

Summary: County Special Schools

Total Number of Special Schools = 5

Plus Alternative Programs

2010–2011 Enrollment = 732																
	% Total	% Gender		% Racial/Ethnic Composition*							Enrollment by Grade					
		Female	Male	AM	AS	BL	HI	PI	WH	MU		N	%	N	%	
All Students		28.0	72.0	0.0	6.4	37.8	26.4	0.4	24.7	4.2	Pre-K	62	8.5	Grade 6	26	3.6
ESOL	6.4	0.8	5.6	0.0	0.5	0.5	4.6	0.1	0.4	0.1	Full K	32	4.4	Grade 7	22	3.0
FARMS	45.6	14.1	31.6	0.0	1.9	21.4	17.8	0.0	3.0	1.5	Grade 1	23	11.7	Grade 8	59	8.1
SPED	76.4	22.0	54.4	0.0	5.5	25.7	17.6	0.4	23.1	4.1	Grade 2	36	4.9	Grade 9	113	15.4
* 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	29	4.0	Grade 10	86	11.7
											Grade 4	19	2.6	Grade 11	59	8.1
											Grade 5	18	2.5	Grade 12	148	20.2
											Total			732		

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	8.7	8.0	83.3

Other Participation
Students now or have in the past received FARMS = 60.2%
Mobility Rate (Entrants + Withdrawals)** = 97.8%
Attendance Rate** = 88.9%
Graduation Rate** = 26.5%
Dropout Rate** = 18.8%
Suspension Rate** = 14.2%
Percent of Students Meeting University System of Maryland Entrance Requirements** = 12.8%

School Programs
School Programs are listed separately for each school.

Maryland School Assessment Overall Adequate Yearly Progress**				
	% Proficient		Participation Rate	
	Math	Reading	Math	Reading
All Students	Adequate Yearly Progress is calculated separately for each special school. There is no combined calculation for all special schools.			
African American				
Asian American				
Hispanic				
White				
FARMS				
LEP				
SPED				

Maryland School Assessment Proficiency Rate**						
	Grade 3		Grade 4		Grade 5	
	Math	Reading	Math	Reading	Math	Reading
All Students	The majority of students in MCPS special schools do not take the Maryland School Assessment (MSA). These schools administer the Alternate Maryland School Assessment (ALT-MSA).					
African American						
Asian American						
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.

Actual/Total Enrollment includes 52 students enrolled in the Transitions School program.

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Maryland School Assessment Proficiency Rate**						
	Grade 6		Grade 7		Grade 8	
	Math	Reading	Math	Reading	Math	Reading
All Students	12.5	50.0	15.4	45.8	6.5	33.3
African American			9.1	50.0	4.5	30.4
Asian American						
Hispanic			20.0	44.4	0.0	40.0
White			20.0	40.0	20.0	30.0
Female			33.3	80.0	0.0	25.0
Male	14.3	57.1	10.0	36.8	8.8	36.1
FARMS			9.5	40.0	3.1	32.4
LEP						
SPED	16.7	50.0	22.2	44.4	22.2	50.0

Maryland High School Assessment Performance Status***								
	Grade 11				Grade 12			
	Algebra	Biology	English	Government	Algebra	Biology	English	Government
All Students	Maryland High School Assessment performance status for special schools are included in the Summary of County Schools on page 432.							
African American								
Asian American								
Hispanic								
White								
ESOL								
FARMS								
SPED								

Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition**						
Percent at or above the 50th Normal Curve Equivalent						
	Reading	Language	Language Mechanics	Mathematics	Math Computation	Composite Index
All Students	The Grade 2 TerraNova Comprehensive Test of Basic Skills Second Edition is not given to students in special schools.					
African American						
Asian American						
Hispanic						
White						
Female						
Male						
ESOL						
FARMS						
SPED						

Algebra Performance**		
	Algebra Completion by the End of Grade 8	Algebra Completion by the End of Grade 9
All Students	2.9	17.1
African American	0.0	22.6
Asian American		0.0
Hispanic	0.0	10.3
White	14.3	18.8
Female	5.9	22.6
Male	1.9	15.2
ESOL		0.0
FARMS	0.0	13.9
SPED	3.7	16.7

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*** MSDE reported the end of 2009–2010 HSA performance status for promoted students required to meet the HSA graduation requirement.

Summary: County Special Schools

Geometry Completion Rate and Honors/AP/IB/College-Level Course Enrollment**			
	Grade 9	Grade 10	Honors/AP/IB/College-Level Course Enrollment
All Students	1.6	14.7	2.1
African American	0.0	7.5	0.7
Asian American	0.0	40.0	7.1
Hispanic	5.1	17.9	0.0
White	0.0	20.0	6.3
Female	6.5	10.0	1.1
Male	0.0	17.1	2.5
ESOL	0.0		0.0
FARMS	0.0	13.0	1.1
SPED	0.0	17.5	3.6

	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	18.2	0.5	5.7	4.3	71.3	76.1	23.9			
Supporting Services	30.8	0.5	9.2	10.8	48.7	79.0	21.0	391	82.4	17.6

Years Experience of Professional Personnel		
% Less Than 5 Years	% 5-15 Years	% More Than 15 Years
14.8	42.6	42.6

Class Size/Staff Ratio	
Student/Instructional Staff Ratio = 2.5	
Average Class Size:	English = N/A Other = N/A

Staff Positions			
Professional		Supporting Services	
Administrative		Instructional Support	
Principal	3.000	Paraeducators	
Assistant Principal	2.000	Regular	16.225
Asst School Administrator		Special Education	111.312
Magnet Coordinator	5.000	IT Systems Specialist	0.500
Principal Intern		English Composition Assistant	
Administrative Total	10.000	College/Career Information Coord	
		Media Assistant	3.000
Teachers		Teacher Assistant, Regular	
Kindergarten Classroom	4.500	Instructional Data Assistant	1.250
Athletic Director		Instructional Support Total	132.287
Resource/Team Leader/Content Specialist	8.000	Other Support	
Staff Development	5.000	Administrative Secretary	5.000
ESOL	1.500	Business Manager	
Alternative	29.700	Registrar	1.000
Career/Technical Ed		School Financial Assistant	1.000
Reading/Literacy		Secretary	4.000
Physical Education		Parent/Community Coord	
Art	3.500	Media Services Technician	
Music	2.100	Security Team Leader	1.000
Instrumental Music		Security Assistant	4.000
Preschool		Student Monitor	
Special Education: Classroom	87.500	Lunch Hour Aide	2.625
Resource Program	2.000	Other Support Total	18.625
Teachers Total	143.800	Building Services	
		Manager	4.000
Other Professional		Leader	3.000
Counselor	2.000	Worker	1.500
Media Specialist	3.500	Plant Equipment Operator	
Spec Ed Related Services	26.500	Building Services Total	8.500
Other Professional Total	32.000	Food Services	2.125
Total Professional	185.800	Total Support Services	161.537

Average SAT Scores**			
	School	County	National
Critical Reading		545	501
Math		560	516
Writing		547	492
Total****		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
51.4%	13.9%	1.4%	27.8%

Facilities Data			
Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
48.8		0	2

Core Facility Teaching Stations			
Total	Support Rooms	Pre-K	Special/Alt Education
79	8	1	70

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
914	914	715	715	715	715	715	715

School Personnel Costs	
Professional Salaries	\$15,173,651
Supporting Services Salaries	\$6,423,815
Employee Benefits	\$5,988,389
Total Allocated Cost	\$27,585,855

** 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.