.8%</td>
</tr>
<tr>
<td>Mobility</td>
<td>15.7%</td>
</tr>
</tbody>
</table>

### SPED High School Completion² ³

<table>
<thead>
<tr>
<th>N and % of Total SpEd Students</th>
<th>Diplomas</th>
<th>Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>44</td>
<td>86.3</td>
<td>7</td>
</tr>
</tbody>
</table>

### SPED Suspensions² ³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>11</td>
<td>4.7</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/ a C or Higher² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Algebra by Grade 9</th>
<th>Geometry by Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.8</td>
<td>53.1</td>
<td>61.3</td>
</tr>
</tbody>
</table>

### Special Education Services

- Emotional Disabilities
- Learning and Academic Disabilities
- Learning for Independence
- School/Community-Based

---

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

² Data suppressed (–) to comply with new federal guidance, see Introduction.

³ Outcome data reflect 2012–2013 school year.

⁴ First 16 schools listed.
### 2013–2014 Official School Enrollment

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
<th>Total Special Education Enrollment</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.8</td>
<td>50.2</td>
<td>≤5.0</td>
<td>34.7</td>
<td>6.4</td>
<td>7.0</td>
<td>≤5.0</td>
<td>47.2</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>6.7</td>
<td>151</td>
<td>86.1</td>
</tr>
</tbody>
</table>

### 2013–2014 Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
<th>In home school²</th>
<th>Not in home school²</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.1</td>
<td>58.9</td>
<td>≤5.0</td>
<td>19.9</td>
<td>13.9</td>
<td>14.6</td>
<td>≤5.0</td>
<td>47.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>130</td>
<td>21</td>
</tr>
</tbody>
</table>

### 2013–2014 Total MCPS High Students Receiving Special Education Services

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>AM</th>
<th>AS</th>
<th>BL</th>
<th>PI</th>
<th>WH</th>
<th>MU</th>
<th>ESOL</th>
<th>FARMS</th>
<th>SPED</th>
<th>SPED students living in attendance area³</th>
<th>Total Special Education Services N All LRE’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.9</td>
<td>67.1</td>
<td>≤5.0</td>
<td>6.1</td>
<td>29.0</td>
<td>32.0</td>
<td>≤5.0</td>
<td>31.1</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>172</td>
<td>38.4</td>
</tr>
</tbody>
</table>

### Least Restrictive Environment (as of 10/31/2013)²

<table>
<thead>
<tr>
<th>Disability</th>
<th>N All LRE’s</th>
<th>In ≥ 80% (LRE A)</th>
<th>In &lt; 40% (LRE C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Hearing Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Speech/Language</td>
<td>--</td>
<td>≥95.0</td>
<td>≤5.0</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health Impairment</td>
<td>--</td>
<td>38.0</td>
<td>90.5</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>--</td>
<td>62.0</td>
<td>93.9</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Deaf/Blindness</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Autism</td>
<td>--</td>
<td>80.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Developmental Delay</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

### Home School of Students Receiving Special Education Services (21)³

- Winston Churchill HS
- Gaithersburg HS
- Rockville HS

### Students in Attendance Area Sent to Schools Outside Attendance Area (42)³

- Montgomery Blair HS
- Winston Churchill HS
- Longview School
- Regional Inst. for Children and Adolescents
- Rockville HS
- Seneca Valley HS
- Thomas S. Wootton HS

### School Progress Proficiency Rate (SPED)³

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Number Tested</td>
<td>55</td>
</tr>
<tr>
<td>Number Proficient</td>
<td>47</td>
</tr>
<tr>
<td>Percent Proficient</td>
<td>85.5</td>
</tr>
<tr>
<td>Number Tested</td>
<td>45</td>
</tr>
<tr>
<td>Number Proficient</td>
<td>47</td>
</tr>
<tr>
<td>Percent Proficient</td>
<td>100</td>
</tr>
</tbody>
</table>

### Maryland High School Assessment Performance Status (SPED)³

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>85.0</td>
<td>90.0</td>
<td>--</td>
<td>85.0</td>
</tr>
<tr>
<td>12</td>
<td>83.7</td>
<td>90.5</td>
<td>85.7</td>
<td>80.0</td>
</tr>
</tbody>
</table>

### SAT Participation and Mean Scores (SPED)³

<table>
<thead>
<tr>
<th>Critical Reading</th>
<th>Math</th>
<th>Writing</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.2</td>
<td>482</td>
<td>469</td>
<td>479</td>
</tr>
<tr>
<td>55</td>
<td>55</td>
<td>45</td>
<td>1431</td>
</tr>
</tbody>
</table>

### Advanced Placement/International Baccalaureate Tests (SPED)³

<table>
<thead>
<tr>
<th>Number of Graduates</th>
<th>N of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>% of Graduates 3 or Higher on AP Test or 4 or Higher on IB Test</td>
</tr>
<tr>
<td>7</td>
<td>23.3</td>
</tr>
</tbody>
</table>

### SPED Percent Attained University System of Maryland Entrance Requirements³

- 48.0

### SPED Participation³

- Attendance: 93.2%
- Drop Out: ≤3.0%
- Graduation: 90.9%
- Mobility: 15.5%

### SPED High School Completion³

<table>
<thead>
<tr>
<th>N and % of Total SpEd Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diplomas</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>43</td>
</tr>
</tbody>
</table>

### SPD Suspensions³

<table>
<thead>
<tr>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>17</td>
<td>9.7</td>
</tr>
</tbody>
</table>

### SPED Math Completion Rate w/a C or Higher³

- Algebra by Grade 9: 47.1
- Geometry by Grade 10: 53.5
- % SPED Honors/AP/IB/College-Level Enrollment³: 70.7

1. Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
2. Data suppressed (--) to comply with new federal guidance, see Introduction.
4. First 16 schools listed.
SECTION V

SPECIAL SCHOOL PROFILES
Stephen Knolls School - #799

Cooperator: Ms. Kim M. Redgrave
Community Supt: Ms. Bronda L. Mills
School Hours: 8:55 - 3:10

Coordinator: Ms. Kim M. Redgrave
10731 St. Margaret's Way  Kensington, MD 20895
Office Phone: (301) 929-2151
Fax Number: (301) 929-2245

www.montgomeryschoolsmd.org/schools/knolls/
Cluster Name: Downcounty Consortium

2013–2014 Official School Enrollment¹ = --

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.1</td>
<td>57.9</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>28.4</td>
<td>38.9</td>
<td>≤5.0</td>
<td>27.4</td>
<td>≤5.0</td>
<td>42.1</td>
<td>≥95.0</td>
<td>42.1</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.4</td>
<td>59.6</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>28.7</td>
<td>38.3</td>
<td>≤5.0</td>
<td>27.7</td>
<td>≤5.0</td>
<td>11.7</td>
<td>41.5</td>
<td>41.5</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Special School Students Receiving Special Education Services¹ ³ = 503

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.6</td>
<td>70.4</td>
<td>≤5.0</td>
<td>8.0</td>
<td>32.4</td>
<td>24.7</td>
<td>≤5.0</td>
<td>29.6</td>
<td>5.4</td>
<td>8.0</td>
<td>41.4</td>
<td>41.4</td>
</tr>
</tbody>
</table>

Alternate Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Tested</td>
</tr>
<tr>
<td>3</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>--</td>
</tr>
</tbody>
</table>

SPED Participation² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>SPED High School Completion² ³ N and % of Total SPED Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Certificates</td>
</tr>
<tr>
<td></td>
<td>Number of Students</td>
</tr>
<tr>
<td>Attendance</td>
<td>82.2%</td>
</tr>
<tr>
<td>Drop Out</td>
<td>--</td>
</tr>
<tr>
<td>Mobility</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

SPED Suspensions² ³

<table>
<thead>
<tr>
<th>Rate</th>
<th>Number of Special Education Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Special Education Paraeducators</td>
</tr>
<tr>
<td></td>
<td>24.930</td>
</tr>
</tbody>
</table>

Special Education Services

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 preschool 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 Common Core State Standards and MCPS General Education Curriculum. Stephen Knolls School adheres to the Success for Every Student philosophy to assure that each student maximizes his or her potential.

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
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 Common Core State Standards as modified by the student's IEP for alternate achievement outcomes. Emphasis is placed on the use of functional adaptive skills, assistive technology, augmentative communication, self-help skills, mobility, and job-related skills. Longview staff, using a transdisciplinary model, helps each student maximize his or her potential.

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

2 Data suppressed (--) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2012–2013 school year.
2013–2014 Official School Enrollment¹ ² — --

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>% SPED</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.5</td>
<td>69.5</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>35.2</td>
<td>18.1</td>
<td>≤5.0</td>
<td>39.0</td>
<td>5.7</td>
<td>≤5.0</td>
<td>54.3</td>
<td>≥95.0</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹ ²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.7</td>
<td>71.3</td>
<td>≤5.0</td>
<td>≤5.0</td>
<td>33.3</td>
<td>17.6</td>
<td>≤5.0</td>
<td>39.8</td>
<td>7.4</td>
<td>≤5.0</td>
<td>51.9</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Special School Students Receiving Special Education Services¹ ² = 503

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.6</td>
<td>70.4</td>
<td>≤5.0</td>
<td>8.0</td>
<td>32.4</td>
<td>24.7</td>
<td>≤5.0</td>
<td>29.6</td>
<td>5.4</td>
<td>41.4</td>
<td></td>
</tr>
</tbody>
</table>

Maryland School Assessments (SPED)³ ²

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>10</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Maryland High School Assessment Performance Status (SPED)³ ²

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Biology</th>
<th>NSL</th>
<th>Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>12</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

SPED % Attained University System of Maryland Entrance Requirements² ³

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% SPED Honors/AP/IB/College-Level Enrollment² ³</td>
<td>10.9</td>
<td></td>
</tr>
</tbody>
</table>

SPED Math Completion Rate with a C or Higher³ ³

<table>
<thead>
<tr>
<th></th>
<th>Algebra by Grade</th>
<th>Geometry by Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 8</td>
<td>Grade 9</td>
</tr>
<tr>
<td></td>
<td>≤5.0</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>≤5.0</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Special Education Services

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.

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.


### Special Education Services

Rock Terrace is a separate public day special education school serving students from middle school through age 21 who, because of the needs arising from their multiple disabilities, require a separate facility.

The students work towards achieving alternative academic learning outcomes using the Common Core Standards. They earn a certificate of attendance upon graduation.

Positive Behavioral Interventions and Supports (PBIS)

Pre-Vocational Classes, Media/TV Production, Horticulture, Culinary Arts, Home Survival Skills, Social Skills, Mini-Courses (Clubs), Sports Clubs (Soccer, Volleyball and Basketball), Office Skills

---

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

2 Data suppressed (–) to comply with new federal guidance, see Introduction.

3 Outcome data reflect 2011–2012 school year.
Carl Sandburg Learning Center - #215

Principal: Ms. Marlene (Marlene) Kenny
Community Supt: Dr. Myra J. Smith
School Hours: 9:30 - 3:35
Office Phone: (301) 279-8490
Fax Number: (301) 517-5984
www.montgomeryschoolsmd.org/schools/sandburg/

Cluster Name: Sherwood

SPED Attendance Rate² ³ = 92.8%
SPED Mobility Rate (Entrants + Withdrawals)² ³ = 20.0%

Special Education Services
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)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Other Participation

<table>
<thead>
<tr>
<th>Special Education Suspensions² ³</th>
<th>Number of Incidents</th>
<th>Number of Students</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

| Special Education Teachers       | --                   | --                 | --   |
| Number of Special Education Paraeducators | --                   | --                 | --   |

| Number of Special Education Teachers | --                   | --                 | --   |
| Number of Special Education Paraeducators | --                   | --                 | --   |

Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Alternate Maryland School Assessments (SPED)² ³

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
<th>Number Tested</th>
<th>Number Proficient</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

2013–2014 Total MCPS Special School Students Receiving Special Education Services³ ³ = 503

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.6</td>
<td>70.4</td>
<td>5.0</td>
<td>8.0</td>
<td>32.4</td>
<td>24.7</td>
<td>5.0</td>
<td>29.6</td>
<td>5.4</td>
<td>8.0</td>
<td>41.4</td>
<td></td>
</tr>
</tbody>
</table>

2013–2014 Students Receiving Special Education Services (as of 10/31/2013)¹²

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3</td>
<td>88.7</td>
<td>5.0</td>
<td>11.3</td>
<td>31.1</td>
<td>22.6</td>
<td>5.0</td>
<td>29.2</td>
<td>5.7</td>
<td>17.9</td>
<td>40.8</td>
<td>503</td>
</tr>
</tbody>
</table>

2013–2014 Official School Enrollment¹² = --

<table>
<thead>
<tr>
<th>% Female</th>
<th>% Male</th>
<th>% AM</th>
<th>% AS</th>
<th>% BL</th>
<th>% HI</th>
<th>% PI</th>
<th>% WH</th>
<th>% MU</th>
<th>% ESOL</th>
<th>% FARMS</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3</td>
<td>88.7</td>
<td>5.0</td>
<td>11.3</td>
<td>31.1</td>
<td>22.6</td>
<td>5.0</td>
<td>29.2</td>
<td>5.7</td>
<td>17.9</td>
<td>40.8</td>
<td>--</td>
</tr>
</tbody>
</table>

¹ Racial/ethnic composition figures reflect MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).
² Data suppressed (--) to comply with new federal guidance, see Introduction.
³ Outcome data reflect 2012–2013 school year.
SECTION VI

DEFINITIONS OF TERMS AND DATA ELEMENTS
## DEFINITIONS AND DATA SOURCES

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced Placement/International Baccalaureate Tests (AP/IB Tests)</strong></td>
<td>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.</td>
<td>Office of Shared Accountability</td>
</tr>
<tr>
<td><strong>Algebra Completion Rate</strong></td>
<td>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.</td>
<td>Office of Shared Accountability</td>
</tr>
<tr>
<td><strong>Alternate Maryland School Assessment (ALT-MSA)</strong></td>
<td>The Alternate Maryland School Assessment (ALT-MSA) is the Maryland assessment in which students with disabilities participate if through the IEP process it has been determined they cannot participate in the Maryland School Assessment (MSA) even with accommodations. The ALT-MSA assesses and reports student mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards or appropriate access skills.</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td><strong>Associate Superintendent for Schools</strong></td>
<td>Responsible for supervising and evaluating principals at the elementary, middle, or high school level.</td>
<td>Office of the Deputy Superintendent of School Support and Improvement</td>
</tr>
<tr>
<td><strong>Attendance Rate</strong></td>
<td>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.</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td><strong>Attendance Area</strong></td>
<td>Geographical boundaries of the home school.</td>
<td>Division of Long-range Planning</td>
</tr>
<tr>
<td><strong>Cluster</strong></td>
<td>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.</td>
<td>Regulation FAA-RA, Long-Range Educational Facilities Planning</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td>Source(s)</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Downcounty Consortium</td>
<td>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.</td>
<td>Division of Consortia Choice and Application Program Services (DCCAPS)</td>
</tr>
</tbody>
</table>
| Dropout Rate                  | The four-year adjusted cohort dropout rate is defined as the number of students who leave school, for any reason other than death, within the four-year period divided by the number of students who form the adjusted cohort.  

The school years are defined as the first day of the school year through the summer to the first day of the following school year. Student activity that occurs during the summer, including summer withdrawals, are included in the prior year's data.  

The four-year adjusted cohort dropout rate is calculated by dividing the number of students who terminate formal education for any reason other than death by the sum of the number of first time ninth graders, the number of students who transfer in, and the number of students who transfer out, emigrate, or die during the four-year period. | MSDE Maryland Report Card at http://www.mdreportcard.org/ |
| Enrollment                    | The number of students enrolled in school as of September 30, 2013. 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, 2013, compared with the official enrollment as of September 30, 2013.  

This percentage may differ from the ESOL percentage reported in the requested FY 2014 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, 2013, compared with the official enrollment as of September 30, 2013.  

This percentage may differ from the FARMS percentage reported in the requested FY 2014 Capital Budget due to “as of” reporting dates. | Division of Food & 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                                                                   |
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometry Completion Rate</td>
<td>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.</td>
<td>Office of Shared Accountability</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>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.</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td>Home School</td>
<td>The school to which a student is assigned based on the student’s grade level and the geographical boundary of the school.</td>
<td>Division of Long-range Planning</td>
</tr>
<tr>
<td>Honors/AP/IB/College-Level Enrollment</td>
<td>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.</td>
<td>MCPS High School Course Bulletin</td>
</tr>
<tr>
<td>Least Restrictive Environment (LRE)</td>
<td>Least Restrictive Environment (LRE) refers to the mandate in the Individuals with Disabilities Education Act (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with nondisabled peers. MCPS reports LRE settings based on the percent of time a student is educated inside the general education setting. LRE A = Inside General Education Settings 80% or More. LRE C = Inside General Education Settings Less Than 40%.</td>
<td>Office of Special Education and Student Services</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td>Source(s)</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Maryland High School Assessment</strong></td>
<td>The Maryland High School Assessments (HSAs) 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, and English.</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td><strong>Maryland School Assessment</strong></td>
<td>The Maryland School Assessment (MSA) measures student achievement in reading, mathematics, and science. <em>Schools at a Glance</em> 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).</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td><strong>Middle School Magnet Consortium</strong></td>
<td>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.</td>
<td>Division of Consortia Choice and Application Program Services</td>
</tr>
<tr>
<td><strong>Mobility Rate</strong></td>
<td>The student mobility rate is calculated by dividing the sum of entrants and withdrawals by the average daily membership. <em>Entrants</em>: 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. <em>Withdrawals</em>: 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.</td>
<td>MSDE Maryland Report Card at <a href="http://www.mdreportcard.org/">http://www.mdreportcard.org/</a></td>
</tr>
<tr>
<td><strong>Northeast Consortium</strong></td>
<td>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.</td>
<td>Division of Consortia Choice and Application Program Services</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
<td>Source(s)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
| Race/Ethnic Composition   | The number and percentage of students enrolled on September 30, 2013, based on the race/ethnic categories established by the U.S. Department of Education. These categories changed for data reported beginning in the 2010–2011 school year. The abbreviations used in this publication reflect those set by MSDE. The 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 |
<p>| 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 will be shown as part of each school’s profile. | Office of Shared Accountability |
| SAT                       | The SAT is a college entrance exam required by several hundred colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200–800, with a total possible score of 2400. | Office of Shared Accountability |
| School Hours              | The regular school day with a designated starting time and ending time as defined by the local school system.                                                                                               | Office of the Deputy Superintendent of School Support and Improvement |
| Special School            | A separate MCPS school/center providing services for children with disabilities whose needs cannot be met in comprehensive schools. The special schools included are: Stephen Knolls School, Longview School, John L. Gildner 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. | Individuals with Disabilities Education Act 2004 Regulations |
| Suspension Rate           | The unduplicated count of the number of students suspended divided by the June 30 total enrollment.                                                                                                         | Office of Shared Accountability |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Source(s)</th>
</tr>
</thead>
</table>
| University System of Maryland Entrance Requirements | MSDE calculates the percent of students meeting the University System of Maryland entrance requirements. Requirements for admission to the University System of Maryland are set by the Board of Regents of the University System of Maryland and, at a minimum, include a cumulative grade point equivalent to a C or better, accumulated course credits in English (4 credits), Social Studies (3 credits), biological and physical sciences (3 credits), mathematics (4 credits), language or advanced technology (2 credits), and a high school diploma. | MSDE Maryland Report Card at http://www.mdreportcard.org/  
University System of Maryland at http://www.usmd.edu/ |
### Alphabetical Page References to Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcola ES</td>
<td>3</td>
</tr>
<tr>
<td>Argyle ES</td>
<td>137</td>
</tr>
<tr>
<td>Ashburton ES</td>
<td>4</td>
</tr>
<tr>
<td>John T. Baker MS</td>
<td>138</td>
</tr>
<tr>
<td>Benjamin Banneker MS</td>
<td>139</td>
</tr>
<tr>
<td>Bannockburn ES</td>
<td>5</td>
</tr>
<tr>
<td>Lucy V. Barnsley ES</td>
<td>6</td>
</tr>
<tr>
<td>Beall ES</td>
<td>7</td>
</tr>
<tr>
<td>Bel Pre ES</td>
<td>8</td>
</tr>
<tr>
<td>Bells Mill ES</td>
<td>9</td>
</tr>
<tr>
<td>Belmont ES</td>
<td>10</td>
</tr>
<tr>
<td>Bethesda ES</td>
<td>11</td>
</tr>
<tr>
<td>Bethesda-Chevy Chase HS</td>
<td>177</td>
</tr>
<tr>
<td>Beverly Farms ES</td>
<td>12</td>
</tr>
<tr>
<td>Montgomery Blair HS</td>
<td>178</td>
</tr>
<tr>
<td>James Hubert Blake HS</td>
<td>179</td>
</tr>
<tr>
<td>Bradley Hills ES</td>
<td>13</td>
</tr>
<tr>
<td>Briggs Chaney MS</td>
<td>140</td>
</tr>
<tr>
<td>Broad Acres ES</td>
<td>14</td>
</tr>
<tr>
<td>Brooke Grove ES</td>
<td>15</td>
</tr>
<tr>
<td>Brookhaven ES</td>
<td>16</td>
</tr>
<tr>
<td>Brown Station ES</td>
<td>17</td>
</tr>
<tr>
<td>Burning Tree ES</td>
<td>18</td>
</tr>
<tr>
<td>Burnt Mills ES</td>
<td>19</td>
</tr>
<tr>
<td>Burtonsville ES</td>
<td>20</td>
</tr>
<tr>
<td>Cabin John MS</td>
<td>141</td>
</tr>
<tr>
<td>Candlewood ES</td>
<td>21</td>
</tr>
<tr>
<td>Cannon Road ES</td>
<td>22</td>
</tr>
<tr>
<td>Carderock Springs ES</td>
<td>23</td>
</tr>
<tr>
<td>Rachel Carson ES</td>
<td>24</td>
</tr>
<tr>
<td>Cashell ES</td>
<td>25</td>
</tr>
<tr>
<td>Cedar Grove ES</td>
<td>26</td>
</tr>
<tr>
<td>Chevy Chase ES</td>
<td>27</td>
</tr>
<tr>
<td>Winston Churchill HS</td>
<td>180</td>
</tr>
<tr>
<td>Clarksburg ES</td>
<td>28</td>
</tr>
<tr>
<td>Clarksburg HS</td>
<td>181</td>
</tr>
<tr>
<td>Clearspring ES</td>
<td>29</td>
</tr>
<tr>
<td>Roberto W. Clemente MS</td>
<td>142</td>
</tr>
<tr>
<td>Clopper Mill ES</td>
<td>30</td>
</tr>
<tr>
<td>Cloverly ES</td>
<td>31</td>
</tr>
<tr>
<td>Cold Spring ES</td>
<td>32</td>
</tr>
<tr>
<td>College Gardens ES</td>
<td>33</td>
</tr>
<tr>
<td>Community Montessori Charter</td>
<td>34</td>
</tr>
<tr>
<td>Cresthaven ES</td>
<td>35</td>
</tr>
<tr>
<td>Capt. James E. Daly ES</td>
<td>36</td>
</tr>
<tr>
<td>Damascus ES</td>
<td>37</td>
</tr>
<tr>
<td>Damascus HS</td>
<td>184</td>
</tr>
<tr>
<td>Darnestown ES</td>
<td>38</td>
</tr>
<tr>
<td>Diamond ES</td>
<td>39</td>
</tr>
<tr>
<td>Dr. Charles R. Drew ES</td>
<td>40</td>
</tr>
<tr>
<td>DuFief ES</td>
<td>41</td>
</tr>
<tr>
<td>East Silver Spring ES</td>
<td>42</td>
</tr>
<tr>
<td>Eastern HS</td>
<td>145</td>
</tr>
<tr>
<td>Albert Einstein HS</td>
<td>185</td>
</tr>
<tr>
<td>Fairland ES</td>
<td>43</td>
</tr>
<tr>
<td>Fallsmead ES</td>
<td>44</td>
</tr>
<tr>
<td>Farmland ES</td>
<td>45</td>
</tr>
<tr>
<td>William H. Farquhar MS</td>
<td>146</td>
</tr>
<tr>
<td>Fields Road ES</td>
<td>46</td>
</tr>
<tr>
<td>Flower Hill ES</td>
<td>47</td>
</tr>
<tr>
<td>Flower Valley ES</td>
<td>48</td>
</tr>
<tr>
<td>Forest Knolls ES</td>
<td>49</td>
</tr>
<tr>
<td>Forest Oak MS</td>
<td>147</td>
</tr>
<tr>
<td>Fox Chapel ES</td>
<td>50</td>
</tr>
<tr>
<td>Robert Frost MS</td>
<td>149</td>
</tr>
<tr>
<td>Gaithersburg ES</td>
<td>51</td>
</tr>
<tr>
<td>Gaithersburg HS</td>
<td>186</td>
</tr>
<tr>
<td>Gaithersburg MS</td>
<td>149</td>
</tr>
<tr>
<td>Galway ES</td>
<td>52</td>
</tr>
<tr>
<td>Garrett Park ES</td>
<td>53</td>
</tr>
<tr>
<td>Georgian Forest ES</td>
<td>54</td>
</tr>
<tr>
<td>Germantown ES</td>
<td>55</td>
</tr>
<tr>
<td>William B. Gibbs Jr. ES</td>
<td>56</td>
</tr>
<tr>
<td>Glen Haven ES</td>
<td>57</td>
</tr>
<tr>
<td>Glenallan ES</td>
<td>58</td>
</tr>
<tr>
<td>Goshen ES</td>
<td>59</td>
</tr>
<tr>
<td>Great Seneca Creek ES</td>
<td>60</td>
</tr>
<tr>
<td>Greencastle ES</td>
<td>61</td>
</tr>
<tr>
<td>Greenwood ES</td>
<td>62</td>
</tr>
<tr>
<td>Harmony Hills ES</td>
<td>63</td>
</tr>
<tr>
<td>Highland ES</td>
<td>64</td>
</tr>
<tr>
<td>Highland View ES</td>
<td>65</td>
</tr>
<tr>
<td>Herbert Hoover MS</td>
<td>150</td>
</tr>
<tr>
<td>Jackson Road ES</td>
<td>66</td>
</tr>
<tr>
<td>Walter Johnson HS</td>
<td>187</td>
</tr>
<tr>
<td>Jones Lane ES</td>
<td>67</td>
</tr>
<tr>
<td>Kemp Mill ES</td>
<td>68</td>
</tr>
<tr>
<td>John F. Kennedy HS</td>
<td>188</td>
</tr>
<tr>
<td>Kensington Parkwood ES</td>
<td>69</td>
</tr>
<tr>
<td>Francis Scott Key MS</td>
<td>151</td>
</tr>
<tr>
<td>Martin Luther King, Jr. MS</td>
<td>152</td>
</tr>
<tr>
<td>Kingsview MS</td>
<td>153</td>
</tr>
<tr>
<td>Stephen Knolls School</td>
<td>207</td>
</tr>
<tr>
<td>Lake Seneca ES</td>
<td>70</td>
</tr>
<tr>
<td>Lakewood ES</td>
<td>71</td>
</tr>
<tr>
<td>Laytonsville ES</td>
<td>72</td>
</tr>
<tr>
<td>Lakelands Park MS</td>
<td>154</td>
</tr>
<tr>
<td>Col. E. Brooke Lee MS</td>
<td>155</td>
</tr>
</tbody>
</table>
Alphabetical Page References to Schools

Little Bennett ES .............................................. 73
A. Mario Loiederman MS ................................ 156
Longview School ............................................. 208
Luxmanor ES ................................................... 74
Col. Zadok Magruder HS ...................................... 189
Thurgood Marshall ES ....................................... 75
Maryvale ES .................................................... 76
Spark M. Matsunaga ES ..................................... 77
S. Christa McAuliffe ES .................................... 78
Ronald McNair ES ........................................... 79
Meadow Hall ES .............................................. 80
Mill Creek Towne ES ......................................... 81
Monocacy ES ................................................... 82
Richard Montgomery HS ................................... 190
Montgomery Knolls ES ....................................... 83
Montgomery Village MS ..................................... 157
Neelsville MS .................................................. 158
New Hampshire Estates ES ............................... 84
Newport Mill MS .............................................. 159
Roscoe R. Nix ES ............................................. 85
North Bethesda MS .......................................... 160
North Chevy Chase ES ....................................... 86
Northwest HS .................................................. 191
Northwood HS .................................................. 192
Oak View ES .................................................. 87
Oakland Terrace ES ......................................... 88
Olney ES ....................................................... 89
William Tyler Page ES .................................... 90
Paint Branch HS ............................................. 193
Parkland MS ................................................... 161
Rosa M. Parks MS ........................................... 162
Pine Crest ES .................................................. 91
Piney Branch ES ............................................. 92
John Poole MS ................................................ 163
Poolesville ES ................................................. 93
Poolesville HS ............................................... 194
Potomac ES .................................................... 94
Thomas W. Pyle MS ........................................ 164
Quince Orchard HS ......................................... 195
Redland MS .................................................... 165
Judith A. Resnik ES ......................................... 95
Regional Institute for Children and Adolescents
(RICA) ......................................................... 209
Dr. Sally K. Ride ES ......................................... 96
Ridgeview MS ................................................ 166
Ritchie Park ES ............................................. 97
Rock Creek Forest ES ..................................... 98
Rock Creek Valley ES ...................................... 99
Rock Terrace School ....................................... 210
Rock View ES ............................................... 100
Rockville HS ............................................... 196
Lois P. Rockwell ES ....................................... 101
Rocky Hill MS ............................................... 167
Rolling Terrace ES ......................................... 102
Rosemary Hills ES ......................................... 103
Rosemont ES ................................................. 104
Carl Sandburg Learning Center ........................ 211
Seneca Valley HS .......................................... 197
Sequoyah ES .................................................. 105
Seven Locks ES .............................................. 106
Shady Grove MS ............................................. 168
Sherwood ES .................................................. 107
Sherwood HS ................................................. 198
Sargent Shriver ES ......................................... 108
Flora M. Singer ES ......................................... 109
Silver Spring International MS ....................... 171
Sligo Creek ES ............................................... 110
Sligo MS ....................................................... 172
Somerset ES .................................................. 111
South Lake ES ............................................... 112
Springbrook HS ............................................. 199
Stedwick ES .................................................. 113
Stone Mill ES .................................................. 114
Stonegate ES .................................................. 115
Strathmore ES ............................................... 116
Strawberry Knoll ES ....................................... 117
Summit Hall ES ............................................. 118
Takoma Park ES ............................................. 119
Takoma Park MS ............................................ 171
Tilden MS ..................................................... 172
Travilah ES ................................................... 120
Twinbrook ES ................................................ 121
Viers Mill ES ................................................ 122
Washington Grove ES .................................. 123
Waters Landing ES ....................................... 124
Watkins Mill ES ........................................... 125
Watkins Mill HS .......................................... 200
Wayside ES .................................................. 126
Weller Road ES ............................................ 127
Julius West MS .............................................. 173
Westbrook ES ............................................... 128
Westland MS ............................................... 174
Westover ES .................................................. 129
Wheaton HS .................................................. 201
Wheaton Woods ES ....................................... 130
Whetstone ES ............................................... 131
White Oak MS .............................................. 175
Walt Whitman HS ......................................... 202
Earle B. Wood MS ......................................... 176
Wood Acres ES ............................................. 132

224
Alphabetical Page References to Schools

Woodfield ES ...................................................... 133
Woodlin ES ............................................................. 134
Thomas S. Wootton HS .............................................. 203
Wyngate ES .............................................................. 135
SECTION VIII

PLANNING GUIDE
Guide to Planning and Assessing School-based Special Education Programs

This guide is designed to help school improvement teams better understand how to engage in the continuous improvement of the delivery of special education services in their schools. It is organized around the central issues guiding Montgomery County Public Schools (MCPS) in improving special education. The guide provides specific questions to ask about special education in your school. Some of these questions may be answered by the data you will receive in Special Education at a Glance.

What are the features of special education programs and services in our building?

1. The following is a list of MCPS special education programs and services. Which services/programs are available in our school?

2. The following is a list of related services provided to students with Individualized Education Programs (IEPs). Which services are available in our school?
   - Audiology Services, Counseling Services, Occupational Therapy, Orientation and Mobility, Parent Counseling Services, Physical Therapy, Psychological Services, School Health Services, Specialized Transportation, Speech/Language Therapy, and Vision.

Which students receive special education services in our building?

REFLECTIVE QUESTIONS

1. How many students with IEPs are there in our school?
   a. What is the male:female ratio?
   b. How many students are past or current Free and Reduced-price Meals System (FARMS) recipients?
   c. Are any racial/ethnic, socioeconomic status, age, or other subgroups of students disproportionately represented in special education in our school?
   d. What are some factors that may have contributed to this disproportionality?
   e. Are our school’s students with disabilities from our attendance area; or do they come from other schools in our cluster, quad cluster, or other clusters in the county?

f. Does our school have specific special education services/programs that may result in students coming from outside of our attendance area?
   Are these students more likely to be from specific racial/ethnic groups or other subgroups?

h. When were these students identified for special education? Did this occur while they were in our school?

2. How many students were referred to special education screening in our school during last school year and this school year?
   a. How many were subsequently found eligible?
   b. What were the students’ races/ethnicities?
   c. How many students are eligible for FARMS?
   d. What interventions did general education teachers implement before making a referral?
   e. How were these interventions evaluated in terms of duration, intensity, and effectiveness?
   f. Do some teachers refer more students than other teachers?
   g. What data do we have on the effectiveness of the Collaborative Problem Solving process in increasing achievement, reducing referrals to special education screening, and/or reducing problem behaviors?
   h. How do we ensure that students with disabilities are receiving appropriate accommodations, supplementary aids and services, and support before we resort to behavior interventions?
   i. If a student requires behavior intervention, does the team consider short-term individualized school counseling, a Functional Behavior Assessment/Behavior Intervention Plan, and coordination with outside agencies?
What is the mobility rate of the students in our school who are receiving special education services?

**REFLECTIVE QUESTIONS**

1. How many students with IEPs enrolled in or withdrew from our school during the last school year?
2. How does this compare with our general education population?
3. Why are special education students enrolling in and withdrawing from our building during the school year?
   a. Change in program? Who initiated the change—parent, staff, other?
   b. Change in disability code?
   c. Family issues such as moving?
4. Does our school have an orientation or transition program in place for new students who receive special education services and their families in order to facilitate their adjustment to a new school and make them feel welcome?

What is the attendance rate of students who receive special education services in our school?

**REFLECTIVE QUESTIONS**

1. What is the attendance rate of students who receive special education services in our school? Does it differ by disability, type of service/program, gender, race/ethnicity, or least restrictive environment (LRE) setting?
2. Why are students with disabilities absent? How many are absent due to suspensions or expulsions? Medical issues? Family issues? Mental health issues? Other issues?
3. Have any of our special education students been absent for 5 consecutive days? 10 days? More than 11 days?
4. Is there a pattern regarding the absences of our special education students? Start of the school day? End of the school day? Holiday breaks? During exams or standardized testing?
5. Does our school have supports and services in place to address excessive absences?

Which instructional and assessment accommodations are provided to students who receive special education services in our school?

**REFLECTIVE QUESTIONS**

1. Which assessment accommodations were provided to students with IEPs in our school last year?
   a. Were all of these accommodations approved by the Maryland State Department of Education (MSDE)? Do our general and special education teachers know the MSDE accommodation policy?
   b. Were the accommodations included in the IEPs?
   c. How many of our students who receive special education services have nonstandard accommodations? Do our teachers know which accommodations are considered "nonstandard?"
2. Did all students receive the identified accommodations during instruction and during testing? Why or why not?
3. How are parents and general and special education teachers informed of accommodations a student may receive in classroom instruction and on assessments?
4. Who ensures that students with disabilities receive the accommodations specified in their IEPs? Have parents expressed concern about the lack of accommodations in classroom instruction and/or assessments?
5. Are processes in place to monitor the effectiveness of students’ accommodations?

How are students who receive special education services performing on Montgomery County Public Schools Assessment Program (MCPSAP), Maryland School Assessment (MSA), High School Assessment (HSA), report cards, or other state and local assessments?

**REFLECTIVE QUESTIONS**

1. How did our students who receive special education services perform on the Maryland School Assessment, High School Assessment/Modified High School Assessment, and/or the Alternate Maryland School Assessment (Alt-MSA)?
2. How many of our students took the Alt-MSA? Did all of these students meet the criterion of having a significant cognitive disability?
3. Did the performance of students who receive special education services differ by disability, services/program, race/ethnicity, FARMS, or
percentage of time they received instruction in
general education classrooms?

4. How did students who receive special education
services perform on other assessments such as the
following:
   • Pre-K MCPSAP (prekindergarten reading and
     math)
   • MCPSAP-PR (Primary Reading Assessment K–2)
   • MAP-R (Measures of Academic Progress
     Reading in Grades 3–9)
   • Math Unit Assessment (Grades 2–5)
   • MAP-M (Measures of Academic Progress
     Mathematics in Grades 3–8)
   • Science Unit Assessment

5. Did their performance differ from general
education students on the state assessment,
classroom exams, or grades?

6. What services, strategies, and support does our
school provide to increase the performance
of students with disabilities on assessments?
Who delivers these services? Are related service
providers involved?

What are the graduation rates for
students who receive special education
services in our school (high schools only)?

REFLECTIVE QUESTIONS

1. Of students who receive special education services,
how many have been designated to graduate with a
diploma? With a certificate?
   a. What are the disability classifications of these
      students?
   b. Were these disability-classification decisions
      made by IEP teams in our school, or did students
      enter our school with this designation?

2. At what age are students who receive certificates
leaving our school?

3. How many students who receive special education
services dropped out of our school last year?
   a. What are the reasons?
   b. What age/grade were they?
   c. What were their disabilities?
   d. Where are these students now?

4. Could we predict who was going to drop out? What
interventions does our school have for students
who receive special education services and have
excessive absences, failing grades, and other risk
factors for dropping out?

What special education services and
supports do students receive in our
school, and are they effective?

REFLECTIVE QUESTIONS

1. Are students receiving the services as indicated on
their IEPs? How do we know?

2. How many hours of special education and related
services do individual students with an IEP receive
in our school?

3. Has the average number of hours of special
education and related services decreased or
increased over the past year?

4. Do the IEPs of students in our school reflect
general curriculum goals and grade-level
benchmarks?

5. Are students’ IEPs aligned to the Maryland College
and Career Readiness standards?

6. How many students with IEPs receive instruction
from highly qualified teachers in reading/language
arts, mathematics, and/or science in general
education classrooms?

7. How many students with IEPs receive their
academic instruction solely from special education
teachers? Are these teachers considered highly
qualified to teach this subject matter? Do these
teachers meet the requirements to be highly
qualified to teach this subject?

8. What academic interventions do we have available
to support the achievement of students who receive
special education services?
   a. When and how are regular education teachers
      informed about receiving students’ with IEPs?
   b. How is student progress in interventions
      monitored? How often is progress evaluated?
   c. Are interventions implemented with fidelity?
      Who ensures fidelity of implementation?
   d. Are teachers using approved research-based
      materials or evidence-based practices?
   e. Have teachers received the necessary profes-
      sional development to implement interven-
      tions with fidelity? Do teachers need additional
      support to implement interventions?

9. How and where are the IEPs for students with
disabilities needs maintained? How do general
education teachers become aware of a student’s IEP?

10. How is progress toward IEP goals measured and
documented, and how is this information trans-
mitted to parents?
11. How do we ensure that IEP services are provided as specified?

12. Do students who receive special education services participate in extracurricular activities? How does their participation compare with the participation of students in the general population? How many receive transportation services? Do parents know the process for requesting after-school activity bus transportation? What supports are available to permit students who receive special education services to access extracurricular activities?

Where are students who receive special education services being educated?

Least Restrictive Environment (LRE) A and LRE C reflect the setting where a student receives special education services. MCPS is required to meet the annual LRE targets set by MSDE and report LRE settings based on the percentage of time a student is educated outside of the general education setting.

<table>
<thead>
<tr>
<th>Inclusion Indicator</th>
<th>MSDE Targets (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2011</td>
</tr>
<tr>
<td>LRE A (removed from regular class less than 21% of the day)</td>
<td>62.11</td>
</tr>
<tr>
<td>LRE C (removed from regular class greater than 60% of the day)</td>
<td>15.61</td>
</tr>
</tbody>
</table>

REFLECTIVE QUESTIONS

1. Where are our students receiving their special education services?
   a. How many are in LRE A and LRE C? Do all our staff members understand the meaning of LRE and the definitions of LRE A and LRE C?
   b. How many students from our attendance area are receiving special education services at another school? Why (e.g., parental choice, lack of program or service at our school)?
   c. Have the numbers of students in LRE A and LRE C changed over the past year? For what reasons have there been changes?
   d. Are certain students (e.g., disability, race/ethnicity, FARMS) who receive special education services disproportionately represented in LRE A or LRE C?

2. How are decisions regarding LRE made?
   a. Do general education teachers get to choose whether or not to accept students with IEPs in their classes?
   b. How are students who receive special education services assigned to general education classes, and are they distributed throughout classrooms, or are they grouped in certain classes? Are there performance and/or behavioral differences depending on how/where students with IEPs are assigned?

3. How many students with disabilities are receiving their core content instruction solely in general education classes?

4. How many of our students with disabilities are included in general education only for electives, lunch, recess, or other activities?

5. What models/approaches are general and special education teachers using to support students who receive special education services in general education classrooms and environments (e.g., co-teaching models, consultation, other)? Have all of our teachers received professional development related to models for supporting inclusive instruction?
   a. Have the models been evaluated? How do we know if they are working?
   b. What types of supports and accommodations do we provide to students with IEPs to help them succeed in the general education classroom? Who provides these? What assistive technologies are available for students? How many students with disabilities access assistive technology for instruction as well as for assessment?

6. Do performance, attendance, or other key indicators differ among students with the same disabilities by the percentage of time a student with an IEP is educated in a general education classroom?

How do parents and teachers of students who receive special education services perceive the MCPS school environment?

REFLECTIVE QUESTIONS

1. How do parents of students with disabilities and special education teachers rate the climate in our school?
2. Do parents of students with disabilities participate in our school’s activities?
3. Are there any parents of students with disabilities on our School Improvement Team?
4. Is there a process for parents of students with disabilities to communicate with classroom teachers? Is the process the same as for general education teachers? Is the process working? What evidence do we have that it is working?

5. How many complaints, have we had from parents of students who receive special education services in our school? Is there a recurring issue?

6. Does our school have a disabilities chairperson? How are parents informed about who the chairperson is, and is the special needs committee active within our school's parent-teacher association (PTA)?

7. Have parents of students with disabilities responded to the parent satisfaction survey for our school differently from general education parents? If so, in what ways and why?

8. Is there a schoolwide homework policy in our school? Is it different for students who receive special education services? Are students with disabilities assigned class work that they miss due to pull-out services as homework? What supports are available to help students with disabilities and their families complete homework assignments?

9. Are the modifications and accommodations for homework for students who receive special education services known to the general education teachers? To the parents?

10. Are specialized homework supports available for students who receive special education services in our school?

11. In our school, do all teachers share responsibility for the performance of students who receive special education services?

12. What training or supports are given to our teachers who provide services to students with disabilities? What follow-up has been put in place to monitor the implementation and/or effectiveness for students?

What mental health and behavioral interventions are used in our school?

**Reflective Questions**

1. What are the suspension and expulsion rates for students with disabilities in our school?
   a. What are the reasons for suspensions?
   b. Has the number increased/decreased over the past school year? Why?

2. Does our school have a schoolwide plan for dealing with disruptive students? Does our school have a plan based on positive behavior supports?

3. Does our school have a crisis intervention plan for students who are in behavioral/emotional crisis? Is this plan based on positive behavior supports?

4. Are physical restraints used in our school? If so, under what circumstances? How is their use documented? How are parents informed?

5. Have our staff members been trained in physical restraint techniques?

6. Do we use in-school suspension?
   a. How often has it been used?
   b. Are records maintained?

7. Do any of our students have functional behavioral assessments?

8. Do any of our students have Behavioral Intervention Plans (Behavioral Management Plans)? Do we know whether these plans are being implemented properly? Is data regularly collected and reviewed? As a result, are plans adjusted?

9. Do we have or use in-school intervention in our building? How often do we utilize alternatives to suspension?

10. Do we have procedures for using in-school intervention?

11. How do we ensure appropriate services are provided during an in-school intervention?

12. Do we keep logs documenting who uses in-school intervention?

13. Do some teachers use in-school intervention or in-school suspension more than others?

14. Who reviews the serious incident reports for our school?
   a. What actions are taken?
   b. Do we keep records on the students who have been involved in serious incidents?

15. Have our staff members been trained in positive behavior-intervention strategies?
This document is available in an alternate format, upon request, under the Americans with Disabilities Act, by contacting the Public Information Office, at 850 Hungerford Drive, Room 112, Rockville, MD 20850, or by phone at 301-279-3391 or via the Maryland Relay at 1-800-735-2258.

Individuals who need sign language interpretation or cued speech transliteration in communicating with Montgomery County Public Schools (MCPS) may contact Interpreting Services in the Deaf and Hard of Hearing Program at 301-517-5539.

MCPS prohibits illegal discrimination on the basis of race, color, gender, religion, ancestry, national origin, marital status, socioeconomic status, age, disability, physical characteristics, or sexual orientation. Inquiries or complaints regarding discrimination or Title IX issues such as gender equity and sexual harassment should be directed to the Office of the Deputy Superintendent of Teaching, Learning, and Programs at 301-279-3126, via the Maryland Relay at 1-800-735-2258, or addressed to that office at 850 Hungerford Drive, Room 129, Rockville, MD 20850.
MONTGOMERY COUNTY PUBLIC SCHOOLS AT A GLANCE

Our School System
- 151,289 students for 2013–2014
- Largest school system in Maryland
- 17th largest school system in the United States
- Students from 157 countries speaking 138 languages
- 15 million meals served
- More than 100,000 students transported on 1,264 buses
- 202 schools
  - 132 elementary schools
  - 38 middle schools
  - 25 high schools
  - 1 career and technology center
  - 5 special schools
  - 1 charter school
  - 36 National Blue Ribbon schools

Our Students
- Demographics (2013–2014)
  - 32.0 percent White
  - 21.4 percent Black or African American
  - 27.4 percent Hispanic/Latino
  - 14.4 percent Asian
  - ≤5 percent two or more races
  - ≤5 percent American Indian or Alaskan Native
  - ≤5 percent Native Hawaiian or other Pacific Islander
  - 35.0 percent participate in Free and Reduced-price Meals System (FARMS)
  - 11.7 percent receive special education services
  - 13.3 percent participate in English for Speakers of Other Languages (ESOL)
  - 1648 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
- 84.7 percent of teachers with a master’s degree or equivalent