

# Longview School - #951

Coordinator: Ms. Michelle M. Mach  
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 School Hours: 9:15 - 3:30

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[www.montgomeryschoolsmd.org/schools/longview/](http://www.montgomeryschoolsmd.org/schools/longview/)

Office Phone: (301) 601-4830  
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 Cluster Name: Northwest

2010–2011 Enrollment = 50																
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%		N	%
All Students		<b>46.0</b>	<b>54.0</b>	<b>0.0</b>	<b>16.0</b>	<b>22.0</b>	<b>22.0</b>	<b>0.0</b>	<b>34.0</b>	<b>6.0</b>	Pre-K	0	0.0	Grade 6	1	2.0
ESOL	<b>0.0</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	Full K	3	6.0	Grade 7	1	2.0
FARMS	<b>28.0</b>	16.0	12.0	0.0	6.0	8.0	12.0	0.0	2.0	0.0	Grade 1	2	10.0	Grade 8	7	14.0
SPED	<b>98.0</b>	46.0	52.0	0.0	16.0	22.0	22.0	0.0	32.0	6.0	Grade 2	7	14.0	Grade 9	2	4.0
* Enrollment figures reflect new USDE race codes with MSDE abbreviations: American Indian or Alaskan Native (AM); Asian (AS); Black or African American (BL); Hispanic/Latino (HI); Native Hawaiian or Other Pacific Islander (PI); White (WH); Two or More (Multiple) Races (MU).											Grade 3	4	8.0	Grade 10	5	10.0
											Grade 4	0	0.0	Grade 11	3	6.0
											Grade 5	2	4.0	Grade 12	13	26.0
											Total			50		

Students with Disabilities Least Restrictive Environment (LRE)			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	10.2	0.0	89.8

Other Participation
Students now or have in the past received FARMS = 38.0%
Mobility Rate (Entrants + Withdrawals)** = 8.1%
Attendance Rate** = 86.0%
Dropout Rate** = 0.0%
Suspension Rate** = 0.0%
Percent of Students Meeting University System of Maryland Entrance Requirements** = N/A

School Programs
The Longview School provides comprehensive educational services in a center-based program to students 5 to 21 years of age with severe to profound disabilities and/or multiple disabilities. Longview students are often challenged with: expressive and receptive language delays, limited motor functioning, visual and/or hearing impairments, medical or physical problems, or traumatic (acquired) brain injuries. Instruction is based on the Fundamental Life Skills and State curricula as modified by the student's IEP. Emphasis is placed on the use of assistive technology, augmentative communication, self-help skills, mobility, and job-related skills. Longview staff, using a transdisciplinary model, helps each student maximize his or her potential adhering to the Success for Every Student philosophy.

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

Maryland High School Assessment Performance Status ***		
	Grade 11	Grade 12
All Students	Longview students are Maryland Certificate bound students and therefore do not take the Maryland High School Assessment.	
African Am.		
Asian Am.		
Hispanic		
White		
ESOL		
FARMS		
SPED		

Maryland School Assessment Proficiency Rate**												
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
All Students	Longview students do not take the Maryland School Assessment. Longview students take the Alternate Maryland School Assessment (ALT-MSA). This assessment is used to determine Adequate Yearly Progress (AYP).											
African Am.												
Asian Am.												
Hispanic												
White												
Female												
Male												
FARMS												
LEP												
SPED												

\*\* Outcome data reflect 2009–2010 school year. Old race codes were in place. American Indian students are included with all students but are not reported separately.  
 \*\*\* MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

## Longview School - #951

Algebra and Geometry Completion Rates and Honors/AP/IB/College-Level Course Enrollment**					
	Algebra Completion Rate		Geometry Completion Rate		Honors/AP/IB/College-Level Course Enrollment
	Grade 8	Grade 9	Grade 9	Grade 10	
All Students	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A
Asian American	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
ESOL	N/A	N/A	N/A	N/A	N/A
FARMS	N/A	N/A	N/A	N/A	N/A
SPED	N/A	N/A	N/A	N/A	N/A

	Staff Diversity							Classes Taught by Highly Qualified (HQ) Teachers**		
	% Racial/Ethnic Composition					% Gender		Number of Classes	% HQ	% Not HQ
	Afr Am	Am Ind	Asian Am	Hispanic	White	Female	Male			
Professional	8.7	0.0	8.7	0.0	82.6	69.6	30.4	43	72.1	27.9
Supporting Services	23.3	3.3	16.7	10.0	46.7	93.3	6.7			

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
17.4	52.2	30.4

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 1.3	
Average Class Size:	English = N/A      Other = N/A

Staff Positions			
Professional	Supporting Services		
<b>Administrative</b>	<b>Instructional Support</b>		
Principal	Paraeducators		
Assistant Principal	Regular		
Asst School Administrator	Special Education 19.812		
Magnet/Special Program Coordinator	1.000	IT Systems Specialist	
		English Composition Assistant	
<b>Administrative Total</b>	1.000	College/Career Information Coord	
		Media Assistant 0.500	
		Teacher Assistant	
<b>Teachers</b>	<b>Instructional Support Total</b> 20.312		
Classroom	0.500	<b>Other Support</b>	
Resource/Team Leader/Content Specialist		Business Manager	
Staff Development	0.500	Administrative Secretary 1.000	
Athletic Director		Registrar	
ESOL		School Financial Assistant	
Art	0.500	Secretary 0.500	
Music	0.400	Lunch Hour Aide 0.875	
Special Education: Classroom Resource Program	11.200	Security Team Leader	
		Security Assistant	
		Student Monitor	
<b>Teachers Total</b>	13.100	<b>Other Support Total</b> 2.375	
<b>Other Professional</b>	<b>Building Services</b>		
Counselor		Manager	
Media Specialist		Leader	
Spec Ed Related Services	4.100	Worker	
		Plant Equipment Operator	
<b>Other Professional Total</b>	4.100	<b>Building Services Total</b>	
		Food Services	
<b>Total Professional</b>	18.200	<b>Total Supporting Services</b> 22.687	

Average SAT Scores**			
	School	County	National
Critical Reading	N/A	545	501
Math	N/A	560	516
Writing	N/A	547	492
Total****	N/A	1653	1509

Advanced Placement/International Baccalaureate Tests**		
Number of June Graduates	N of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test	% of June Graduates Scoring 3 or Higher on AP Test or Scoring 4 or Higher on IB Test
N/A	N/A	N/A

Grade 12 Documented Decisions**			
College/Training	Employment	Military	College/Employment
N/A	N/A	N/A	N/A

Facilities Data				
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Joint Occupancy	Relocatable Classrooms
2001		10.0	0	0

Core Facility Teaching Stations			
Total	Regular Education	Support Rooms	Special/Alt Education
10	0	2	8

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
48	48	53	53	53	53	53	53

School Personnel Costs	
Professional Salaries	\$1,317,083
Supporting Services Salaries	\$913,500
Employee Benefits	\$656,644
<b>Total Allocated Cost</b>	<b>\$2,887,227</b>

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

\*\*\*\* The combined SAT score may differ by 1 point because of rounding.