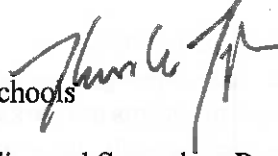


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 11, 2024

MEMORANDUM

To: Members of the Board of Education

From: Thomas W. Taylor, Superintendent of Schools 

Subject: Update on the Centers for Enriched Studies and Secondary Regional/Countywide Program Admission Results for Fiscal Year 2024

This memorandum provides the annual update on the Centers for Enriched Studies and Secondary Regional/Countywide Programs Admission Results during the 2023–2024 school year. The Middle School Magnet Consortium, Student Assignment Process-Round 1 Results were released to the Board of Education in June 2024.

Expansion of Programs and Services

Montgomery County Public Schools (MCPS) is committed to increasing enriched programming for students from all backgrounds. To that end, there have been efforts to evaluate and modify the mechanisms for students to access enrichment acceleration and career readiness programs. The Metis and the Education Strategy Group reports, along with feedback from our parent/guardian/student and community partners, have provided an impetus for these efforts. Attachment A provides background and an overview of the Regional/Countywide Programs Admission Process conducted during 2023–2024.

MCPS has expanded its program opportunities at the local and regional levels and transformed its admission processes to align with current gifted and talented research. Expansion of services and programs in recent years include:

- Program seat expansion at the regional middle school programs at Roberto W. Clemente, Eastern, Dr. Martin L. King, Jr., and Takoma Park middle schools.
- Expansion of host middle schools for the one- and two-way immersion elementary programs. These middle schools include Gaithersburg (adding Spanish), Lakelands Park, and White Oak. The Newport Mill Middle School program for immersion students will begin in the 2024–2025 school year.
- Enriched literacy (Enriched Literacy Curriculum or Centers for Enriched Studies) will be available in all elementary schools.
- Professional development opportunities are being coordinated for teachers and staff who support the various enriched and accelerated programs.

- o Admission opened for Grade 8 students in October 2023 for our new high school programs: Leadership Program of Social Justice at Walt Whitman High School, CASE-Curriculum for Agricultural Science Education at Sherwood High School, and a move to full-time status as our longest-standing countywide program, and Visual Art Center at Albert Einstein High School.

Highlights of the impact of increasing enriched programming for students from all backgrounds include:

- The increased availability of more regional magnet (criteria-based) programs at John F. Kennedy, Springbrook, and Watkins Mill high schools, along with the numerous career readiness programs at Clarksburg, Col. Zadok Magruder, Rockville, Seneca Valley, and Wheaton high schools, have increased access for many students from all geographic areas. The increased access for students in all groups, including our focus groups, continues to grow.
- With our engaging and rigorous high school programming, most students continue to choose their local high school and its offerings, including extracurriculars and community partnerships. MCPS is committed to strengthening and building local and regional programming to ensure students have multiple pathway options for enrichment and to be college-, career-, and community-ready.
- MCPS has doubled the number of regional/countywide program seats in recent years as enrollment and interest have grown, and the number of elementary and middle school students accessing enriched services significantly has increased with both local and regional services.

Family and Community Engagement

Numerous teams dedicated to parent/guardian/community engagement, equity, and collaboration have supported this work. Special thanks to the elementary and middle school staff and the teams from the departments of Communications, Shared Accountability, and Technology and Innovation for support in ensuring access and engagement for this year's admission and placement process. The targeted parent/guardian/student engagement, the modifications to elementary and secondary school outreach, research-based shifts in the admission process, and the expansion of services and/or programs have yielded promising results and identified thousands of students to receive enriched and accelerated programming.

Admission Results

Strong local academic programs, expansion of regional/countywide programs and services, streamlined admission processes, use of stakeholder feedback, and early campaign recruitment and talent development efforts all contribute to broader access for MCPS students. This process also has revealed institutional barriers and gaps in the academic preparation of students prior to the admission process for accessing enriched and accelerated instruction. Therefore, talent development and professional development efforts are critical to improving these outcomes.

Admission results for students entering programs in 2024–2025 are provided in Attachment B. MCPS remains committed to the continuous improvement process, expanding talent development, refining programming for all schools, and ensuring that MCPS meets the needs of all learners.

If you have questions, please contact Ms. Niki T. Hazel, associate superintendent of curriculum and instructional programs, Office of the Chief Academic Officer, via email.

TWT:LD:PAP:NTH:nv

Attachments

Copy to:

Executive Staff
Dr. LaGrange
Mrs. Franklin
Ms. Webb
Mr. Lockman

Background

In the last decade, Montgomery County Public Schools (MCPS) has experienced significant change in our efforts addressing equity and access for the regional/countywide programs. With student enrollment growth, budgetary restraints, and interruptions associated with the COVID-19 pandemic in recent school years, MCPS remains committed to ensuring students have opportunities for placement into regional/countywide programs. These efforts included ensuring talent development and recruitment plans to engage MCPS families and students, refining and streamlining the admission process for centralized programs, marketing, identifying, and placing students into programs for the 2024–2025 school year. As a key approach in our work, MCPS continues to use an equitable approach to outreach and market programs to students regarding their numerous interests. MCPS bases its criteria-based admission process on multiple measures to review and identify students for placement into enriched programs. Regional/countywide programs' admission and placement processes were conducted by both the lottery (interest-based programs) and review committees (high school only), and all criteria-based programs included multiple measures.

In recent years, MCPS has expanded its program opportunities at the local and regional levels and transformed its admission processes to align with current gifted and talented research. These thematic regional/countywide programs are designed to either provide an instructional program to highly able students to meet their instructional needs and/or provide access to unique state/national/international curriculums designed to meet student interests and prepare them for future college and career opportunities.

As an essential component of increasing access to enriched curriculum, and in response to MCPS student placement data, and the Metis and the Education Strategy Group reports, MCPS has expanded enrichment opportunities and regional/countywide programming.

MCPS opened five additional elementary Centers for Enriched Studies programs, broadened enrichment and acceleration programming at every middle school with two enriched courses, and tripled its high school regional/countywide application programs.

Engaging and preparing students and parents/guardians to explore and be equipped for these opportunities begins with an engagement and talent development plan. The information regarding all programs is available on the MCPS website in multiple languages and parent/guardian and student information meetings are available in English and Spanish. In addition, the schools and the MCPS Community Engagement teams support targeted recruiting efforts.

Talent Development and Early Engagement/Exploration

The talent development and early engagement/exploration work is the on-ramp of engaging students in various programming. It is foundational in our work for establishing more equitable access to enriched services and opportunities for our students. Various awareness, exploratory, and preparatory opportunities in elementary, middle, and high school occur to create awareness, connect interests to programs, and encourage students to take advantage of enriched opportunities. These happen in the classroom, during parent/guardian information sessions, showcases/competition events, enriched summer, after-school programs, and community partnerships.

Examples of these talent developments and early engagement/exploration opportunities include:

- After-school programs focused on robotics, STEM (Science, Technology, Engineering and Mathematics) and project-based curriculum
- Summer enrichment programs local school developed or centrally supported such as ELO-SAIL which is a Title I partnership with Office of Curriculum and Instructional Programs and other partners to ensure that all students enrolled in the program have access to high quality, enriching learning experiences over the summer. All students (K–8) engage in literacy, math, and hands-on and enriching project-based learning in science/STEM. Students in grades 4-5 also engaged in project-based social studies, and
- A partnership with The George B. Thomas, Sr. Learning Academy, Inc. and their Saturday school which offers STEM and project-based learning opportunities.

In addition, staff in the Divisions of Title I and Early Childhood Programs and Services and the Accelerated and Enriched Instruction have collaborated to increase access and opportunity for students in Title I schools for several years. They will continue this collaboration by implementing Primary Talent Development in all Title I schools. Primary Talent Development is a science-based, critical, and creative thinking curriculum integrating gifted education and early childhood education theory and practice. It is supported by a 0.5 full-time equivalent coach centrally allocated to every school whose primary role is to support students who demonstrate potential. Key aspects of their work include monitoring and evaluating student outcomes, ensuring students are accessing rigorous instruction and services, and communicating and interacting with parents, staff and community regarding the enrichment services, the Centers for Enriched Studies and the Middle School Magnet (Criteria-based) Admission Process

For a number of years, a multidisciplinary committee regularly has met to share, research, explore practices from school districts across the nation, and implement ongoing upgrades to the process as part of MCPS' continuous improvement efforts for the elementary, middle, and high school criteria-based programs. Findings and ongoing research strategies from an evaluation of MCPS programs launched the following efforts:

- Implemented a central review process where each Grade 3 and Grade 5 student is reviewed;
- Moved from a parent/guardian-initiated application process to a districtwide-initiated review process of all Grades 3 and 5 students within the elementary schools;
- Based on research, removed overreliance on teacher and school recommendations;
- Implemented a name and school-blind process (the process always has been race-blind);
- Applied MCPS normed percentiles for students rather than national percentiles; and
- Applied a lottery to place identified students into the regional program.

As in previous years, MCPS used multiple measures such as report card grades, reading level, and normed assessments in the central review process to identify students for whom enriched services would be needed in Grades 4 and 6. The central review process for both the elementary and middle school magnet programs yielded evidence that there are highly able students in all neighborhoods and zip codes. All students who centrally were identified during the central review as needing enriched services were guaranteed enriched local or regional services.

Enriched literacy services in nearly all of the elementary schools are delivered through Benchmark Advanced with Enrichment or the Enriched Literacy Curriculum. Enriched services in middle

schools are delivered through two enriched courses at each of the middle schools for Grades 6–8. Middle school students also have access to high school credit courses in Math, and World Languages. Middle School Magnet Consortium schools offer additional credit courses aligned with their theme.

Regional/Countywide High School Application Programs

Building from the momentum and successful efforts from the elementary and middle school admission and programming models, the expansion efforts extended into regional/countywide high school application admissions and programming. In recent years, MCPS increased the number of its regional/countywide application programs, centralized the admission process for all programs, and streamlined the outreach and application process. Identification and expansion of programs was driven by data regarding programs of high interest, labor force career readiness data and recommendations, and parent/guardian/student feedback on access, such as transportation and the location of host schools.

During the 2017–2020 school years, MCPS expanded the following programming:

- Project Lead the Way, Gaithersburg High School
- Pathways in Technology—Early College High School, Clarksburg High School
- Aviation, Col. Zadok Magruder High School
- Montgomery College Middle College, Northwest, and Northwood high schools

Parents/guardians and Grade 8 students also received a personalized special program report in their *myMCPS* portal that outlined all of the eligible programs for which the student could apply. This was available in both English and Spanish.

The expanded programs offered for the 2020–2021 school year included:

- International Baccalaureate (IB) Programs at John F. Kennedy, Springbrook, and Watkins Mill high schools
- Career readiness programs at Seneca Valley High School debuting a new building with cutting-edge design for its new programs
- Career readiness programs through the school partnerships of Wheaton High School and Thomas Edison High School of Technology
- IB Career Programs at Rockville High School.

The *myMCPS* portal included the parents/guardians/student's personalized special report and a personalized application link for each student to apply to regional/countywide programming. Thus, every Grade 8 student could apply to a regional/countywide program. Some students were eligible for up to 18 different programs.

Interest-based Programs

Interest-based programs use a lottery process to place students in programs. Eligibility requirements and transportation options vary for each program. A lottery is used if there are more requests than seats available, and in all cases, a group of students is placed in available program seats while all others receive a waitlist number.

Criteria-based Programs

The high school criteria-based programs admission process involves a student's application review of multiple measures including the student's response. As a continuation of last year's efforts, the review process used a name and school-blind review (the process always has been race-blind), and transitioned from a paper file review process to an electronic review process that facilitated a more efficient review process. Students were able to apply to both criteria and interest-based programs, and the results for each program have sizable wait pools and waitlists. As vacancies occur, students will be invited from the wait pool and/or waitlist.

The Metis and ESG reports have provided guidance on the system's approach to student opportunities by expanding more regional interest and criteria-based programs, further aligning the admission practices to current research and targeting underserved students and their families with information. Annual reviews and feedback continue to shape the admission processes of outreach and recruitment. This is reflected in the targeted outreach efforts to schools and communities, training to staff who work with students and families to engage them with enrichment opportunities such as the parent community coordinators, the acceleration and enriched instruction support teacher in each middle school who work with students and families. Expansion of both interest and criteria-based programs, streamlining the outreach process and centralizing admissions resulted in significant interest, with more than 3,000 Grade 8 students applying to various high school programs.

Program Distribution Update

MCPS offers several elementary, middle and high school regional/countywide programs. These existing programs will continue to be monitored and new programs will continue to be designed to ensure our students are college, career, and community ready. As we continue to meet the demands of the workforce, MCPS has refined its new program design and implementation process that began in fall 2023.

This comprehensive program design and proposal process will coordinate all the stakeholders involved to ensure all aspects of program design are considered including transportation, host location, accessibility, equity, staffing, and labor market partnerships, among others. We are committed to ensuring that as many of our schools offer programming to meet the interests, academic needs, and skills of our innovative learners, and when necessary, design and implement new programming to meet the unique needs of a vastly changing society and its workforce.

2023-2024 Admission Program Results

The following charts provide the placement data for Fiscal Year 2025 and secondary regional/countywide programs. The Grade 3 and Grade 5 central review data include the following: number of students considered by race/ethnicity, number of students identified by race/ethnicity, percentage of the total number of students considered by race/ethnicity, percentage of the total number of students identified by race/ethnicity, and percentage of racial/ethnic group identified for those who were considered. The admission process is student name, school name, and race-blind; all students identified are guaranteed enriched services.

The high school regional/countywide application program data includes the following: number of students applied by race/ethnicity, number of students invited (not enrolled) by race/ethnicity, percentage of the total number of students applied by race/ethnicity, percentage of the total number of students invited by race/ethnicity, and percentage of racial/ethnicity groups invited for those who were considered.

The admission process is student name, school name, and race-blind. In some cases, the school is made aware to review the committee because local seats are reserved for students whose home school is the host school.

The total number of students placed/invited may exceed the number of available seats, as some may decline the invitation. In other cases, invitation rates vary due to the previous year's acceptance rate. The information presented reflects the 2023–2024 school year admission process.

Note(s):

Elementary/Middle

- *Considered-* This number reflects the students who were reviewed for enriched studies
- *Identified-* This number reflects the students who met the academic target

High

- *Applied-* This number reflects the students who applied to the regional/countywide program
- *Invited-* This number reflects the students who were invited to a seat in the program*

*Students may be invited to more than one program and may accept only one.

GRADE 3 CENTRAL REVIEW FOR ENRICHED SERVICES								
(Identified students to receive enriched literacy services in Grades 4-5)								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Island	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Considered	35	1584	2439	4079	580	12	2782	11523
# of Students Identified for Services	≤10	396	370	392	136	≤10	708	2011
% Considered of TOTAL Considered	--	13.7%	21.2%	35.4%	5.0%	--	24.1%	--
% Identified of TOTAL Identified	--	19.7%	18.4%	19.5%	6.8%	--	35.2%	--
% of Ethnic Group Identified	--	25.0%	15.2%	9.6%	23.4%	--	25.4%	--
% TOTAL Identified of TOTAL Considered								17.5%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	# students	12					# students	5664
	Identified	≤10					Identified	665

GRADE 5 CENTRAL REVIEW FOR ENRICHED SERVICES UPCOUNTY								
(Identified students to receive enriched math services in Grades 6-8)								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Island	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Considered	15	655	965	1564	194	≤10	780	4180
# of Students Identified for Services	≤10	238	112	140	47	≤10	190	734
% Considered of TOTAL Considered	--	15.7%	23.1%	37.4%	4.6%	--	18.7%	--
% Identified of TOTAL Identified	--	32.4%	15.3%	19.1%	6.4%	--	25.9%	--
% of Ethnic Group Identified	--	36.3%	11.6%	9.0%	24.2%	--	24.4%	--
% TOTAL Identified of TOTAL Considered								17.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	# students	≤10					# students	2310
	Identified	≤10					Identified	252

GRADE 5 CENTRAL REVIEW FOR ENRICHED SERVICES DOWNCOUNTY								
(Identified students to receive enriched math services in Grades 6-8)								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Island	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Considered	13	998	1646	2591	430	12	2059	7762
# of Students Identified for Services	≤10	370	215	220	113	≤10	511	1444
% Considered of TOTAL Considered	--	12.9%	21.2%	33.4%	5.5%	--	26.5%	--
% Identified of TOTAL Considered	--	25.6%	14.9%	15.2%	7.8%	--	35.4%	--
% of Ethnic Group Identified	--	37.1%	13.1%	8.5%	26.3%	--	24.8%	--
% TOTAL Identified of TOTAL Considered								18.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	# students	16					# students	3651
	Identified	≤10					Identified	386

GRADE 5 CENTRAL REVIEW FOR ENRICHED SERVICES DOWNCOUNTY (Identified students to receive enriched humanities services in Grades 6-8)								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Island	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Considered	13	998	1646	2591	430	12	2059	7762
# of Students Identified for Services	≤10	217	163	134	87	≤10	436	1048
% Considered of TOTAL Considered	--	12.9%	21.2%	33.4%	5.5%	--	26.5%	--
% Identified of TOTAL Considered	--	20.7%	15.6%	12.8%	8.3%	--	41.6%	--
% of Ethnic Group Identified	--	21.7%	9.9%	5.2%	20.2%	--	21.2%	--
% TOTAL Identified of TOTAL Considered								13.5%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	# students	16					# students	3651
	Identified	≤10					Identified	226

MONTGOMERY BLAIR HIGH SCHOOL Communication Arts Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	44	64	41	42	≤10	177	368
# of Students Invited	≤10	16	≤10	≤10	≤10	≤10	53	94
% Applied of TOTAL Applied	--	12.0%	17.4%	11.1%	11.4%	--	48.1%	--
% Invited of TOTAL Invited	--	17.0%	--	--	--	--	56.4%	--
% Ethnic Group Invited	--	36.4%	--	--	--	--	29.9%	--
% TOTAL Invited of TOTAL Applied								25.5%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	31					Applied	52
	Invited	≤10					Invited	11

MONTGOMERY BLAIR HIGH SCHOOL								
Science, Mathematics, Computer Science Magnet Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	326	188	74	78	≤10	263	933
# of Students Invited	≤10	77	18	≤10	12	≤10	42	157
% Applied of TOTAL Applied	--	34.9%	20.2%	7.9%	8.4%	--	28.2%	--
% Invited of TOTAL Invited	--	49.0%	11.5%	--	7.6%	--	26.8%	--
% Ethnic Group Invited	--	23.6%	9.6%	--	15.4%	--	16.0%	--
% TOTAL Invited of TOTAL Applied								16.8%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	62					Applied	150
	Invited	≤10					Invited	20

CLARKSBURG HIGH SCHOOL								
Pathways to Network and Information Technology Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	243	112	66	23	≤10	60	505
# of Students Invited	≤10	30	17	≤10	≤10	≤10	≤10	64
% Applied of TOTAL Applied	--	48.1%	22.2%	13.1%	4.6%	--	11.9%	--
% Invited of TOTAL Invited	--	46.9%	26.6%	--	--	--	--	--
% of Ethnic Group Invited	--	12.3%	15.2%	--	--	--	--	--
% TOTAL Invited of TOTAL Applied								12.7%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	110
	Invited	≤10					Invited	21

GAITHERSBURG HIGH SCHOOL								
Biomedical Sciences Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	169	78	62	15	≤10	43	368
# of Students Invited	≤10	22	27	29	≤10	≤10	13	97
% Applied of TOTAL Applied	--	45.9%	21.2%	16.8%	4.1%	--	11.7%	--
% Invited of TOTAL Invited	--	22.7%	27.8%	29.9%	--	--	13.4%	--
% Ethnic Group Invited	--	13.0%	34.6%	46.8%	--	--	30.2%	--
% TOTAL Invited of TOTAL Applied								26.4%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	96
	Invited	≤10					Invited	36

JOHN F. KENNEDY HIGH SCHOOL								
International Baccalaureate Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	49	21	23	15	≤10	71	179
# of Students Invited	≤10	48	20	19	15	≤10	71	173
% Applied of TOTAL Applied	--	27.4%	11.7%	12.8%	8.4%	--	39.7%	--
% Invited of TOTAL Invited	--	27.4%	11.7%	12.8%	8.4%	--	39.7%	--
% Ethnic Group Invited	--	98.0%	95.2%	82.6%	100.0%	--	100.0%	--
% TOTAL Invited of TOTAL Applied								96.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	28
	Invited	≤10					Invited	25

JOHN F. KENNEDY HIGH SCHOOL								
Leadership Training Institute								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	17	22	19	≤10	≤10	26	92
# of Students Invited	≤10	16	21	15	≤10	≤10	26	79
% Applied of TOTAL Applied	--	65.4%	23.9%	20.7%	--	--	28.3%	--
% Invited of TOTAL Invited	--	65.4%	23.9%	19.0%	--	--	32.9%	--
% Ethnic Group Invited	--	94.1%	95.5%	78.9%	--	--	100.0%	--
% TOTAL Invited of TOTAL Applied								85.9%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	29
	Invited	≤10					Invited	25

COL. ZADOK MAGRUDER HIGH SCHOOL								
Aviation Aerospace Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	212	99	77	38	≤10	120	548
# of Students Invited	≤10	15	11	20	≤10	≤10	18	69
% Applied of TOTAL Applied	--	38.7%	18.1%	14.1%	6.9%	--	21.9%	--
% Invited of TOTAL Invited	--	21.7%	15.9%	29.0%	--	--	26.1%	--
% Ethnic Group Invited	--	7.1%	11.1%	26.0%	--	--	15.0%	--
% TOTAL Invited of TOTAL Applied								12.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	23					Applied	121
	Invited	≤10					Invited	23

NORTHWEST HIGH SCHOOL								
Montgomery College Middle College Program								
	American Indian or Alaskan	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pasific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	238	120	87	34	≤10	93	574
# of Students Invited	≤10	89	44	23	15	≤10	33	205
% Applied of TOTAL Applied	--	41.5%	20.9%	15.2%	5.9%	--	16.2%	--
% Invited of TOTAL Invited	--	43.4%	21.5%	11.2%	7.3%	--	16.1%	--
% Ethnic Group Invited	--	37.4%	36.7%	26.4%	44.1%	--	35.5%	--
% TOTAL Invited of TOTAL Applied								35.7%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	11					Applied	127
	Invited	≤10					Invited	44

NORTHWOOD HIGH SCHOOL								
Montgomery College Middle College Program								
	America Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pasific Islader	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	74	107	71	33	≤10	118	405
# of Students Invited	≤10	15	25	36	12	≤10	54	143
% Applied of TOTAL Applied	--	18.3%	26.4%	17.5%	8.1%	--	29.1%	--
% Invited of TOTAL Invited	--	10.5%	17.5%	25.2%	8.4%	--	37.8%	--
% Ethnic Group Invited	--	20.3%	23.4%	50.7%	36.4%	--	45.8%	--
% TOTAL Invited of TOTAL Applied								35.3%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	17					Applied	97
	Invited	≤10					Invited	36

POOLESVILLE HIGH SCHOOL								
Global Ecology Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	429	75	50	56	≤10	212	825
# of Students Invited	≤10	115	≤10	≤10	12	≤10	25	165
% Applied of TOTAL Applied	--	52.0%	9.1%	6.1%	6.8%	--	25.7%	--
% Invited of TOTAL Invited	--	69.7%	--	--	7.3%	--	15.2%	--
% Ethnic Group Invited	--	26.8%	--	--	21.4%	--	11.8%	--
% TOTAL Invited of TOTAL Applied								20.0%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	34					Applied	104
	Invited	≤10					Invited	22

POOLESVILLE HIGH SCHOOL								
Humanities Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	244	60	56	35	≤10	131	526
# of Students Invited	≤10	64	≤10	≤10	12	≤10	22	109
% Applied of TOTAL Applied	--	46.4%	11.4%	10.6%	6.7%	--	24.9%	--
% Invited of TOTAL Invited	--	58.7%	--	--	11.0%	--	20.2%	--
% Ethnic Group Invited	--	26.2%	--	--	34.3%	--	16.8%	--
% TOTAL Invited of TOTAL Applied								20.7%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	16					Applied	95
	Invited	≤10					Invited	≤10

POOLESVILLE HIGH SCHOOL								
Science, Math, Computer Science Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	307	89	52	34	≤10	131	615
# of Students Invited	≤10	52	≤10	≤10	≤10	≤10	≤10	73
% Applied of TOTAL Applied	--	49.9%	14.5%	8.5%	5.5%	--	21.3%	--
% Invited of TOTAL Invited	--	71.2%	--	--	--	--	--	--
% Ethnic Group Invited	--	16.9%	--	--	--	--	--	--
% TOTAL Invited of TOTAL Applied								11.9%
Private School Applicants	Year	2023	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2023
	Applied	23					Applied	129
	Invited	≤10					Invited	≤10

ROCKVILLE HIGH SCHOOL								
PLTW Bio Sciences, PLTW Eng., Hosp/Man, Code.org Computer Science, Child Development								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	88	119	78	39	≤10	129	456
# of Students Invited	≤10	28	22	26	≤10	≤10	48	135
% Applied of TOTAL Applied	--	19.3%	26.1%	17.1%	8.6%	--	28.3%	--
% Invited of TOTAL Invited	--	20.7%	16.3%	19.3%	--	--	35.6%	--
% Ethnic Group Invited	--	31.8%	18.5%	33.3%	--	--	37.2%	--
% TOTAL Invited of TOTAL Applied								29.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	30					Applied	160
	Invited	≤10					Invited	45

RICHARD MONTGOMERY HIGH SCHOOL								
International Baccalaureate Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	572	174	126	86	≤10	320	1284
# of Students Invited	≤10	121	13	14	18	≤10	73	240
% Applied of TOTAL Applied	--	44.5%	13.6%	9.8%	6.7%	--	24.9%	--
% Invited of TOTAL Invited	--	50.4%	5.4%	5.8%	7.5%	--	30.4%	--
% of Ethnic Group Invited	--	21.2%	7.5%	11.1%	20.9%	--	22.8%	--
% TOTAL Invited of TOTAL Applied								18.7%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	58					Applied	230
	Invited	≤10					Invited	23

SENECA VALLEY HIGH SCHOOL								
Const/Arch. Health Prof. Hosp/Tour. Security Code. PLTW Eng Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	271	210	180	41	≤10	125	830
# of Students Invited	≤10	73	88	64	12	≤10	31	269
% Applied of TOTAL Applied	--	32.7%	25.3%	21.7%	4.9%	--	15.1%	--
% Invited of TOTAL Invited	--	27.1%	32.7%	23.8%	4.5%	--	11.5%	--
% Ethnic Group Invited	--	26.9%	41.9%	35.6%	29.3%	--	24.8%	--
% TOTAL Invited of TOTAL Applied								32.4%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	269
	Invited	≤10					Invited	131

SPRINGBROOK HIGH SCHOOL								
International Baccalaureate Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	32	64	20	≤10	≤10	34	161
# of Students Invited	≤10	31	47	12	≤10	≤10	30	130
% Applied of TOTAL Applied	--	19.9%	39.8%	12.4%	--	--	21.1%	--
% Invited of TOTAL Invited	--	19.9%	39.8%	12.4%	--	--	21.1%	--
% Ethnic Group Invited	--	96.9%	73.4%	60.0%	--	--	88.2%	--
% TOTAL Invited of TOTAL Applied								80.7%
Private School Applicants	Year	2024	Students Receiving Free and Reduced- price Meals System (FARMS)				Year	2024
	Applied	13					Applied	46
	Invited	13					Invited	24

WHEATON HIGH SCHOOL								
Biomedical Sciences Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	46	52	50	≤10	≤10	54	211
# of Students Invited	≤10	23	17	≤10	≤10	≤10	29	82
% Applied of TOTAL Applied	--	21.8%	24.6%	23.7%	--	--	25.6%	--
% Invited of TOTAL Invited	--	28.0%	20.7%	--	--	--	35.4%	--
% Ethnic Group Invited	--	50.0%	32.7%	--	--	--	53.7%	--
% TOTAL Invited of TOTAL Applied								38.9%
Private School Applicants	Year	2024	Student Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	86
	Invited	≤10					Invited	15

WHEATON HIGH SCHOOL								
Engineering Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	46	58	54	23	≤10	97	278
# of Students Invited	≤10	21	≤10	≤10	≤10	≤10	35	72
% Applied of TOTAL	--	16.5%	20.9%	19.4%	8.3%	--	34.9%	--
% Invited of TOTAL	--	29.2%	--	--	--	--	48.6%	--
% Ethnic Group Invited	--	45.7%	--	--	--	--	36.1%	--
% TOTAL Invited of TOTAL Applied								25.9%
Private School Applicants	Year	2024	Student Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	14					applied	90
	Invited	≤10					Invited	≤10

WHEATON HIGH SCHOOL/EDISON PARTNERSHIP								
Const/Arch. Health Prof. Hosp/Tour. IT Cyber								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	195	255	179	26	≤10	170	853
# of Students Invited	≤10	11	21	18	≤10	≤10	11	68
% Applied of TOTAL Applied	--	22.9%	29.9%	21.0%	3.0%	--	19.9%	--
% Invited of TOTAL Invited	--	16.2%	30.9%	26.5%	--	--	16.2%	--
% Ethnic Group Invited	--	5.6%	8.2%	10.1%	--	--	6.5%	--
% TOTAL Invited of TOTAL Applied								8.0%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	36					Applied	362
	Invited	≤10					Invited	30

WATKINS MILL HIGH SCHOOL								
Interntional Baccalaureate Program								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	222	65	51	17	≤10	71	426
# of Students Invited	≤10	161	25	18	12	≤10	46	262
% Applied of TOTAL Applied	--	52.1%	15.3%	12.0%	4.0%	--	16.7%	--
% Invited of TOTAL Invited	--	61.5%	9.5%	6.9%	4.6%	--	17.6%	--
% Ethnic Group Invited	--	72.5%	38.5%	35.3%	70.6%	--	64.8%	--
% TOTAL Invited of TOTAL Applied								61.5%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	16					Applied	90
	Invited	≤10					Invited	53

WALT WHITMAN HIGH SCHOOL Leadership Academy for Social Justice								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	210	124	65	35	≤10	120	556
# of Students Invited	≤10	12	≤10	≤10	≤10	≤10	15	47
% Applied of TOTAL Applied	--	37.8%	22.3%	11.7%	6.3%	--	21.6%	--
% Invited of TOTAL Invited	--	25.5%	--	--	--	--	31.9%	--
% Ethnic Group Invited	--	5.7%	--	--	--	--	12.5%	--
% TOTAL Invited of TOTAL Applied								8.5%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	28					Applied	144
	Invited	≤10					Invited	≤10

SHERWOOD HIGH SCHOOL Curriculum for Agricultural Science Education								
	American Indian or Alaskan Native	Asian	Black or African American	Hispanic/ Latino	Two or More Races	Native Hawaiian or Other Pacific Islander	White	Total
	2024	2024	2024	2024	2024	2024	2024	2024
# of Students Applied	≤10	111	49	36	18	≤10	52	268
# of Students Invited	≤10	17	≤10	≤10	≤10	≤10	≤10	39
% Applied of TOTAL Applied	--	41.4%	18.3%	13.4%	6.7%	--	19.4%	--
% Invited of TOTAL Invited	--	43.6%	--	--	--	--	--	--
% Ethnic Group Invited	--	15.3%	--	--	--	--	--	--
% TOTAL Invited of TOTAL Applied								14.6%
Private School Applicants	Year	2024	Students Receiving Free and Reduced-price Meals System (FARMS)				Year	2024
	Applied	≤10					Applied	91
	Invited	≤10					Invited	11

