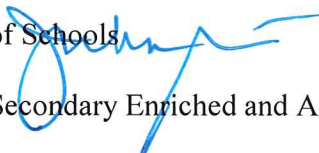


Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 12, 2018

MEMORANDUM

To: Members of the Board of Education

From: Jack R. Smith, Superintendent of Schools 

Subject: Update on the Elementary and Secondary Enriched and Accelerated Program and Placement Results

This memorandum provides the annual update on the Elementary and Secondary Enriched and Accelerated Program and Placement Results that occurred during the 2017–2018 school year. For a number of years, a multidisciplinary committee has met regularly to share, research, and explore practices from school districts across the nation and implement ongoing upgrades to the process as a part of Montgomery County Public Schools' (MCPS) continuous improvement efforts. In addition, in 2015, MCPS commissioned Metis Associates to conduct a study of its special programs. Metis provided findings and recommendations for both elementary and secondary school programs and their respective selection processes in March 2016.

MCPS offers enriched and accelerated programming at both the elementary and secondary school levels. These enriched and accelerated programs are designed to provide highly able learners an instructional program generally either at their local school or at a regional center. The Enriched and Accelerated Programs at a Glance (Attachment A) is a synopsis of the programs and program sites.

The student selection process follows guidelines established by AEI in compliance with Montgomery County Board Policy IOA, *Gifted and Talented Education*. A variety of data points are considered, including test scores, performance data, and for those elementary and secondary schools not involved in the field test, school recommendations. No single data point excludes or guarantees student selection. The selection committees for the elementary school centers are conducted under the leadership of DCCAPS, and at the secondary school levels, they are conducted in collaboration by the individual school programs and monitored by DCCAPS. The selection committees for all the centers include representatives that reflect the gender, racial, and ethnic diversity of MCPS.

Attached are the data for CES and secondary school magnet program selections. Data include the number of applicants by race, number of students initially placed by race, percentage of total number of students that were considered by race/ethnicity, and percentage of total number of students placed by race/ethnicity. The total number of students invited often exceeds the number of available seats, as some students decline the invitation. Private school applicants are not required to identify race/ethnicity. The middle school magnet field test data illustrates the significant expansion of access for highly able students who now are accessing additional enriched and accelerated courses in their home school in addition to the regional centers. Placement results for the programs also are attached (Attachment Tables B1–B8).

As an essential component of increasing access to enriched and accelerated curriculum, we continue to provide enrichment and accelerated opportunities beyond the school day. This effort provides the foundation and is a major strategy for establishing more equitable access to enrichment and acceleration for all students. The divisions of Title I and Early Childhood Programs and Services, Consortia Choice and Application Program Services (DCCAPS), and the Accelerated and Enriched Instruction (AEI) Unit, partnered to implement the Extended Learning Opportunities Summer Title I Enrichment Program (ELO STEP). ELO STEP is an enrichment program for Grades 3, 4, and 5 students that began in summer 2015. During summer 2018, more than 1,000 students participated in ELO STEP. The program is designed to nurture critical and creative thinking skills through engaging, hands-on, and challenging instruction. The summer program began with rising Grade 3 students and has expanded to rising Grade 5 students. Staff members in the Division of Title I and Early Childhood Programs and Services, DCCAPS, and AEI, analyze selection results data and visit schools during summer to monitor student access and parent/guardian engagement. Additionally, MCPS continued its partnership of the Young Scholars Program with The George B. Thomas, Sr. Learning Academy, Inc. to support students working above grade level who demonstrate the potential to successfully participate in the most challenging academic MCPS programs.

These academic groups, along with their parents/guardians, received information about the Centers for Enriched Studies (CES) program. The placement results indicate continued promise as we annually fine-tune these efforts:

2017–2018 Placement Process—Centers for Enriched Studies														
Grade 3 (<20 is used to protect the privacy of student subgroups)														
Young Scholars Program (YSP) /ELO STEP	AM		AS		BL		HI		MU		WH		Grand Total	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Number of Students Eligible	≤20	≤20	110	65	230	200	371	408	29	25	111	115	856	813
Number of Eligible Students Assessed for CES	≤20	≤20	57	61	148	191	141	347	≤20	22	67	107	432	728
Number of Eligible Students Invited to CES	≤20	≤20	<20	<20	<20	29	21	48	≤20	≤20	<20	27	85	122

AM=American Indian or Alaskan Native; AS=Asian; BL=Black or African American; HI=Hispanic/Latino; MU=Two or More Races; WH=White

CES Selection Process Results

The field test for the elementary school selection process was designed and implemented in 2016–2017. Key strategies implemented included universal screening of all Grade 3 students, expanding CES seats by establishing new regional and local CES sites, and implementing the Enriched Literacy Curriculum (ELC) at 10 identified elementary schools in 2017–2018. During 2017–2018, the new selection process strategies were taken to scale at all 13 local and regional CES sites. The student performance data collected from this process helps inform the system of academic needs at elementary schools with the following results:

- Black or African American students invited increased by 43 percent.
- Hispanic/Latino students invited increased by 54 percent.
- Students invited who receive Free and Reduced-price Meals System (FARMS) services more than doubled.
- Currently, 10 schools implement ELC. An additional 24 elementary schools will implement ELC in 2018–2019.

Additional details on CES placement are included in Attachment Table B1.

Middle School Magnet Field Test Overview and Results

Building on the effective strategies from the elementary school field test, a middle school magnet field test was designed. The middle school magnet field test involved 80 elementary schools that fed into 2 middle school center programs: Humanities and Communication Magnet Program located at Eastern Middle School; and the Mathematics, Science, Computer Science Magnet Program at Takoma Park Middle School. The middle school magnet field test addressed a number of process and selection areas. Key aspects of this field test included:

- Moved from a parent/guardian-initiated application process to a district-initiated review process of all Grade 5 students within the field test schools.
- Based on research, removed overreliance on teacher and school recommendations.
- Transitioned to an online assessment that allows for receipt of results within 24 hours.
- Transitioned from a paper file selection process to an electronic selection process that facilitated a more efficient review process.
- Considered the academic peer group at the home school in relation to the student's instructional need.

The following field test results were shared with the Board during the *Choice Study: Expanding Opportunity, Unleashing Potential, Middle School Field Test* discussion at the April 24, 2018, Board meeting:

- More students were evaluated and assessed for the program from the field test area. In fact, this pool was more comparable to MCPS Grade 5 demographics when compared to parents/students applying.

- Overall, invitations to the programs increased for various student groups: Hispanic/Latino students, Black or African American students, and students receiving FARMS services. In both programs, invitations to students receiving FARMS services more than doubled.
- More representation from schools with all 80 elementary schools having at least 1 student invited to 1 of the programs.
- Identification of large cohorts of students demonstrating a need for additional enrichment and acceleration leading to implementation of two magnet-level courses. Twenty of the 25 middle schools will implement 1 or 2 of the pilot enriched and accelerated courses for identified Grade 6 students—Applied Investigations to Mathematics (IM) or Historical Inquiry into Global Humanities.

Based on the findings of this middle school field test, the new model will be brought to scale for the upcounty centers, Humanities and Communication Magnet Program at Dr. Martin L. King, Jr. Middle School (new site with rising Grade 6 students) and Mathematics, Science, Computer Science Magnet Program at Roberto W. Clemente Middle School during the 2018–2019 selection process with these courses being implemented where needed in 2019–2020. While the magnet program seats remained at 100 each (200 total), a significant number of students are accessing enriched and accelerated courses in fall 2018. This is reflected in the middle school data chart for 2018 (Attachment Table B2). Included for reference are three years of data for Eastern and Takoma Park middle schools magnet programs, as of September 4, 2018. For the middle schools involved in the field test, more than 1,450 additional Grade 6 students are enrolled in the Applied IM course, and more than 2,300 students are enrolled in the Historical Inquiry into Global Humanities course (Attachment Tables B2–B5).

High School Selection Process

The traditional selection process that involves multiple measures reviewed by a diverse selection committee was used for high school magnet programs (Attachment Tables B6–B8). The system will continue responding to the recommendations of the Metis Report that include high school programming and improved equity and access strategies. As part of the recommendations, MCPS has begun expanding high school opportunities through labor-force driven career academies. The system established four upcounty interest-based high school programs in the fields of Fire Science and Rescue with the Montgomery County Fire and Rescue Services, the International Baccalaureate Career-related Programme at Watkins Mill High School, Pathways in Networking and Information Technology (P-TECH) at Clarksburg High School, and Aviation and Aerospace at Col. Zadok Magruder High School. The first cohort of freshmen begins in fall 2018–2019.

Conclusion

MCPS is committed to increasing access to enrichment and acceleration for students from all backgrounds. To that end, there have been multiyear efforts to evaluate and modify the mechanisms that exist for students to access enrichment and acceleration. The Metis Report has provided an accelerant for these efforts. Examining and operationalizing the findings and recommendations of the report is a multiyear effort. While the results of the modifications made to the elementary

and middle school process have yielded promising results, they also have revealed institutional barriers and gaps in the preparation students receive prior to the selection process for accessing enriched and accelerated instruction. We remain committed to the continuous improvement process to ensure that MCPS meets the needs of all learners.

If you have any questions, please contact Dr. Maria V. Navarro, chief academic officer, at 240-740-3040.

JRS:MVN:etc

Attachments

Copy to:

Executive Staff

Mr. Ikheloa

Montgomery County Public Schools Enriched and Accelerated Programs at a Glance

Elementary Programs (For students entering Grade 4)

Centers for Enriched Studies—*These two-year programs offers students an accelerated and enriched instructional program using an interdisciplinary approach.*

Regional Centers: Lucy V. Barnsley (78), Chevy Chase (78), Clearspring (52), Cold Spring (52), Dr. Charles R. Drew (52), Fox Chapel (52), Mill Creek Towne (52), Oak View (52), Pine Crest (52)

Local Centers: Rachel Carson (52), Spark M. Matsunaga (26), Stonegate (26), Piney Branch (52)

Elementary Literacy Curriculum (For students entering Grade 4)—*The ELC is a two-year program that offers students an accelerated and enriched instructional program using curriculum from William and Mary, Junior Great Books and the Lucy Caulkins writing program.*

The ELC is implemented at the following elementary schools: Ashburton, Lucy V. Barnsley, Beall, Bells Mill, Beverly Farms, Bradley Hills, Cashell, Cedar Grove, Cresthaven, Diamond, East Silver Spring, Fallsmead, Farmland, Fields Road, Galway, Great Seneca Creek, Greencastle, Greenwood, Harmony Hills, Jackson Road, Jones Lane, JoAnn Leleck at Broad Acres, Thurgood Marshall, Ronald McNair, Poolesville, Potomac, Rosemont, Bayard Rustin, Sargent Shriver, Strathmore, Wayside, Weller Road, Wilson Wims, Woodlin, and Wyngate.

Middle School Magnet Programs (For students entering Grade 6)

Humanities and Communication Magnet Program—*This three-year program offers students accelerated courses in English language arts, intensive courses in writing, and opportunities for written products to be published and broadcast through a variety of media, such as television, radio, and film.*

Regional Centers: Dr. Martin Luther King, Jr. (50), Eastern (100)

Mathematics, Science, Computer Science Magnet Program—*This three-year program is designed to offer accelerated instruction in the areas of mathematics, science, and computer science for highly motivated and able students.*

Regional Centers: Roberto W. Clemente (50), Takoma Park (100)

Enriched and Accelerated Courses: Applied Math and Historical Inquiry into Global Humanities—*These courses were developed for highly able learners and are designed after the instructional methods of the regional centers core courses.*

Middle schools offering one or both enriched and accelerated courses are Benjamin Banneker, Briggs Chaney, Cabin John, William H. Farquhar, Robert Frost, Herbert Hoover, Francis Scott Key, Col. E. Brooke Lee, Newport Mill, North Bethesda, Thomas W. Pyle, Rosa M. Parks, Silver Creek, Silver Spring International, Sligo, Tilden, Julius West, Westland, White Oak and Earle B. Wood.

High School Application Programs (For students entering Grade 9)

Science, Mathematics, Computer Science Magnet Program—*This four-year program is designed to offer accelerated instruction in the areas of mathematics, science, and computer science for highly motivated and able students.*

Regional Centers: Montgomery Blair (100), Poolesville (50)

International Baccalaureate Magnet Program (IB)—*This four-year program meets the needs of highly motivated and able students. In Grades 11 and 12, students complete IB coursework, leading to an IB diploma that is recognized by leading universities around the world.*

Regional Center: Richard Montgomery (100)

Humanities House—*This four-year program, designed for highly motivated and able students, has a rigorous humanities curriculum with an interdisciplinary connection to English, social studies, communications, and fine arts.*

Regional Center: Poolesville (50)

Global Ecology House—*This four-year program provides highly motivated and able students with the knowledge and understanding of the scientific, cultural, social, political, economic, and technological conditions that affect the quality of life on our planet.*

Regional Center: Poolesville (50)

(#) This represents the number of seats available at each program.

Local schools with enriched and accelerated curriculum place students in the course(s) based on identified criteria.

ELEMENTARY CENTERS FOR ENRICHED STUDIES (REGIONAL AND LOCAL PROGRAMS)

2016–2018

Centers for Enriched Studies	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Considered	≤10	13	≤10	796	1067	1213	514	897	1270	356	690	1467	222	242	428	≤10	≤10	≤10	959	1314	2046	2856	4225	6424
# of Students Invited	≤10	≤10	≤10	157	182	170	71	84	120	46	67	103	56	43	56	≤10	≤10	≤10	170	215	266	502	592	715
% Considered of TOTAL Considered	--	0.3%	--	27.9%	25.3%	18.9%	18.0%	21.2%	19.8%	12.5%	16.3%	22.8%	7.8%	5.7%	6.7%	--	--	--	33.6%	31.1%	31.8%			
% Invited of TOTAL Invited	--	--	--	31.3%	30.7%	23.8%	14.1%	14.2%	16.8%	9.2%	11.3%	14.4%	11.2%	7.3%	7.8%	--	--	--	33.9%	36.3%	37.2%			
% TOTAL Invited of TOTAL Applied																					17.6%	14.0%	11.1%	

Private School Applicants*		Invited
2016	39	≤10
2017	42	≤10
2018	38	17

Students Receiving Free and Reduced-price Meals System Services (FARMS)^		Invited
2016	612	61
2017	426	62
2018	733	141

*Race is unknown for private school students, and therefore not included in total.

^Farms data is included as part of the new selection model and field test.

Middle School Enriched Accelerated Placement
EASTERN, TAKOMA PARK AND LOCAL ENRICHED AND ACCELERATED COURSES

2018

Race/ethnicity	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			**Total		
	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA	EMS	TPMS	LEA
# of Students Considered	≤10	≤10	≤10	689	689	769	840	840	770	982	982	928	238	238	282	≤10	≤10	≤10	1230	1230	1734	3989	3989	4496
# of Students Placed	≤10	≤10	≤10	26	43	549	21	≤10	259	23	12	249	≤10	≤10	161	≤10	≤10	≤10	56	53	1102	142	137	2325
% Considered of TOTAL Considered	--	--	--	17.3%	17.3%	17.1%	21.1%	21.1%	17.1%	24.6%	24.6%	20.6%	6.0%	6.0%	6.3%	--	--	--	30.8%	30.8%	38.6%			
% Placed of TOTAL Placed	--	--	--	18.3%	31.4%	23.6%	14.8%	--	11.1%	16.2%	8.8%	10.7%	--	--	6.9%	--	--	--	39.4%	38.7%	47.4%			
% TOTAL placed of TOTAL Considered																					3.6%	3.4%	51.7%	

Private School Applicants		
Year	Applied	Invited
2018	28	≤10

Students Receiving Free and Reduced-price Meals System Services (FARMS)*		
Year	Tested	Placed
2018		
EMS	1533	27
TPMS	1533	28

*Race is unknown for private school students, and therefore not included in total.

^Farms data is included as part of the new selection model and field test.

**EMS and TPMS - # of students considered reflects students tested (this number reflects 377 students not centrally identified and who requested testing)

**LEA - # of students considered reflects students centrally identified to be evaluated

EASTERN MIDDLE SCHOOL
Humanities and Communication Magnet Program

Attachment Table B3

2016–2018

Humanities and Communication	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Considered	≤10	≤10	≤10	190	161	689	99	84	840	37	52	982	37	39	238	≤10	≤10	≤10	186	206	1230	550	543	3989
# of Students Invited	≤10	≤10	≤10	46	34	26	11	16	21	≤10	≤10	23	≤10	11	15	≤10	≤10	≤10	57	58	56	128	129	142
% Considered of TOTAL Considered	--	--	--	34.5%	29.7%	17.3%	18.0%	15.5%	21.1%	6.7%	9.2%	24.6%	6.7%	7.2%	6.0%	--	--	--	33.8%	37.9%	30.8%			
% Invited of TOTAL Invited	--	--	--	35.9%	26.4%	18.3%	8.6%	12.4%	14.8%	--	--	16.2%	--	8.5%	10.6%	--	--	--	44.5%	45.0%	39.4%			
% TOTAL Invited of TOTAL Applied																					23.3%	23.8%	3.6%	

	Year	Applied	Invited
Private School Applicants*	2016	≤10	≤10
	2017	13	≤10
	2018	27	≤10

Students Receiving Free and Reduced-price Meals System Services (FARMS)^		Invited
2016	98	≤10
2017	92	12
2018	1533	27

*Race is unknown for private school students, and therefore not included in total

^Farms data is included as part of the new selection model and field test

TAKOMA PARK MIDDLE SCHOOL
Mathematics, Science, Computer Science Magnet Program

Attachment Table B4

2016–2018

Mathematics, Science, Computer Science	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Considered	≤10	≤10	≤10	299	273	689	154	198	840	56	69	982	40	56	238	≤10	≤10	≤10	241	264	1230	790	862	3989
# of Students Invited	≤10	≤10	≤10	67	53	43	≤10	≤10	19	≤10	15	12	≤10	≤10	≤10	≤10	≤10	≤10	37	48	53	128	135	137
% Considered of TOTAL Considered	--	--	--	37.8%	31.7%	17.3%	19.5%	23.0%	21.1%	7.1%	8.0%	24.6%	5.1%	6.5%	6.0%	--	--	--	30.5%	30.6%	30.8%			
% Invited of TOTAL Invited	--	--	--	52.3%	39.3%	31.4%	--	--	13.9%	--	11.1%	8.8%	--	--	--	--	--	--	28.9%	35.6%	38.7%			
% TOTAL Invited of TOTAL Applied																					16.2%	15.7%	3.4%	

	Year	Applied	Invited
Private School Applicants*	2016	11	≤10
	2017	17	≤10
	2018	28	≤10

Students Receiving Free and Reduced-price Meals System Services (FARMS)*		Invited
2016	153	≤10
2017	198	13
2018	1533	28

*Race is unknown for private school students, and therefore not included in total.

*Farms data is included as part of the new selection model and field test.

DR. MARTIN L. KING JR. MIDDLE SCHOOL and ROBERTO W. CLEMENTE MIDDLE SCHOOL
 Humanities and Communications Magnet Program; Mathematics, Science, Computer Science Magnet Program
 2016–2018

Humanities and Communication	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	209	199	199	45	60	67	31	48	33	19	27	21	≤10	≤10	≤10	74	68	71	379	404	394
# of Students Invited	≤10	≤10	≤10	53	50	56	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	18	17	16	85	93	95
% Applied of TOTAL Applied	--	--	--	55.1%	49.3%	50.5%	11.9%	14.9%	17.0%	8.2%	11.9%	8.4%	5.0%	6.7%	5.3%	--	--	--	19.5%	16.8%	18.0%			
% Invited of TOTAL Invited	--	--	--	62.4%	53.8%	58.9%	--	--	--	--	--	--	--	--	--	--	--	--	21.2%	18.3%	16.8%			
% TOTAL Invited of TOTAL Applied																					22.4%	23.0%	24.0%	

	Year	Applied	Invited
Private School Applicants*	2016	≤10	≤10
	2017	≤10	≤10
	2018	≤10	≤10

Mathematics, Science, Computer Science	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	283	270	280	52	72	99	48	65	53	21	31	34	≤10	≤10	≤10	86	79	88	491	520	557
# of Students Invited	≤10	≤10	≤10	58	50	55	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	11	12	12	80	81	86
% Applied of TOTAL Applied	--	--	--	57.6%	51.9%	50.3%	10.6%	13.8%	17.8%	9.8%	12.5%	9.5%	4.3%	6.0%	6.1%	--	--	--	17.5%	15.2%	15.8%			
% Invited of TOTAL Invited	--	--	--	72.5%	61.7%	64.0%	--	--	--	--	--	--	--	--	--	--	--	--	13.8%	14.8%	14.0%			
% TOTAL Invited of TOTAL Applied																					16.3%	15.6%	15.4%	

	Year	Applied	Invited
Private School Applicants*	2016	≤10	≤10
	2017	≤10	≤10
	2018	≤10	≤10

total.

^The Humanities and Communication Magnet Program at Roberto W. Clemente Middle School will transition to Martin L. King MS and begin with Grade 6 for 2018–2019.

MONTGOMERY BLAIR HIGH SCHOOL
 Science, Mathematics, Computer Science Magnet Program

Attachment Table B6

2016–2018

Science, Mathematics, Computer Science	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	265	272	263	90	97	105	37	28	37	28	43	35	≤10	≤10	≤10	132	152	178	552	592	618
# of Students Invited	≤10	≤10	≤10	99	85	86	≤10	≤10	≤10	≤10	≤10	≤10	≤10	14	≤10	≤10	≤10	≤10	29	38	37	149	150	144
% Applied of TOTAL Applied	--	--	--	48.0%	45.9%	42.6%	16.3%	16.4%	17.0%	6.7%	4.7%	6.0%	5.1%	7.3%	5.7%	--	--	--	23.9%	25.7%	28.8%			
% Invited of TOTAL Invited	--	--	--	66.4%	56.7%	59.7%	--	--	--	--	--	--	--	9.3%	--	--	--	--	19.5%	25.3%	25.7%			
% TOTAL Invited of TOTAL Applied																					27.0%	25.3%	23.3%	

	Year	Applied	Invited
Private School Applicants*	2016	44	≤10
	2017	27	≤10
	2018	26	≤10

*Race is unknown for private school students, and therefore not included in total

RICHARD MONTGOMERY HIGH SCHOOL
International Baccalaureate Magnet Program

Attachment Table B7

2016–2018

International Baccalaureate	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total				
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
# of Students Applied	≤10	≤10	≤10	459	447	516	91	123	139	62	79	103	51	56	62	≤10	≤10	≤10	228	220	233	891	927	1054		
# of Students Invited	≤10	≤10	≤10	114	110	114	20	21	22	21	21	11	11	12	13	≤10	≤10	≤10	67	55	34	233	219	194		
% Applied of TOTAL Applied	--	--	--	51.5%	48.2%	49.0%	10.2%	13.3%	13.2%	7.0%	8.5%	9.8%	5.7%	6.0%	5.9%	--	--	--	25.6%	23.7%	22.1%					
% Invited of TOTAL Invited	--	--	--	48.9%	50.2%	58.8%	8.6%	9.6%	11.3%	9.0%	9.6%	5.7%	4.7%	5.5%	6.7%	--	--	--	28.8%	25.1%	17.5%					
																					% TOTAL Invited of TOTAL Applied			26.2%	23.6%	18.4%

	Year	Applied	Invited
Private School Applicants*	2016	31	≤10
	2017	12	≤10
	2018	26	≤10

*Race is unknown for private school student, and therefore not included in total

POOLESVILLE HIGH SCHOOL
Global Ecology; Humanities; Science, Mathematics, Computer Science

Attachment Table B8

2016–2018

Global Ecology	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	208	236	289	26	50	47	26	41	38	24	28	25	≤10	≤10	≤10	168	144	158	452	500	583
# of Students Invited	≤10	≤10	≤10	62	73	77	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	45	43	38	125	142	144
% Applied of TOTAL Applied	--	--	--	46.0%	47.2%	49.6%	5.8%	10.0%	8.1%	5.8%	8.2%	6.5%	5.3%	5.6%	4.3%	--	--	--	37.2%	28.8%	27.1%			
% Invited of TOTAL Invited	--	--	--	49.6%	51.4%	53.5%	--	--	--	--	--	--	--	--	--	--	--	--	36.0%	30.3%	26.4%			
% TOTAL Invited of TOTAL Applied																					27.7%	28.4%	24.7%	

Private School Applicants*	Year	2016	2017	2018
	Applied	26	33	25
	Invited	≤10	≤10	≤10

Humanities	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	166	194	223	28	47	55	19	37	35	19	19	22	≤10	≤10	≤10	116	109	114	349	406	469
# of Students Invited	≤10	≤10	≤10	33	47	45	≤10	13	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	26	35	36	74	115	110
% Applied of TOTAL Applied	--	--	--	47.6%	47.8%	47.5%	8.0%	11.6%	11.7%	5.4%	9.1%	7.5%	5.4%	5.4%	4.7%	--	--	--	33.2%	26.8%	24.3%			
% Invited of TOTAL Invited	--	--	--	44.6%	40.9%	40.9%	--	11.3%	--	--	--	--	--	--	--	--	--	--	35.1%	30.4%	32.7%			
% TOTAL Invited of TOTAL Applied																					21.2%	28.3%	23.5%	

Private School Applicants*	Year	2016	2017	2018
	Applied	22	17	20
	Invited	≤10	≤10	≤10

Science, Mathematics, Computer Science	American Indian or Alaskan Native			Asian			Black or African American			Hispanic/Latino			Two or More Races			Native Hawaiian or Other Pacific Islander			White			Total		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
# of Students Applied	≤10	≤10	≤10	220	242	287	36	57	79	17	41	41	17	25	23	≤10	≤10	≤10	110	95	109	400	461	560
# of Students Invited	≤10	≤10	≤10	60	62	62	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	≤10	20	21	14	90	96	100
% Applied of TOTAL Applied	--	--	--	55.0%	52.5%	51.3%	9.0%	12.4%	14.0%	4.3%	8.9%	7.3%	4.3%	5.4%	4.1%	--	--	--	27.5%	20.6%	19.5%			
% Invited of TOTAL Invited	--	--	--	66.7%	64.4%	62.0%	--	--	--	--	--	--	--	--	--	--	--	--	22.2%	21.9%	14.0%			
% TOTAL Invited of TOTAL Applied																					22.5%	20.8%	17.9%	

Private School Applicants*	Year	2016	2017	2018
	Applied	19	16	21
	Invited	≤10	≤10	≤10

*Race is unknown for private school students, and therefore not included in total.