



## Takoma Park City Council Meeting – January 17, 2018 Agenda Item 4

### **Work Session**

Discussion of Montgomery County School Site Selection Process for a New Elementary School

### **Recommended Council Action**

Hear presentation and discuss issues raised.

### **Context with Key Issues**

In August 2017, the Montgomery County Board of Education recommended formation of a Site Selection Advisory Committee (SSAC) to identify potential sites for an elementary school in the Downcounty Consortium to respond to ongoing enrollment increases with the lower Consortium area. If there is a decision to add a new school, expansion projects currently in development (including expansion of Piney Branch Elementary School) will be reassessed.

The SSAC was convened in November 2017 and included representatives of Parent Teacher Associations, homeowner and civic associations, and governmental agencies (including the City of Takoma Park, Montgomery County and the Maryland-National Capital Park and Planning Commission). Community Development Manager Rosalind Grigsby represented the City of Takoma Park. The Committee was facilitated by Peter Geiling of the MCPS Department of Facilities Management and met three times: November 15, December 12 and January 3.

The SSAC was convened as an advisory committee to Superintendent Jack Smith so that Dr. Smith may make a recommendation to the Board of Education in February 2018. The Committee considered a list of 12 county-owned sites (mostly parkland or former school sites) and five privately-owned sites and asked to rank them on the following criteria: location, acreage, topography, access, utilities, physical condition/adjacent uses, availability and timing, and cost. The Committee was to rank each site's criteria with a +1, 0 or -1.

Despite requests by Ms. Grigsby and others, key additional information – on where students live (rather than just which current schools are overcrowded) and for consideration of costs other than just land acquisition costs – was not provided to the Committee. The facilitator had been hoping to have the whole process completed in one or two meetings, so that may have contributed to the resistance to providing additional information. Committee member participation also may have been affected by having the meetings scheduled during the holiday season (mid-November to early January).

Issues identified by staff concerning the process were included in a January 8, 2018 letter from City Manager Suzanne Ludlow to Superintendent Jack Smith (attached). Once the official Committee Report is issued, there will be an opportunity for a Minority Report to be prepared by Committee members and for general public comment. The City Council may wish to take a position on the Report recommendations and Committee process.

**Council Priority**

A Livable Community For All; Environmentally Sustainable Community

**Environmental Impact of Action**

The use of parkland rather than the reuse of an existing developed site for a new school has a negative environmental impact. The choice of a new school far from the students that need the school would require ongoing busing of students, which adds greenhouse gas to the environment.

**Fiscal Impact of Action**

Undetermined; MCPS has been asked for additional information on costs of the various options.

**Racial Equity Impact**

Of the three public elementary schools in or near Takoma Park, 72.6% of the students are of color:

Takoma Park ES (grades K-2): 387 of 647 (59.8%) are of color

Piney Branch ES (grades 3-5): 393 of 612 (64.2%) are of color

Rolling Terrace ES (grades PreK-5): 789 of 903 (87.4%) are of color

**Attachments and Links**

- Letter from City Manager to Superintendent Smith
- Elementary School Utilization (without CIP improvements)
- School Profiles of Takoma Park, Piney Branch and Rolling Terrace Elementary Schools

# City of Takoma Park, Maryland

**Office of the City Manager**

Tel: (301) 891-7230

Fax: (301) 270-8794

[suzannel@takomaparkmd.gov](mailto:suzannel@takomaparkmd.gov)



7500 Maple Avenue  
Takoma Park, MD 20912  
[www.takomaparkmd.gov](http://www.takomaparkmd.gov)

*Suzanne Ludlow, City Manager*

January 8, 2018

Dr. Jack R. Smith, PhD  
Superintendent  
Montgomery County Public Schools  
850 Hungerford Drive  
Rockville, Maryland 20850

Dear Superintendent Smith,

I am writing to express deep concern about the process followed by the Downcounty Consortium Elementary School Site Selection Advisory Committee (SSAC), and the resulting possible negative consequences for the residents and future students of the City of Takoma Park.

The Takoma Park City Council has been on recess over the holidays and their first meeting will be this Wednesday. I will be briefing them at that meeting on the status of this effort. From my informal discussions with Councilmembers to date, I expect that the Council will strongly advocate for the process to be reopened.

As you are aware, the schools in Takoma Park are overcrowded and there is limited capacity at the elementary schools for expansion. I believe we all agree it is appropriate that the potential for adding a new elementary school in the area be examined before a major expansion effort be undertaken at Piney Branch Elementary School. Unfortunately, the MCPS staff did not use demographic or land use information that would provide a fair evaluation of the options or costs. And, because the process took place during the holiday season and was hurried, even the problems with the approach could not be easily addressed.

I did have a senior City of Takoma Park staff member participate in the SSAC. I know that she raised issues about the information provided, but few changes were made.

Here are the problems:

1. No information was presented on where the students live that would be attending elementary school in the coming years. Instead, the only information was on the number of students attending the various schools and the capacity of those schools. Without the residential location information, a new elementary school could be built far from where a large number of new students are living, resulting in very disruptive redistricting process and the need to bus many children.
2. The list of possible sites was not vetted with County agencies before being presented to the SSAC. Sites presented to the Committee included properties with already-approved development plans and those that County agencies would oppose for use for development (such as parks).
3. Some of the sites presented were ones to which almost no child could walk. These are unsuitable as elementary schools sites.
4. Many of the sites presented would remove parkland from our densely-populated neighborhoods. Apparently these were considered because it was believed that there would not be a purchase price for County-owned land, but the cost to the community in losing parkland needs to be weighed. And, some parkland is protected from development; if development were eventually approved, other property may need to be purchased and turned into parkland to make up for the loss.
5. No cost criteria were included for parkland loss and restoration, environmental issues, or increased bus transportation. There was no discussion of the cost of adapting or demolishing existing structures. These various factors could not be weighed by the Committee when assessing the sites.
6. The process of considering privately-owned property was unclear. While it is understandable that consideration of privately-owned sites is sensitive, such sites may be more cost-effective. And, redevelopment of such sites may help advance other community goals as well.

More than half of the boundary of the City of Takoma Park abuts Washington, D.C. or Prince George's County. New students in Takoma Park must be served by a school in or near Takoma Park or many students will need to be bused. This is a problem for families and a long-term expense for MCPS. No consideration of this issue was discussed by the Committee.

January 8, 2018

There are at least three privately-owned sites in Takoma Park that may be suitable as school sites. Two of these sites have former school buildings on them. The process of evaluating these sites remains unclear. Use of one of these sites could result in long-term operating cost savings to MCPS by minimizing busing and in shorter-term construction cost savings by minimizing changes to other schools to address needs related to large-scale redistricting.

Instead, the flawed rating criteria of schools sites by the SSAC resulted in the recommendation of sites three miles from the eastern side of Takoma Park where we expect residential population to increase. Because of the County boundary, redistricting would have a domino effect north and west from Takoma Park, harming many students inside of the Beltway.

No information was provided by the Committee about their ratings of the private school sites. Clear information about how these sites are being considered needs to be shared.

I wanted to give you a head's up that this site selection process is likely to become quite controversial as the public becomes aware of it. There may be steps you can take now to assess and correct the process. Such a correction would start with obtaining and reviewing base information on where the students live and the feasibility of the public and private sites that were under consideration.

In any event, I will ask the Takoma Park representative on the SSAC, Rosalind Grigsby, to prepare a Minority Report on the Committee's recommendations and will be briefing the Takoma Park City Council this Wednesday on the process.

Please feel free to contact me at 301-891-7229 (desk) or 240-687-4119 (cell) or by email at [SuzanneL@takomaparkmd.gov](mailto:SuzanneL@takomaparkmd.gov).

Thank you.


Sincerely,





Suzanne R. Ludlow  
City Manager  
City of Takoma Park

cc: Takoma Park City Council


# School Year 2023-2024 Elementary School Utilization


 DCC Elementary School


 Potential School Site


 DCC Elementary Service Areas


## Seat Deficit/Surplus without CIP


 200+ Seat Deficit


 100-199 Seat Deficit

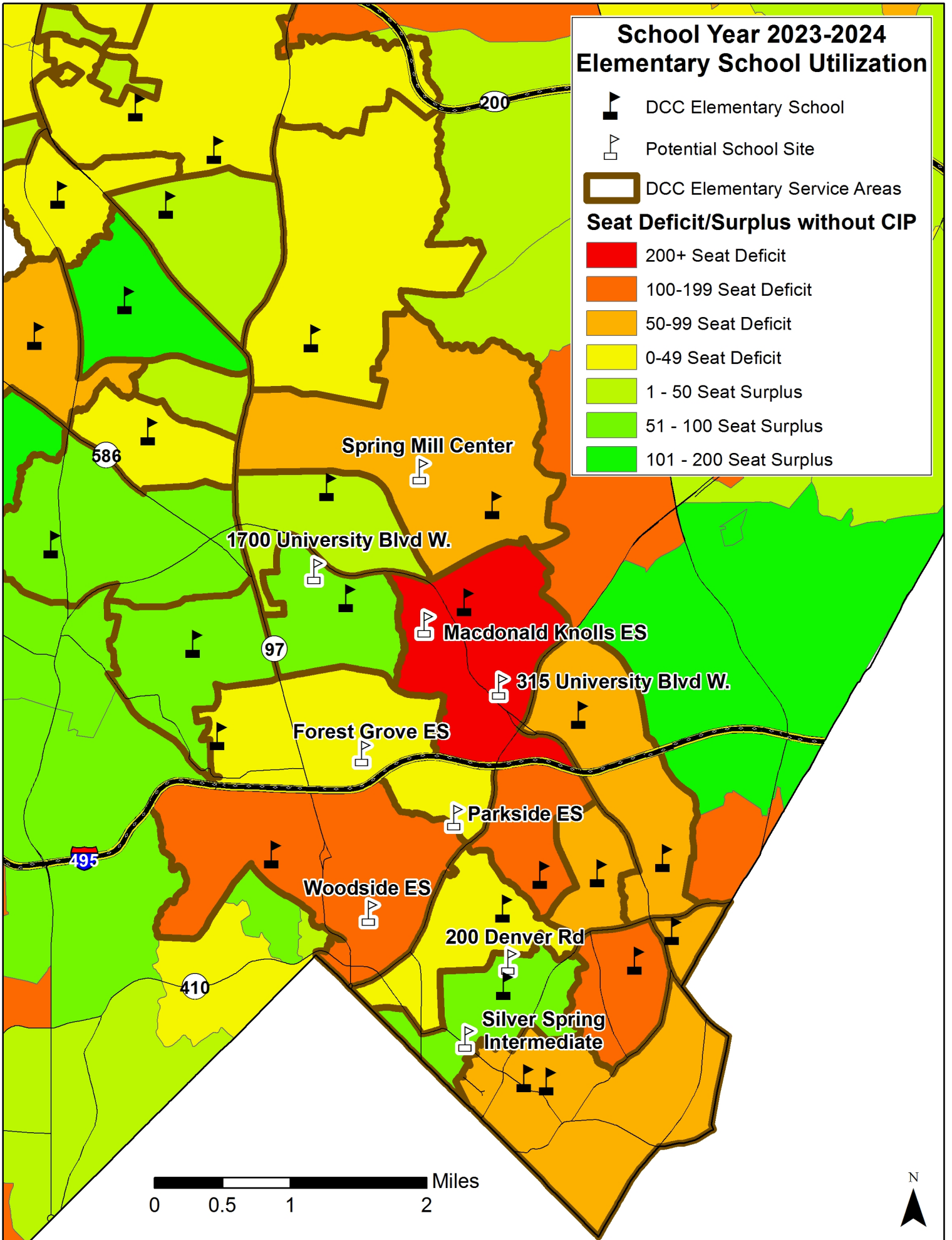
 50-99 Seat Deficit

 0-49 Seat Deficit

 1 - 50 Seat Surplus

 51 - 100 Seat Surplus

 101 - 200 Seat Surplus



# Piney Branch Elementary School - #749

Principal: Mrs. Rachel C. DuBois  
 Director: Mr. Eric A. Wilson  
 School Hours: 9:25 - 3:50  
 Feeder Schools: Takoma Park ES

7510 Maple Avenue Takoma Park, MD 20912  
[www.montgomeryschoolsmd.org/schools/pineybranches/](http://www.montgomeryschoolsmd.org/schools/pineybranches/)

Office Phone: (301) 891-8000  
 Fax Number: (301) 891-8011  
 Cluster Name: Downcounty Consortium  
 Receiving Schools: Takoma Park MS

<b>2016–2017 Enrollment = 612</b>													
	% Total	% Gender		% Racial/Ethnic Composition <sup>1 2</sup>							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		<b>53.1</b>	<b>46.9</b>	<b>≤5.0</b>	<b>≤5.0</b>	<b>35.5</b>	<b>20.3</b>	<b>≤5.0</b>	<b>35.8</b>	<b>≤5.0</b>	Pre-K	0	0.0
ESOL	<b>15.8</b>	6.9	9.0	≤5.0	≤5.0	7.0	7.8	≤5.0	≤5.0	≤5.0	Full-Day K	0	0.0
FARMS	<b>32.0</b>	17.3	14.7	≤5.0	≤5.0	18.6	11.9	≤5.0	≤5.0	≤5.0	Grade 1	0	0.0
SPED	<b>8.2</b>	≤5.0	5.7	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	≤5.0	Grade 2	0	0.0
											Grade 3	231	37.7
											Grade 4	192	31.4
											Grade 5	189	30.9
											Total	612	

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

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

<b>Other Participation</b>	
Students now or have in the past received FARMS <sup>2</sup> = 40.8%	Attendance Rate <sup>2 3</sup> = ≥95.0%
Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 9.7%	Suspension Rate <sup>2 3 4</sup> = --

<b>School Programs</b>
Compacted 4/5 Math Compacted 5/6 Math Elementary Home School Model Focused Academic Support-Local Funds Science, Technology and Engineering (STEM) Program

	<b>Staff Diversity</b>						<b>Classes Taught by Highly Qualified (HQ) Teachers<sup>2</sup></b>			
	% Racial/Ethnic Composition <sup>1</sup>					% Gender				
		AS	BL	HI	WH	MU	Female	Male	Number of Classes	% HQ
Professional	8.9	20.0	8.9	57.8	4.4	84.4	15.6			
Supporting Services	5.9	58.8	29.4	5.9	0.0	70.6	29.4	108	100.0	0.0

<b>Student/Instructional Staff Ratio</b>	<b>Average Class Size</b>		
13.8	Kindergarten = N/A	Grades 1 to 3 = 23.3	Grades 4 to 5 = 23.7

<b>Years Experience of Professional Personnel</b>		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
28.9	42.2	28.9

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

<sup>3</sup> Outcome data reflect 2015–2016 school year.

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

## Piney Branch Elementary School - #749

Staff Positions			
Professional		Supporting Services	
<b>Administrative</b>		<b>Instructional Support</b>	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	1.936
Principal Intern		Special Education	2.187
Asst School Administrator		IT Systems Specialist	
<b>Administrative Total</b>	<b>2.000</b>	Teacher Assistant	
		Media Assistant	0.500
		Instructional Data Assistant	0.500
<b>Teachers</b>		<b>Instructional Support Total</b>	<b>5.123</b>
Kindergarten			
Classroom	28.700	<b>Other Support</b>	
Staff Development	1.000	Administrative Secretary	1.000
ESOL	1.400	Secretary	1.000
Reading/Literacy	1.000	Parent/Community Coord	
Physical Education		Lunch Hour Aide	1.499
Art	1.000	<b>Other Support Total</b>	<b>3.499</b>
Music	1.000		
Instrumental Music	0.500	<b>Building Services</b>	
Preschool		Manager	1.000
Special Education:		Leader	1.000
Classroom	3.500	Worker	3.500
Resource Program		Plant Equipment Operator	
<b>Teachers Total</b>	<b>38.100</b>	<b>Building Services Total</b>	<b>5.500</b>
<b>Other Professional</b>		Food Services	1.125
Counselor	1.000		
Media Specialist	1.000	<b>Total Supporting Services</b>	<b>15.247</b>
Spec Ed Related Services	0.500		
<b>Other Professional Total</b>	<b>2.500</b>		
<b>Total Professional</b>	<b>42.600</b>		

Facilities Data					
Original Construction Date	Year Renovated/Modernized	Site Size in Acres	Gym	Joint Occupancy	Relocatable Classrooms
1973	--	2.0	Y	N	0

Core Facility Teaching Stations						
Total	Grades 1-6	Support A/M/R	Pre K	ESOL	Kindergarten	Special Education
31	26	4	0	0	0	1

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
611	726	646	692	666	649	617	618

School Personnel Costs	
Professional Salaries	\$3,242,513
Supporting Services Salaries	\$644,371
Employee Benefits	\$1,038,042
<b>Total Allocated Cost</b>	<b>\$4,924,926</b>



# Takoma Park Elementary School - #754

Principal: Mrs. Zadia T. Gadsden  
 Community Supt: Ms. Bronda L. Mills  
 School Hours: 9:05 - 3:30

7511 Holly Avenue Takoma Park, MD 20912

Office Phone: (301) 650-6414

Fax Number: (301) 650-6526

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

Cluster Name: Downcounty Consortium

2014–2015 Official School Enrollment <sup>1 2</sup> = 654												Total Special Education Enrollment <sup>2</sup>	Number	Percent
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS	% SPED			
52.0	48.0	≤5.0	≤5.0	33.8	20.0	≤5.0	37.3	5.8	31.7	34.3	5.5		36	
2014–2015 Students Receiving Special Education Services (as of 10/31/2014) <sup>1 2</sup>												In home school <sup>2</sup>	--	--
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS				
22.2	77.8	≤5.0	5.6	30.6	16.7	≤5.0	41.7	≤5.0	30.6	30.6				
2014–2015 Total MCPS Elementary Students Receiving Special Education Services <sup>1 2</sup> = 7,567												SPED students living in attendance area <sup>2</sup>	62	
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS				
28.5	71.5	≤5.0	8.1	24.4	34.6	≤5.0	27.7	≤5.0	28.5	46.0				
												Not in home school <sup>2</sup>	31	50.0

Least Restrictive Environment (as of 10/31/2014) <sup>2</sup>						Home School of Students Receiving Special Education Services (--) <sup>2 4</sup>				Students in Attendance Area Sent to Schools Outside Attendance Area (31) <sup>2 4</sup>			
Disability	N All LRE's	In ≥ 80% (LRE A)		In < 40% (LRE C)									
		N	%	N	%								
Intellectual Disability	--	--	--	--	--	East Silver Spring ES				Cloverly ES			
Hearing Impairment	--	--	--	--	--	Montgomery Knolls ES				East Silver Spring ES			
Deaf	--	--	--	--	--	Roscoe R. Nix ES				Georgian Forest ES			
Speech/Language	--	--	92.9	--	≤5.0	Sligo Creek ES				Jones Lane ES			
Visual Impairment	--	--	--	--	--	Takoma Park ES				Stephen Knolls School			
Emotional Disability	--	--	--	--	--	Woodlin ES				Montgomery Knolls ES			
Orthopedic Impairment	--	--	--	--	--					Carl Sandburg Learning Center			
Health Impairment	--	--	--	--	--					Flora M. Singer ES			
Learning Disabilities	--	--	--	--	--					Takoma Park ES			
Multiple Disabilities	--	--	--	--	--					Woodlin ES			
Deaf/Blindness	--	--	--	--	--								
Autism	--	--	--	--	--								
Traumatic Brain Injury	--	--	--	--	--								
Developmental Delay	--	--	64.3	--	≤5.0								

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

Maryland School Assessments (SPED) <sup>2 3</sup>						
Grade	Reading			Mathematics		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	The Maryland School Assessment was not administered at this school during the 2013–2014 school year because there were no students in grades 3–5.					
4						
5						

Other Participation		Special Education Suspensions <sup>2 3</sup>		
SPED Attendance Rate <sup>2 3</sup> = ≥95.0%		Number of Incidents	Number of Students	Rate
SPED Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 6.9%		--	--	--

Number of Special Education Teachers		Special Education Services	
1.5		Resource	
Number of Special Education Paraeducators			
1.000			

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

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

<sup>3</sup> Outcome data reflect 2013–2014 school year.

<sup>4</sup> First 20 schools listed.

# Rolling Terrace Elementary School - #771

Principal: Mrs. Jennifer L. Connors  
 Community Supt: Ms. Bronda L. Mills  
 School Hours: 8:50 - 3:05

705 Bayfield Street Takoma Park, MD 20912

Office Phone: (301) 431-7600

Fax Number: (301) 431-7643

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

Cluster Name: Downcounty Consortium

2014–2015 Official School Enrollment <sup>1 2</sup> = 899												Total Special Education Enrollment <sup>2</sup>	Number	Percent
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS	% SPED			
49.9	50.1	≤5.0	≤5.0	15.2	64.5	≤5.0	14.5	≤5.0	52.3	71.1	6.1		55	
2014–2015 Students Receiving Special Education Services (as of 10/31/2014) <sup>1 2</sup>												In home school <sup>2</sup>	--	--
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS				
36.4	63.6	≤5.0	5.5	12.7	74.5	≤5.0	5.5	≤5.0	83.6	81.8				
2014–2015 Total MCPS Elementary Students Receiving Special Education Services <sup>1 2</sup> = 7,567												SPED students living in attendance area <sup>2</sup>	71	
% Female	% Male	% AM	% AS	% BL	% HI	% PI	% WH	% MU	% ESOL	% FARMS				
28.5	71.5	≤5.0	8.1	24.4	34.6	≤5.0	27.7	≤5.0	28.5	46.0				
												Not in home school <sup>2</sup>	24	33.8

Least Restrictive Environment (as of 10/31/2014) <sup>2</sup>						Home School of Students Receiving Special Education Services (--) <sup>2 4</sup>				Students in Attendance Area Sent to Schools Outside Attendance Area (24) <sup>2 4</sup>			
Disability	N All LRE's	In ≥ 80% (LRE A)		In < 40% (LRE C)									
		N	%	N	%								
Intellectual Disability	--	--	--	--	--	Bel Pre ES				Lucy V. Barnsley ES			
Hearing Impairment	--	--	--	--	--	Broad Acres ES				Cresthaven ES			
Deaf	--	--	--	--	--	Glen Haven ES				East Silver Spring ES			
Speech/Language	--	--	76.5	--	≤5.0	New Hampshire Estates ES				Georgian Forest ES			
Visual Impairment	--	--	--	--	--	Oak View ES				Highland View ES			
Emotional Disability	--	--	--	--	--	Pine Crest ES				Stephen Knolls School			
Orthopedic Impairment	--	--	--	--	--	Piney Branch ES				Montgomery Knolls ES			
Health Impairment	--	--	--	--	--	Rolling Terrace ES				Rolling Terrace ES			
Learning Disabilities	--	--	94.4	--	≤5.0					Carl Sandburg Learning Center			
Multiple Disabilities	--	--	--	--	--					Flora M. Singer ES			
Deaf/Blindness	--	--	--	--	--					Strathmore ES			
Autism	--	--	--	--	--					Westover ES			
Traumatic Brain Injury	--	--	--	--	--								
Developmental Delay	--	--	66.7	--	≤5.0								

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

Maryland School Assessments (SPED) <sup>2 3</sup>						
Grade	Reading			Mathematics		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	--	--	--	--	--	--
4	--	--	--	--	--	--
5	--	--	--	--	--	--

Other Participation		Special Education Suspensions <sup>2 3</sup>		
SPED Attendance Rate <sup>2 3</sup> = ≥95.0%		Number of Incidents	Number of Students	Rate
SPED Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 8.6%		--	--	--

Number of Special Education Teachers	Special Education Services	
4.0	Elementary Home School Model (Inclusion)	
Number of Special Education Paraeducators	Resource (K–5)	
2.500		

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

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

<sup>3</sup> Outcome data reflect 2013–2014 school year.

<sup>4</sup> First 20 schools listed.

# East Silver Spring Elementary School - #756

Principal: Dr. Adrienne L. Morrow  
 Director: Mr. Eric A. Wilson  
 School Hours: 9:25 - 3:50  
 Feeder Schools:

631 Silver Spring Avenue Silver Spring, MD 20910

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

Office Phone: (301) 650-6420

Fax Number: (301) 650-6424

Cluster Name: Downcounty Consortium

Receiving Schools: Takoma Park MS

<b>2016–2017 Enrollment = 534</b>													
	% Total	% Gender		% Racial/Ethnic Composition <sup>1 2</sup>							Enrollment by Grade		
		Female	Male	AM	AS	BL	HI	PI	WH	MU		Number	Percent
All Students		<b>47.2</b>	<b>52.8</b>	<b>≤5.0</b>	<b>≤5.0</b>	<b>53.0</b>	<b>23.0</b>	<b>≤5.0</b>	<b>14.4</b>	<b>≤5.0</b>	Pre-K	88	16.5
ESOL	<b>27.9</b>	9.4	18.5	≤5.0	≤5.0	15.9	9.2	≤5.0	≤5.0	≤5.0	Full-Day K	63	11.8
FARMS	<b>57.3</b>	25.5	31.8	≤5.0	≤5.0	34.5	17.2	≤5.0	≤5.0	≤5.0	Grade 1	86	16.1
SPED	<b>16.1</b>	≤5.0	12.0	≤5.0	≤5.0	7.5	6.6	≤5.0	≤5.0	≤5.0	Grade 2	78	14.6
											Grade 3	79	14.8
											Grade 4	76	14.2
											Grade 5	64	12.0
											Total	534	

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

<b>Students with Disabilities Least Restrictive Environment (LRE)</b>			
Percent of Instructional Time Inside a General Education Class			
	80% or More	Between 40% and 79%	Less than 40%
All SPED Students	69.8	≤5.0	27.9

<b>Other Participation</b>	
Students now or have in the past received FARMS <sup>2</sup> = 66.3%	Attendance Rate <sup>2 3</sup> = ≥95.0%
Mobility Rate (Entrants + Withdrawals) <sup>2 3</sup> = 14.4%	Suspension Rate <sup>2 3 4</sup> = --

<b>School Programs</b>
Compacted 4/5 Math Compacted 5/6 Math Focused Academic Support-Local Funds Head Start Learning and Academic Disabilities Prekindergarten Preschool Education Program (PEP) Resource

	<b>Staff Diversity</b>						<b>Classes Taught by Highly Qualified (HQ) Teachers<sup>2</sup></b>			
	% Racial/Ethnic Composition <sup>1</sup>					% Gender		Number of Classes	% HQ	% Not HQ
	AS	BL	HI	WH	MU	Female	Male			
Professional	1.7	25.9	8.6	62.1	1.7	84.5	15.5			
Supporting Services	7.4	48.1	11.1	25.9	3.7	74.1	25.9	145	100.0	0.0

<b>Student/Instructional Staff Ratio</b>	<b>Average Class Size</b>		
9.2	Kindergarten = 16.0	Grades 1 to 3 = 17.6	Grades 4 to 5 = 23.3

<b>Years Experience of Professional Personnel</b>		
% Less Than 5 Years	% 5–15 Years	% More Than 15 Years
36.2	32.8	31.0

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

<sup>3</sup> Outcome data reflect 2015–2016 school year.

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

## East Silver Spring Elementary School - #756

Staff Positions			
Professional		Supporting Services	
<b>Administrative</b>		<b>Instructional Support</b>	
Principal	1.000	Paraeducators	
Assistant Principal	1.000	Regular	4.724
Principal Intern		Special Education	5.061
Asst School Administrator		IT Systems Specialist	
<b>Administrative Total</b>	<b>2.000</b>	Teacher Assistant	
		Media Assistant	0.500
<b>Teachers</b>		Instructional Data Assistant	0.500
Kindergarten	4.000	<b>Instructional Support Total</b>	<b>10.785</b>
Classroom	23.500		
Staff Development	1.000	<b>Other Support</b>	
ESOL	3.300	Administrative Secretary	1.000
Reading/Literacy	1.000	Secretary	1.000
Physical Education		Parent/Community Coord	
Art	1.200	Lunch Hour Aide	1.625
Music	1.200	<b>Other Support Total</b>	<b>3.625</b>
Instrumental Music	0.200		
Preschool	1.600	<b>Building Services</b>	
Special Education: Classroom Resource Program	7.400	Manager	1.000
<b>Teachers Total</b>	<b>44.400</b>	Leader	1.000
		Worker	3.000
<b>Other Professional</b>		Plant Equipment Operator	
Counselor	1.000	<b>Building Services Total</b>	<b>5.000</b>
Media Specialist	1.000		
Spec Ed Related Services	2.400	Food Services	1.625
<b>Other Professional Total</b>	<b>4.400</b>		
<b>Total Professional</b>	<b>50.800</b>	<b>Total Supporting Services</b>	<b>21.035</b>

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

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

Capacity/Enrollment Projections							
Current Capacity	Future Capacity	2017 -2018	2018 -2019	2019 -2020	2020 -2021	2021 -2022	2022 -2023
565	565	558	557	558	559	553	568

School Personnel Costs	
Professional Salaries	\$3,860,362
Supporting Services Salaries	\$920,305
Employee Benefits	\$1,298,286
<b>Total Allocated Cost</b>	<b>\$6,078,953</b>