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Montgomery County, MD Public Schools: Student Performance and Achievement of Low-income and Minority Students

Richard Joseph

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Montgomery County, MD Public Schools: Student Performance and Achievement of Low-income and Minority Students

Richard Joseph
University of Denver
GEOG 4493 Capstone
Spring Quarter 2014
A b s t r a c t:

The student demographics of Montgomery County Public Schools (MCPS) in Maryland have changed dramatically since 1970 resulting in a majority-minority de facto segregated school system. A major concern of MCPS is the student performance and achievement gap between students of different racial, ethnic, and economic backgrounds.

Using data available from MCSP the performance and achievement of MCPS high school students will be examined for differences between students attending high, medium or low poverty schools. Six high schools will be selected for examination, two for each of the three poverty categories. Primary focus will be to compare the performance and achievement of minority students and students receiving Free and Reduced Meals (FARMS) between the three poverty levels.
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Introduction:

The Board of Education of Montgomery County (The Board) and the Montgomery County Public Schools (MCPS) place great emphasis on narrowing the achievement gap between students of varied racial, ethnic, and economic background. The Board’s policy ‘Quality Integrated Education’ adopted in 1983 and amended in 1993 addresses this (The Board 1993). “The Board of Education is also committed to the provision of integrated settings for education that promote understanding of diversity, tolerance, and fair play, so that the tenets of a democratic society are reinforced by what students experience in school. Further, the Board of Education expects that the result of this policy will be that resources are allocated to meet the challenges of educating a diverse population with steadily greater success.”

Since the date of the original policy adoption the demographics of Montgomery County have changed substantially.

Under the heading, ‘Re-energizing Efforts to Narrow the Achievement Gap:’ (MCPS 2014) Superintendent of Schools Dr. Joshua P. Starr states ‘MCPS has had tremendous success narrowing the achievement gap in some areas, including AP access and success and early grades reading. In other areas, the gaps have been persistent and harder to narrow. Dr. Starr’s budget invests money in strategic areas to deepen the district’s efforts to narrow the gaps and serve all students in key areas. Due to the still rapidly
changing demography of Montgomery County, a review of the 'Quality Integrated Education’ policy is warranted.

In the most recent budget report "Superintendent’s Recommended Fiscal Year 2015 Operating Budget and Personnel Complement Recommendation” dated December 30, 2013 Superintendent Dr. Starr reiterates 'we must continue to reenergize our efforts to narrow the achievement gap and recognize that the strategies we have used to achieve this success may need to be changed or modified in the future.’ (MCPS 2013)

Unfortunately according to a report (OLO 2014, 6) released April 8, 2014 by Montgomery County’s Office of Legislative Oversight, "Overall, OLO finds that MCPS has lost ground in achieving its racial and economic integration goals since 2008. Over the past three to five years, MCPS’ consortia and consortia-like high schools have become more polarized (i.e. segregated) by income, race, and ethnicity.”

In response to the report Dr. Starr wrote “clearly the high schools are not in control of the dramatic changes in the area that have followed immigration and increased race/ethnic diversity of the population over the last several years” (Starr 2014, 3).

The population of Montgomery County and MCPS student enrollment are projected to increase and become even more socioeconomically diverse (MCPS 2014). In order to create and adopt informed school policies in the
future it is important for the Board of Education to obtain pertinent information to understand the dynamics of the changing populations.

This capstone will provide important information pertaining to the achievement gap. The capstone will attempt to identify the existence of an achievement gap correlated with 12th grade high school students receiving Free and Reduced-Price Meals (FARMS), and Black and Hispanic 12th graders. Six MCPS high schools were selected for the study, two each for the three poverty levels high, moderate and low. The hypothesis of the study is; an achievement gap exists and there is a positive association between 12th grade high school students receiving Free and Reduced-Price Meals (FARMS) and higher academic achievement based on their attending a low-poverty high school rather than a moderate-poverty or low-poverty high school.

Study on the Topic:

MCPS has been the subject of several studies, reviews, and articles (Jou 2006) (Childress, Doyle and Thomas 2009) (Kane and Cruver 2011) concerning the policies and programs MCPS has implemented to adapt to an increasingly diverse student population with the goal of reducing achievement gaps between students of different socio-economic backgrounds.

One study was conducted by Dr. Heather Schwartz of The Century Foundation and in 2010 she published her findings in ‘Housing Policy Is...
School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland.

Two factors were important in Dr. Schwartz’s selection of Montgomery County. The first is that all public schools in the County reside in a single school system under the administration of a single board of education. This meant the resources provided for all the schools were proportionate thus eliminating disparity in resources as a possible factor in student performance and achievement.

A second is what she terms ‘inclusionary zoning’ (Schwartz 2010, 3). This kind of zoning mixes low-income residents with moderate- and high-income residents within the same development. She emphasizes the word inclusionary because it is most often the result of local government policy and/or financial incentives offered to developers. Montgomery County has had such a policy since 1976 when the County implemented the Moderately Priced Dwelling Unit (MPDU) program to provide housing for program eligible low-income County residents¹. Many MPDU’s are occupied by families with children attending MCPS elementary schools. MPDU’s are randomly scattered across Montgomery County providing what Dr. Schwartz considered an ideal randomly scattered population to select her sample students from.

¹ An addendum detailing the MPDU program is in the Appendix.
For a student to be included in the sample the student had to meet three sample restrictions. (a) enrolled in elementary grades K-6 for at least two consecutive years within the 2001-2007 school year period, (b) have at least one test score and (c) do not qualify for special education services of more than fourteen hours per week. This reduced her sample size from 1,019 to 877 students. She also considered “Attrition from the Public Housing Student Sample”. Nineteen students exited the school district reducing the sample to 858. She notes that the nineteen students were similar in characteristics to the 858 remaining students so their attrition did not impact the sample. The following figure is Table 1 from her publication (Schwartz 2010, 16).

Table 1. Characteristics of Children and Families in the Study

<table>
<thead>
<tr>
<th>Criteria for selection</th>
<th>Children living in public housing enrolled in elementary grades K–6 for at least two consecutive years within the 2001–07 school-year period who (a) have at least one test score, and (b) do not qualify for special education services of more than fourteen hours per week.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>858 students, with 2,226 reading scores and 2,302 math scores</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>72 percent</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16 percent</td>
</tr>
<tr>
<td>White</td>
<td>6 percent</td>
</tr>
<tr>
<td>Asian</td>
<td>6 percent</td>
</tr>
<tr>
<td>Average family income&lt;sup&gt;a&lt;/sup&gt;</td>
<td>$21,047</td>
</tr>
<tr>
<td>Average family assets&lt;sup&gt;a&lt;/sup&gt;</td>
<td>$775</td>
</tr>
<tr>
<td>Female headed household</td>
<td>87 percent</td>
</tr>
<tr>
<td>Average length of tenancy</td>
<td>8.4 years</td>
</tr>
</tbody>
</table>
Dr. Schwartz created three poverty levels and assigned schools to a level based on the school’s percentage of first grade-mates who qualified for the Free and Reduced Meals (FARMS) program. MCPS does not collect income data on its students or their parents so she used FARMS participation as the measure of school poverty. Appendix 2 (Schwartz 2010, 40) shows the percentage ranges of FARMS students used to define the three poverty levels. The demographic characteristics of the sample students assigned to each poverty level are provided.

### Appendix 2
**Randomization of Children across School Poverty Levels**

<table>
<thead>
<tr>
<th>Characteristics of students in public housing in the first year of school within the district</th>
<th>Low-Poverty Schools (0–20% of first grade-mates qualify for FARMS)</th>
<th>Moderate-Poverty Schools (20–40% of first grade-mates qualify for FARMS)</th>
<th>Moderately High-Poverty Schools (40–85% of first grade-mates qualify for FARMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>73%</td>
<td>89%</td>
<td>71%</td>
</tr>
<tr>
<td>Asian American</td>
<td>4%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16%</td>
<td>15%</td>
<td>17%</td>
</tr>
<tr>
<td>White</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Female</td>
<td>48%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>Earliest grade level in district</td>
<td>1.85</td>
<td>2.07</td>
<td>1.80</td>
</tr>
<tr>
<td>English as a second language</td>
<td>9%**</td>
<td>13%</td>
<td>16%**</td>
</tr>
<tr>
<td>Receives 1–14 hour a week of special education services</td>
<td>9%</td>
<td>12%</td>
<td>6%</td>
</tr>
<tr>
<td>Average math score (percentile rank)</td>
<td>39</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>Average reading score (percentile rank)</td>
<td>42</td>
<td>37</td>
<td>42</td>
</tr>
</tbody>
</table>
The percentage of African American (her term for Black) sample students is disproportionately high, by a factor of four, in comparison to their percentage of the entire MCPS elementary student body. The Hispanic and Asian sample student percentages are about one-half their percentage of MCPS elementary student body, while the White percentage is one-sixth.

Similar to the three poverty categories she defined, MCPS has Red Zone and Green Zone categories. Red Zone schools have higher percentages of minority, ESOL and FARMS qualified students compared to Green Zone schools. Red Zone schools receive additional resources including full-day kindergarten and reduced class sizes. Dr. Schwartz used the MCPS zone
classifications as a second independent variable she labeled "Advantaged". Based on the additional resources Red Zone schools received they were considered "Advantaged". Nearly half of the County's 131 elementary schools are Red Zone schools.

Dr. Schwartz's hypothesis anticipated a positive association between her samples high-poverty students with higher academic achievement based on student attendance at a Green Zone (low-poverty, resource disadvantaged) school compared to a Red Zone (high-poverty, resource advantaged) school. Achievement was measured using student scores from the CTBS Terra Nova, CTBS Terra Nova 2 and Stanford 9 tests.

Figure A1 (Schwartz 2010, 42) shows the results obtained for schools with 0-20 percent first grade-mates who qualified for the Free and Reduced Meals (FARMS) program versus students in schools with a range of 20-85%.
Figure A4 (Schwartz 2010, 44) shows the results for schools with 0-35 percent first grade-mates who qualified for the Free and Reduced Meals (FARMS) program versus students in schools with a range of 20-85%.
Dr. Schwartz concluded that “the positive effect on the math scores of students in public housing dissipated as school poverty rates rose: the average student in public housing in a school with a poverty rate as high as 35 percent performed no better in math than the typical student in public housing in an elementary school with 35 percent to 85 percent poverty.”

However, for low-poverty schools she concluded ‘After seven years (the end of elementary school), children in public housing in Montgomery County’s most affluent half of elementary schools performed eight points higher in math (0.4 of a standard deviation, p < 0.05) and five points higher in reading (0.2 of a standard deviation, p < 0.20) than otherwise similar children in public housing who attended schools with greater than 20 percent poverty.”
poverty. Within education research, these are large effects since relatively few educational reforms demonstrate positive effects of this magnitude.’

Twelve years have passed since her sample student cohort entered MCPS in 2001 and six years since these students completed elementary school. In 2012 these students entered the 12th grade. It is unknown how many of the students in her sample remained enrolled in MCPS through their senior year but it is likely many did.

To replicate her study using the same sample students to compare their 6th grade academic achievements with their 12th grade achievements would have been ideal. Unfortunately this was not a possibility due to MCPS regulations. Dr. Schwartz was granted privileged access to student data allowing her to select her student sample with precise parameters. Individuals preparing a master’s thesis, who are not MCPS employees, are not granted the same privilege to access student data. (MCPS 2012). Not only did this regulation eliminate the possibility of using her sample students it also eliminated the possibility of creating a new student sample of 12th graders based on the parameters she used in selecting her sample students.

A ramification of this is the loss of randomization of high-poverty students. The 858 students in Dr. Schwartz’s sample attended 114 of the 131 elementary schools in the County with a nearly equal number of students distributed among the three different categories of schools. Like her study this study will use percentage of FARMS students attending a
school as the measure of a school's poverty. In this study all FARMS students, an amount many times more than her sample size, are included. FARMS students disproportionately attended high-poverty level schools and randomization of this variable could not be controlled. In addition to FARMS students the study will evaluate Blacks and Hispanics students as groups both individually and combined. Like FARMS students, Black and Hispanic students disproportionately attend high-poverty schools. Each group's students are disproportionately FARMS students.

For this study data elements with ten or fewer students are represented with two dashes. Data was sometimes imputed because several data elements were tabulated with less than 5% or more than 95%. When not imputed the data is displayed with this format: <= 5% or >= 95%. Recently enacted Federal regulations require student data meeting these conditions to display data with that format. The intent is to protect student privacy. For example, if the percentage of students failing an exam was 99.9% the report would show 95%. By using 95% the exact pass/fail rate of the remaining 5% of exams remains unknown. It maybe that all 5% of test takers passed or all 5% failed with the actual percentage likely somewhere between.

Additional data complications include the modifications made to race and ethnicity categories. Multi-racial as a category did not exist for 2002 and 2006 data. It is possible, for example, a drop of 5% in the Asian student
population is a result of students who previously self-identified as Asian now self-identify as multi-racial.

To evaluate student performance the study will use Maryland High School Assessment Performance Status results for all 11th and 12th grade students. Another performance measurement are SAT scores recognizing the fact that not all students take the SAT exam and some take it more than once in an attempt to attain a higher score. A measurement of achievement is the 4-Year and 5-Year Cohort Graduation Rates. Lastly, the percentage of graduating students deciding to attend college and the percentage deciding to work either part- or full-time.

Overview of Montgomery County and MCPS Demographics:
Montgomery County’s population was 522,809 in 1970 and grew much slower than previous decades to reach 579,053 in 1980 (Census Bureau 2012). With a large population increase of 180,000 in the 80’s and an additional 215,000 over the next two decades the County’s 2010 population was 971,777. In 2013 the Census Bureau estimated the County’s population at over 1,000,000 residents.
Ten years after Dr. Schwartz began her study Montgomery County became a majority-minority county when the non-Hispanic White population decreased to 49% in 2010. Multi-racial residents represent 4% of the population with the remaining 47% almost equally divided by Asians, Blacks and Hispanics. Slightly more than 30% of the County’s adult population were

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total Population</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>522,809</td>
<td>0.95</td>
<td>4.12</td>
<td>2.00</td>
<td>92.48</td>
<td>0.45</td>
</tr>
<tr>
<td>1980</td>
<td>579,053</td>
<td>3.94</td>
<td>8.61</td>
<td>3.94</td>
<td>82.54</td>
<td>0.98</td>
</tr>
<tr>
<td>1990</td>
<td>757,027</td>
<td>8.05</td>
<td>11.78</td>
<td>7.34</td>
<td>72.45</td>
<td>0.36</td>
</tr>
<tr>
<td>2000</td>
<td>873,341</td>
<td>11.25</td>
<td>14.81</td>
<td>11.52</td>
<td>59.46</td>
<td>2.95</td>
</tr>
<tr>
<td>2010</td>
<td>971,777</td>
<td>13.90</td>
<td>16.60</td>
<td>17.00</td>
<td>49.30</td>
<td>4.00</td>
</tr>
</tbody>
</table>
born in a foreign country, the largest single group being Central American Hispanics.

Median household income is currently the 11th highest of all counties in the United States at $94,965. Education levels are among the highest nationwide with 65% of adults over the age of 25 possessing a bachelor’s degree or higher. Frequently, MCPS 12th grade graduation rates are the highest of the fifty largest public school districts in the nation (MCPS, 2013).

Table 2 1970-2010 Montgomery County Population by Race and Ethnicity

![Population Chart]

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Population</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>522,809</td>
<td>4,946</td>
<td>21,551</td>
<td>10,440</td>
<td>483,494</td>
<td>2,378</td>
</tr>
<tr>
<td>1980</td>
<td>579,053</td>
<td>22,790</td>
<td>49,837</td>
<td>22,790</td>
<td>477,976</td>
<td>5,660</td>
</tr>
<tr>
<td>1990</td>
<td>757,027</td>
<td>60,972</td>
<td>89,184</td>
<td>55,684</td>
<td>548,453</td>
<td>2,734</td>
</tr>
<tr>
<td>2000</td>
<td>873,341</td>
<td>98,281</td>
<td>129,371</td>
<td>100,604</td>
<td>519,318</td>
<td>25,767</td>
</tr>
<tr>
<td>2010</td>
<td>971,777</td>
<td>134,677</td>
<td>161,689</td>
<td>165,398</td>
<td>478,765</td>
<td>25,624</td>
</tr>
</tbody>
</table>
MCPS student demographics mirror the changes of the County’s total population. Dropping from 125,334 students in 1970 to 92,871 in 1985 it took until 1997 for MCPS student enrollment to surpass the 1970 total. Enrollment continued to increase reaching 144,064 in 2010.

Table 3 1970-2010 MCPS Student Enrollment by Race and Ethnicity

The percentage of non-Hispanic White students in MCPS dropped below 50% in 2000, ten years prior to this occurring with the County’s total...
Population. At the start of her study elementary school enrollment for Whites was already below 50% at 43.8. In 2012 it was 31.4%. If present trends continue, by the end of the decade Hispanics will comprise the largest group of students in MCPS.

Table 4 1970-2010 MCPS Student Enrollment by Race and Ethnicity by Percentage

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>Asian</th>
<th>Multi-Other</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>91.60</td>
<td>1.90</td>
<td>5.10</td>
<td>1.20</td>
<td>0.10</td>
<td>125,33</td>
</tr>
<tr>
<td>1975</td>
<td>87.40</td>
<td>1.80</td>
<td>8.70</td>
<td>2.00</td>
<td>0.10</td>
<td>122,27</td>
</tr>
<tr>
<td>1980</td>
<td>78.30</td>
<td>3.80</td>
<td>12.10</td>
<td>5.70</td>
<td>0.19</td>
<td>98,843</td>
</tr>
<tr>
<td>1985</td>
<td>69.90</td>
<td>8.90</td>
<td>14.80</td>
<td>5.00</td>
<td>0.15</td>
<td>92,871</td>
</tr>
<tr>
<td>1990</td>
<td>61.90</td>
<td>5.70</td>
<td>17.10</td>
<td>8.90</td>
<td>0.26</td>
<td>103,73</td>
</tr>
<tr>
<td>1995</td>
<td>55.80</td>
<td>12.00</td>
<td>19.30</td>
<td>8.90</td>
<td>0.33</td>
<td>120,29</td>
</tr>
<tr>
<td>2000</td>
<td>49.00</td>
<td>16.20</td>
<td>21.20</td>
<td>8.90</td>
<td>0.30</td>
<td>134,30</td>
</tr>
<tr>
<td>2005</td>
<td>42.20</td>
<td>20.00</td>
<td>22.80</td>
<td>8.90</td>
<td>0.29</td>
<td>139,38</td>
</tr>
<tr>
<td>2010</td>
<td>34.6</td>
<td>25.3</td>
<td>21.3</td>
<td>14.3</td>
<td>4.6</td>
<td>144,06</td>
</tr>
</tbody>
</table>

Data available from MCPS were analyzed to identify six high schools meeting the FARMS parameters. There were several schools meeting the
FARMS parameters and two for each poverty-level were selected. The six schools listed by poverty-level category:

- **Low-Poverty 0-20% of students qualify for FARMS**
  - Walt Whitman High School
  - Winston Churchill High School
- **Moderate Poverty 20-40% of students qualify for FARMS**
  - James Hubert Blake High School
  - Colonel Zadok Magruder High School
- **High Poverty 40-85% of students qualify for FARMS**
  - Watkins Mill High School
  - Wheaton High School

Figure 3 identifies each school’s location in Montgomery County and their attendance boundary using one of the school’s primary athletic team colors. The pie charts show the percentages of students by race and ethnic category of each school’s student body at the beginning of the 2012 academic year.
Figure 1 Selected MCPS High Schools Racial and Ethnic Categories

Tables 5 through 10 display the percent changes for each racial and ethnic category by school between 2002, the second year of Dr. Schwartz’s study, and 2012, the year her sample students entered 12th grade.

The change in student demographics for the four moderate and high-poverty schools is dramatic. The percentage of White students plummeted approximately 25% at each school. The percentage of Asian students remained stable while Black students increased about 5%. For every 1% drop in White students there was a .75% increase in Hispanic students.
The increase in the percentage of FARMS students at Blake, Magruder and Watkins Mill closely matches the percentage increase in Hispanic students. The remaining high-poverty school, Wheaton, in 2002 already had demographics approximating the other three school's 2012 demographics.

In contrast the two low-poverty schools, Churchill and Whitman had only 6% increases in Black and Hispanic students combined from 2002-2012. The percentage of FARMS students was static through 2006. FARMS percentages for 2012 were not available because each school had less than 5%.

**Table 5 Whitman HS Demographics (low poverty)**

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2006</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>13</td>
<td>13.6</td>
<td>12.3</td>
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<tr>
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<td>3.4</td>
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<td>3.7</td>
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<td>5.3</td>
<td>7.3</td>
<td>8.8</td>
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<tr>
<td>White</td>
<td>78.1</td>
<td>75.5</td>
<td>70.1</td>
</tr>
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<td>0</td>
<td>0</td>
<td>5.1</td>
</tr>
<tr>
<td>FARMS</td>
<td>1.9</td>
<td>1.5</td>
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</tr>
</tbody>
</table>
Table 6 Churchill HS Demographics (low poverty)

Churchill HS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2002</th>
<th>2006</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>23.3</td>
<td>21.9</td>
<td>22.1</td>
</tr>
<tr>
<td>Black</td>
<td>5.7</td>
<td>7</td>
<td>7.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4.4</td>
<td>5.6</td>
<td>8</td>
</tr>
<tr>
<td>White</td>
<td>66.4</td>
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<td>2.5</td>
</tr>
<tr>
<td>FARMS</td>
<td>1.8</td>
<td>3</td>
<td>0</td>
</tr>
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</table>

Table 7 Blake HS Demographics (moderate poverty)

Blake HS

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2002</th>
<th>2006</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of All Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>8.6</td>
<td>9.6</td>
<td>9.3</td>
</tr>
<tr>
<td>Black</td>
<td>35.4</td>
<td>34.4</td>
<td>43.6</td>
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<tr>
<td>Hispanic</td>
<td>8.2</td>
<td>13.3</td>
<td>20.2</td>
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<tr>
<td>White</td>
<td>47.4</td>
<td>42.3</td>
<td>22.6</td>
</tr>
<tr>
<td>Multi</td>
<td>0</td>
<td>0</td>
<td>3.6</td>
</tr>
<tr>
<td>FARMS</td>
<td>8.6</td>
<td>13.3</td>
<td>29.3</td>
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</table>
Table 8 Magruder HS Demographics (moderate poverty)

<table>
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<tr>
<th></th>
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<th>2006</th>
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</tr>
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<tr>
<td>Asian</td>
<td>15.4</td>
<td>14.5</td>
<td>15.1</td>
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<tr>
<td>Black</td>
<td>16.4</td>
<td>19.9</td>
<td>19.8</td>
</tr>
<tr>
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<td>15.8</td>
<td>19.3</td>
<td>31.1</td>
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<td>52.2</td>
<td>46</td>
<td>30.4</td>
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<tr>
<td>Multi</td>
<td>0</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td>FARMS</td>
<td>12.2</td>
<td>18.1</td>
<td>32.8</td>
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</table>

Table 9 Watkins Mill HS Demographics (high-poverty)

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2006</th>
<th>2012</th>
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<tr>
<td>Asian</td>
<td>11</td>
<td>10.1</td>
<td>10.1</td>
</tr>
<tr>
<td>Black</td>
<td>32.3</td>
<td>35.1</td>
<td>37.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14.9</td>
<td>28.8</td>
<td>34.6</td>
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<tr>
<td>White</td>
<td>41.5</td>
<td>25.8</td>
<td>14</td>
</tr>
<tr>
<td>Multi</td>
<td>0</td>
<td>0</td>
<td>3.1</td>
</tr>
<tr>
<td>FARMS</td>
<td>15.3</td>
<td>28</td>
<td>50.4</td>
</tr>
</tbody>
</table>
Race and Ethnicity Distribution by Census Tract:

Figures 2-5 show the distribution of each racial and ethnic category by percentage for each census tract in Montgomery County in 2010. Figure 2 highlights the concentration of Blacks in the southeastern section of the County. The entirety of Blake High School’s attendance area resides in that section. With the exception of one census tract each census tract within the attendance boundaries of the two low-poverty schools were less than 10% Black.
Figure 2 Percent Black Population by Census Tract 2010

Figure 3 accentuates Hispanic population concentrations in the Watkins Mill attendance area and the Wheaton attendance area however the census tract with the highest percentage of Hispanics is located outside their attendance areas. In the case of Hispanics each census tracts within the attendance boundaries of the two low-poverty schools were less than 10% Hispanic.
Figure 3 shows Asian concentrations highest in the Churchill attendance area. Immediately to the north of Churchill are census tracts with similar Asian concentrations. These census tracts are located within the attendance boundary of Thomas J Wooton High School and like Churchill and Whitman meets the parameters defining a low-poverty school.
Figure 4 Percent Asian Population by Census Tract 2010

Figure 5 shows the White population distribution with Whitman having the highest percentage of Whites. Most of the two large census tracts in the County’s northwest area part of its Agricultural Reserve. This area is off limits to high density development and within the Agricultural Reserve only detached single-family homes on lots of at least 5 acres can be built. Poolesville High School’s location is there and it too meets the parameters of low-poverty designation.
Figure 5 Percent White Population by Census Tract 2010

When the four racial and ethnic categories are shown separately it is clear where high concentrations of each group resides. By combining the Black and Hispanic populations the extent of segregation between Black and Hispanic residents from White and Asian residents becomes obviously apparent as shown in Figure 6.
Figure 6 Percent Black & Hispanic Population by Census Tract 2010

Median Household Income Patterns:

Figure 7 contains a table with the address of each school and a map identifying the boundary lines for each school’s attendance area. The base layer displays the median household income, (American Community Survey, 2010) for each census tract in Montgomery County. Median household income is separated into five categories. The disparity in median household income was on the order of five times greater for the wealthiest census tracts in Churchill’s and Whitman’s attendance areas compared to the poorest census tracts in Wheaton’s attendance area. The five shades of color
designating the median household income categories clearly exhibit the disparity. Greater median household income correlates with a decrease in the percentage of FARMS students attending a school.

**Figure 7 2010 Census Tract Median Household Income and Selected High School Boundaries**

Based on the same data used for Figure 7, Figure 8 focuses on the calculated median household income and population within a 2.5 mile radius of each school. The calculations required interpolating data for partial census tracts. Median household income of the two low poverty schools is twice that of Wheaton High School. The population density of the buffer area surrounding Wheaton High School is 50% greater than the next densist
buffer area and almost quadruple that of Magruder and Blake. Large portions of the Wheaton area are home to aging garden apartments and small post World War II detached ramblers occupied by extended Hispanic families.
The Summary: County High Schools’ table below (MCPS, 2013) shows information for MCPS high school FARMS students. The percentage of all students receiving FARMS is 26.4%. The Hispanic value added to the Black value totals to 22.1 of the 26.4 value meaning 83.7% of all FARMS students are Black or Hispanic. Essentially this explains the association of a school’s FARMS results often mirroring those of a school’s Black and Hispanic students.

Table 11 displays the percentage of students receiving FARMS for each of the six study schools and the entire MCPS for the academic years 2002, 2006, and 2012. The increase in FARMS over the ten year period at the high and moderate poverty schools is very large. Note the stability of the low-poverty schools Whitman and Churchill. Their 2012 FARMS results are another example of a data element value below 5% not being revealed.
Table 11 Percentage of Students Receiving Free and Reduced Meals (FARMS) 2002, 2006 and 2012

Measures of Achievement:
Table 12 displays the Maryland High School Assessment Performance Status results for academic year 2012. Algebra, Biology and English scores were aggregated for each of the six study schools for Black, Hispanic and FARMS students. The students at the two low-poverty schools, Churchill and Whitman, did not obtain scores higher than the moderate and high-poverty
schools in every category. Churchill’s FARMS score was actually the lowest while the same was true for Whitman’s Black score. Whitman did not report FARMS scores because of the <= 5% regulation.

Table 12 2012 Maryland High School Assessment Performance Status by School for Black, Hispanic and FARMS Students

Table 13 shows higher percentages of Black and Hispanic students at the two low-poverty schools, Churchill and Whitman, earning scores of 3 or
higher on one or more Advanced Placement Exams than their counterparts at the other four schools. In contrast their FARMS students had the lowest percentages. Perhaps even more unexpected are the results, shown in Table 14, of Churchill’s and Whitman’s FARMS students possessing the lowest percentages taking an Exam with the exception of Churchill being 2% higher than Magruder.

Table 13 2012 Percent Earning a Score of 3 or Higher on One or More Advanced Placement Exams for Black, Hispanic and FARMS Students
Table 14 2012 Percent Taking One or More Advanced Placement Exams for Black, Hispanic and FARMS Students

Table 15 displays SAT scores for MCPS and for the six study schools for the academic year 2012. Of note are the SAT scores of Black students at Whitman being only 6 to 133 points higher than Black scores at the moderate- and low-income schools. In contrast their Hispanic scores are 212 to 419 points higher. The low SAT scores of Hispanics at Wheaton may be partially explained by the fact 25% of Hispanics at Wheaton are English Speakers of Other Languages (ESOL) a percentage no other school
approaches. Unlike Advanced Placement Exams participation FARMS students SAT Exam participation at Churchill and Whitman exceed each of the four other schools with the exception of Blake.

Table 15 2012 SAT Scores by School and County for Black, Hispanic and FARMS Students

<table>
<thead>
<tr>
<th>2012 SAT Scores by School and County for Black, Hispanic and FARMS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churchill</td>
</tr>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>FARMS</td>
</tr>
</tbody>
</table>
Table 16 2012 SAT Percent Participation for and FARMS Students

Table 17 shows the graduation rates. The 4 year columns are the rates for students that graduated in 2012. The 5 year columns are the rates for students who required an additional year to graduate. The moderate- and high-poverty school have approximately 6% additional students for each category graduate after attending an additional year.

Churchill and Whitman, the low-poverty schools, had few if any additional 5 year graduates. What stands out about Whitman is that it has the lower 4 year graduation rates for Black and FARMS students than any...
school with the exception of Wheaton and after 5 years Wheaton’s Black and FARMS student graduation rates exceed those of Whitman.

Table 17 Cohort Graduation Percentage by Race & Ethnic Group

Table 18 is not a measure of achievement but it does highlight the income disparities between the schools. The two low-poverty schools have a smaller percentage of students that intend to work after graduating and of those intending to work smaller percentage in intend to work full-time. Not surprisingly, these school’s students are far more likely to enroll in a four-year college than a two-year college. It is also not surprising that these
school's students are less likely to be employed. It would be interesting to know of those who decided to attend college what percentage intend to enroll in a private college or if a public college an in-state or out-of-state college.

Table 18 – Student Decisions after Graduation 2012
Conclusion:

Based on the three exam measurements, participation rates, and graduation rates used in the study the hypothesis is false. Across each category, FARMS students at the high- and moderate-poverty schools were competitive with FARMS students at the two low-poverty schools with the exception of Wheaton’s FARMS SAT scores and both Wheaton’s and Watkins Mill’s FARMS SAT participation percentages. Dr. Schwartz tested her students at the 6th grade and lower level while this study used 12th grade scores. The six extra years in MCPS may provide an explanation between the differing conclusions of the two studies. It may take additional years in MCPS before the full positive effects of the extra programs and resources, provided for FARMS students at the high-poverty (Red Zone) schools, occur.

An elementary school principal at one of the Red Zone schools, with a high proportion of immigrant Hispanic FARMS students, commented how stunning it is the degree to which Hispanic students advance academically after each additional year in school.

MCPS has been a leader in developing “magnet” and “baccalaureate” to promote integrated schools. It has met with some success but these programs cannot completely overcome the segregation occurring within Montgomery County and MCPS. The most recent MCPS innovation are the Downcounty and Northeast Consortiums. A brief description of the consortiums is in the appendix under MCPS Data Definitions and Sources.
Not focusing as much on integrating schools this program assigns several high schools to each consortium with each school having, in addition to standard high school courses, an academic specialty. Students residing within a consortium can attend anyone of the consortium’s high schools if the student agrees to enroll in the school’s academic specialty. The goal is to engage students with an academic experience they are interested in with the expectation that engaged students will perform better, achieve more and perhaps most importantly, for some students, stay enrolled.
Bibliography


http://oomswithaview.org/2013/06/10/housing-and-public-schools/


## Appendix:

**MCPS Data Definitions and Sources:**

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
<th>SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster</td>
<td>The geographic grouping of schools within a defined attendance area that includes a high school and the elementary and middle schools which send students to that high school.</td>
<td>Regulation FAA-RA, Long-Range Educational Facilities Planning</td>
</tr>
<tr>
<td><strong>Downcounty Consortium</strong></td>
<td>The Downcounty Consortium (DCC) is comprised of Montgomery Blair, Albert Einstein, John F. Kennedy, Northwood, and Wheaton high schools. Students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on academy program. School assignments are made by a computer program.</td>
<td>Division of Consortia Choice and Application Program Services</td>
</tr>
<tr>
<td>Enrollment</td>
<td>The number of students enrolled in school as of September 30, 2012. Disaggregated figures are a percentage of the total enrollment.</td>
<td>Office of Shared Accountability</td>
</tr>
<tr>
<td>FARMS</td>
<td>The percentage of students receiving Free and Reduced-price Meals System (FARMS) services as of October 31, 2012, compared with the official enrollment as of September 30, 2012. This percentage may differ from the FARMS percentage reported in the requested FY 2013 Capital Budget due to &quot;as of&quot; reporting dates.</td>
<td>Division of Food and Nutrition Services</td>
</tr>
<tr>
<td>Feeder</td>
<td>School A school that sends its students to another school for the next grade level (e.g., a middle school that feeds a high school by sending its eighth graders to the high school for ninth grade). Most schools &quot;feed&quot; 100 percent of their students to the same school. Those in which the population goes on to more than one school are shown in the profiles of each school.</td>
<td>Division of Long-range Planning</td>
</tr>
</tbody>
</table>
### Northeast Consortium

The Northeast Consortium (NEC) is comprised of James Hubert Blake, Paint Branch, and Springbrook high schools. NEC students entering high school participate in a choice process to rank, in order of preference, their choice of high school based on signature program. School assignments are made by a computer program.

### Race/Ethnic Composition

The number and percentage of students enrolled on September 30, 2012, based on the race/ethnic categories established by the U.S. Department of Education. These categories have changed for data reported beginning in the 2010–2011 school year. The abbreviations used in this publication reflect those set by MSDE. The new federal race codes and MSDE abbreviations follow:

- 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

### Receiving

Schools that receive students from another school after promotion (e.g., a high school that receives middle school students promoted from Grade 8 to Grade 9). Receiving schools are shown as part of each school’s profile.

---

54
Race and Ethnicity Identification Form
Office of Shared Accountability
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland 20850

MCPS Form 560-57
February 2009

School Number __________  Homeroom Section __________

To Parents/Guardians:
Complete and return this form to your student’s school immediately. Please complete Parts 1 and 2 by completely darkening the circle beside your answers.

Name of Student ___________________________ Date of Birth __/__/____

---

Part 1: Ethnicity Designation

Directions: Read the definition below and completely darken the circle that indicates this student’s heritage.

Is this student Hispanic or Latino? (Select one answer.)
Persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race, are considered Hispanic or Latino.

☐ Yes ☐ No

---

Part 2: Race Designation

Directions: Read the descriptions below and completely darken the circle or circles that indicate this student’s race. You must select at least one race, regardless of ethnicity designation. More than one response can be selected.

Indicate this student’s race. (Select all that apply.)

☐ American Indian or Alaskan Native: A person having origins in any of the original peoples of North or South America (including Central America), and who maintains a tribal affiliation or community attachment.

☐ Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

☐ Black or African American: A person having origins in any of the black racial groups of Africa.

☐ Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

☐ White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

---

I verify the information on this form is accurate.

_________________________  __________________________
Signature, Parent/Guardian  Date

I refuse to re-identify the race and ethnicity of this student.

_________________________  __________________________
Signature, Parent/Guardian  Date

---

FOR SCHOOL USE ONLY

I am the observer who completed this form due to parent/guardian refusal to re-identify.

_________________________  __________________________
Signature, Observer  Date

---

Figure 9 MCPS Race and Ethnicity Identification Form 560-57
February 2009
This is the third in a series of updates explaining changes mandated by the federal government in the way that public school systems collect and report data on race and ethnicity for students and staff.

Background
In 2007, following a comprehensive review, the United States Department of Education issued guidelines requiring state education departments to implement new race and ethnicity categories for public school students and staff. For additional information about race codes and race code data collection, see Updates #1 and #2 at www.montgomeryschoolsmd.org/info/ethnicityrace.

Beginning with the 2010–2011 school year, Montgomery County Public Schools (MCPS) began reporting data using the new race codes to comply with the federal and corresponding state requirements. When a race code cannot be spelled out in its entirety due to space restrictions, abbreviations will be used. The state of Maryland has formulated two letter abbreviations for each race code; MCPS will use the same abbreviations to ensure consistency in reporting data for 2010–2011 and subsequent years. The abbreviations are indicated in the table below:

<table>
<thead>
<tr>
<th>New Race Codes</th>
<th>Abbreviation</th>
</tr>
</thead>
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<tr>
<td>American Indian or Alaskan Native</td>
<td>AM</td>
</tr>
<tr>
<td>Asian</td>
<td>AS</td>
</tr>
<tr>
<td>Black or African American</td>
<td>BL</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>HI</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>PI</td>
</tr>
<tr>
<td>White</td>
<td>WH</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>MU*</td>
</tr>
</tbody>
</table>

*MSDE uses MU, an abbreviation for the term “multiple races,” to represent the Two or More Races category.

How have the new race codes changed our student population?
An analysis of 2009–2010 data shows the following shifts for MCPS districtwide information:
- Black or African American—23.4% to 21.3%
- American Indian or Alaska Native—0.3% to 0.2%
- Asian—15.8% to 14.3%
- Hispanic/Latino—23.4% to 25.1%
- White—37.2% to 34.8%
- Two or More Races—4.2% (new category)
- Native Hawaiian or Other Pacific Islander—0.1% (new category)

Can a student be reported in more than one category?
No, each student is reported only once regardless of how many races or ethnicities he/she chooses. Students selecting Hispanic for ethnicity will be reported as Hispanic regardless of any race selections chosen. Non-Hispanic students who select two or more race categories only will be included in the Two or More Race category.

What is the impact on Adequate Yearly Progress (AYP)?
The Maryland State Department of Education (MSDE) recalculated 2010 AYP using the new race codes to set a baseline for 2011 safe
Can a student or staff member’s race and ethnicity designation be changed?
Yes, a parent may change a child’s race and ethnicity designation by contacting the child’s school. MCPS staff may change their race and ethnicity designation by contacting the Employee and Retiree Service Center.

Does MCPS share race information with higher education institutions and/or academic financial assistance organizations?
As a general practice, MCPS does not issue race and ethnicity information to colleges, universities, or student financial assistance organizations unless specifically requested. In cases where an institution requests a student’s race and ethnicity information, data are provided based on the race and ethnicity categories submitted by the parent.

Where can I find more information?
Additional information is provided in Updates #1 and #2, located on the MCPS website at www.montgomeryschoolsmd.org/info/ethnicityrace along with further information about the new reporting requirements.

**Figure 11 MCPS New Federal and State Guidelines for Race Reporting**
**Update #3 April 2011 (continued from previous page)**
Guidelines for Reporting Data

The federal government has given new guidance regarding the Family Educational Rights and Privacy Act (FERPA) that has resulted in restrictions in the amount of student data that may be publicly reported. FERPA (20 U.S.C. § 1232g, 34 CFR Part 99) prohibits the release of individually identifiable information to the public. Therefore, the Maryland State Department of Education (MSDE) has adopted the new guidelines for the reporting of aggregate student data and Montgomery County Public Schools (MCPS) is implementing these guidelines as follows:

Student Enrollment and Testing Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% will be noted as ≥95.0% or ≤5.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 5.0%, the corresponding number of students (N) will not be published.
- When the total N is less than 10, the corresponding N's and percentage rate will not be published.
- When the total N is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.
- When the total N is greater than 20, the corresponding N's and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 5.0%.

Out-of-School Suspension Data

- Any percentage rates greater than or equal to 95.0% or less than or equal to 3.0% will be noted as ≥95.0% or ≤3.0%, respectively.
- If the percentage rate is greater than or equal to 95.0% or less than or equal to 3.0%, the corresponding number of students enrolled, number of suspension incidents, and number of students suspended will not be published.
- When the number of students enrolled is less than 10 or the number of students suspended is less than 5, no data will be published.
- When the number of students enrolled is between 10 and 20, only the percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.
- When the number of students enrolled is greater than 20, the corresponding number of suspension incidents, number of students suspended, and percentage rate will be published, provided the percentage rate is not greater than or equal to 95.0% or less than or equal to 3.0%.
**Household Application for Free and Reduced-Price Meals 2013-2014**

Division of Food and Nutrition Services • Montgomery County Public Schools • Rockville, Maryland 20855

www.montgomeryschoolsmd.org/departments/foodserv—(Translations available)

Meal benefit eligibility from last school year will remain current only through September 2013 OR until a 2013-2014 application is processed.

- If you are NOT applying for meal benefits, discard this form.
- If you ARE applying for free or reduced-price meals, complete all appropriate sections of this application. Incomplete applications cannot be approved and will be returned.
- Use ONE application for ALL students in the household—including Pre-K, kindergarten, and foster—even if they attend different schools.

### A. STUDENT INFORMATION

List ALL children enrolled in Montgomery County Public Schools ONLY. Student ID, Birth Date, School and Grade. If ALL children listed are foster children, skip to Part E for signature and address. Use additional paper if needed. List all current student income before expenses and deductions for taxes, etc., and how often it is paid: weekly (wk), every two weeks (bi-wk), twice a month (twice), or monthly (mo).

<table>
<thead>
<tr>
<th>PLEASE PRINT CAREFULLY</th>
<th>First Name</th>
<th>MI</th>
<th>Student ID#</th>
<th>Birth Date</th>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. CASE NUMBER:

Enter CASE Number if household qualifies for FSP or TCA Social Security numbers. Medicaid and EBT numbers are not accepted. Must be a nine digit number.

If a casenumber is provided, income information from the last four digits of your social security number are not necessary, skip to Part E. The signature of adult in household and address are required.

### C. IF ANY CHILD YOU ARE APPLYING FOR IS HOMELESS, MIGRANT, OR A RUNAWAY, CHECK ONE: HOMELESS, MIGRANT, RUNAWAY and call your school or Homeless Liaison at: 301-279-3322

### D. ALL OTHER HOUSEHOLD MEMBERS:

List all other people living in the household, DO NOT INCLUDE STUDENTS LISTED IN PART A. Your household includes all those living as one economic unit—excluding yourself and anyone living with you, whether or not they are related to you, including all foster children who are not listed in section A. List all current household income before expenses and deductions for taxes, etc., and how often it is paid: weekly (wk), every two weeks (bi-wk), twice a month (twice), or monthly (mo). If your income varies, write the amount you usually earn.

<table>
<thead>
<tr>
<th>PLEASE PRINT CLEARLY</th>
<th>First Name</th>
<th>MI</th>
<th>EARNINGS from WORK before deductions</th>
<th>EARNINGS from WORK before deductions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name</td>
<td></td>
<td></td>
<td>job 1</td>
<td>job 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Amount</td>
<td>Amount</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How often</td>
<td>How often</td>
</tr>
</tbody>
</table>

### E. SIGNATURE AND LAST FOUR DIGITS OF SOCIAL SECURITY NUMBER.

I certify that information on this application is true and that all income is reported. I understand that the school will receive Federal funds based on the information I give. I understand that school officials may verify the information. I understand that if I purposely give false information, my children may lose meal benefits and I may be prosecuted.

Signature, Adult in Household: ____________________________

Print Name: ____________________________ Home Phone: ____________________________

Address: ____________________________ City: ____________________________ ZIP Code: __________ Date: __________

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced-price meals. You must include the last four digits of the Social Security Number of the adult household member who signs the application. The last four digits of the Social Security Number are not recorded when you are only applying for foster children, or you are in a Food Supplement Program or Temporary Cash Assistance case number, or when you indicate that the adult household member signing the application does not have a Social Security Number. We will use your information to determine if your child is eligible for free or reduced-price meals, and to administer and enforce the lunch and breakfast programs. We do not share your eligibility information with education, health, and health programs to help them identify eligible children.

**PLEASE RETURN TO ANY MCPS SCHOOL**

**Meals Benefit Application Form—2013-2014—English**

MCPS Form 240-30 • August 2013
Dear Parent or Guardian:
Montgomery County Public Schools serve breakfast and lunch every school day. If your total household income is the same or less than the amounts on the Income Chart below, your child may qualify for free or reduced-price meals.

The following students may be eligible for free meals:
- Students enrolled in Even Start
- Students in households participating in WIC

The following students qualify for free meals:
- Foster children
- Students certified as homeless or runaway
- Students enrolled in the Migrant Education program
- Students enrolled in the Head Start program
- Students in households receiving Food Supplement Program (FSP) or Temporary Cash Assistance (TCA)

**U.S. CITIZENSHIP IS NOT REQUIRED TO QUALIFY FOR FREE OR REDUCED-PRICE MEALS**

<table>
<thead>
<tr>
<th>NUMBER IN HOUSEHOLD</th>
<th>INCOME CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ANNUAL</td>
</tr>
<tr>
<td>1.</td>
<td>$ 21,257</td>
</tr>
<tr>
<td>2.</td>
<td>28,694</td>
</tr>
<tr>
<td>3.</td>
<td>36,131</td>
</tr>
<tr>
<td>4.</td>
<td>43,568</td>
</tr>
<tr>
<td>5.</td>
<td>51,005</td>
</tr>
<tr>
<td>6.</td>
<td>58,442</td>
</tr>
<tr>
<td>7.</td>
<td>65,879</td>
</tr>
<tr>
<td>8.</td>
<td>73,316</td>
</tr>
</tbody>
</table>

For each additional family member add . . . $7,437 620 144

All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has been determined by a doctor to have a disability that would prevent the child from eating a regular school meal, the school will make substitutions prescribed by the doctor at no extra charge for the meal. If you believe your child needs substitutions because of a disability, please contact us for further information.

**Non-Discrimination Statement:** This explains what to do if you believe you have been treated unfairly. "In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1440 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992. Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6135 (Spanish). USDA is an equal opportunity provider and employer."

The Maryland State Department of Education does not discriminate on the basis of age, ancestry, color, creed, gender identity and expression, genetic information, marital status, disability, national origin, race, religion, sex, or sexual orientation in matters of: hiring, employment or in providing access to programs, services, benefits, or activities. For inquiries related to departmental policies, please contact: Equity Assurance and Compliance Branch, Office of the State Superintendent, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2591—(410)-767-0433 Voice—410-767-0433 Fax. 410-767-0434. Inquiries regarding discrimination in matters of: hiring, employment or in providing access to programs, services, benefits, or activities. For inquiries related to departmental policies, please contact: Equity Assurance and Compliance Branch, Office of the State Superintendent, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201-2591—(410)-767-0433 Voice—410-767-0433 Fax. 410-767-0434. Inquiries regarding discrimination in matters of: hiring, employment or in providing access to programs, services, benefits, or activities.

**Inclusionary Policy:** School officials will ask you for proof of your income or Food Supplement Program (FSP) benefits at any time during the school year. If you are unable to provide proof, your child may no longer receive free or reduced-price meals.

**Hearing:** You may talk to school officials if you do not agree with the decision about your child's meal benefits or the results of validation. You also may ask for a fair hearing by calling or writing to:

**Teacher, Department of Materials Management**
16644 Crabbs Branch Way
Rockville, MD 20855

Please contact Montgomery County Public Schools for program documents in other languages upon request, or if you need assistance with completing this application: (301) 840-8170 (you may call collect) or Maryland Relay number: (800) 735-2258.

Sincerely,

Marla R. Capron, Director
Division of Food and Nutrition Services

---

**Table: Income Chart for Free or Reduced-Price Meals**

<table>
<thead>
<tr>
<th>INCOME TO REPORT</th>
<th>Report all income before taxes, insurance, and other expenses are deducted or taken out.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages, Salaries, Tips</td>
<td>Cash from Savings, Interest, Dividends, Income from Estates and Trusts, Investment Income, Income from any other source.</td>
</tr>
<tr>
<td>Unemployment Compensation</td>
<td>Disability benefits, Income from self-owned farm or business, Temporary Cash Assistance (TCA), Allimony and Child Support, Income from any other source.</td>
</tr>
<tr>
<td>Worker's Compensation</td>
<td>Interest, Dividends, Income from Estates and Trusts, Temporary Cash Assistance (TCA), Allimony and Child Support, Income from any other source.</td>
</tr>
</tbody>
</table>

**Income Chart:**

<table>
<thead>
<tr>
<th>NUMBER OF HOUSEHOLD</th>
<th>ANNUAL</th>
<th>MONTHLY</th>
<th>WEEKLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$ 21,257</td>
<td>1,772</td>
<td>409</td>
</tr>
<tr>
<td>2.</td>
<td>28,694</td>
<td>2,392</td>
<td>552</td>
</tr>
<tr>
<td>3.</td>
<td>36,131</td>
<td>3,011</td>
<td>695</td>
</tr>
<tr>
<td>4.</td>
<td>43,568</td>
<td>3,631</td>
<td>838</td>
</tr>
<tr>
<td>5.</td>
<td>51,005</td>
<td>4,251</td>
<td>981</td>
</tr>
<tr>
<td>6.</td>
<td>58,442</td>
<td>4,871</td>
<td>1,248</td>
</tr>
<tr>
<td>7.</td>
<td>65,879</td>
<td>5,409</td>
<td>1,267</td>
</tr>
<tr>
<td>8.</td>
<td>73,316</td>
<td>6,110</td>
<td>1,410</td>
</tr>
</tbody>
</table>

For each additional family member add . . . $7,437 620 144

**NOTE:** If you are in the Military Privatized Housing Initiative or get combat pay, do not report these allowances as income.

---

**Figure 14 MCPS Income Chart for Free or Reduced-Price Meals**
### Appendix A-3

Montgomery County Public Schools Enrollment by Race/Ethnic Groups: 1968-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Native American</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1968-69</td>
<td>715</td>
<td>503</td>
<td>1016</td>
<td>990</td>
<td>1238</td>
<td>37,823</td>
</tr>
<tr>
<td>1969-70</td>
<td>731</td>
<td>501</td>
<td>1016</td>
<td>990</td>
<td>1238</td>
<td>37,475</td>
</tr>
<tr>
<td>1970-71</td>
<td>747</td>
<td>501</td>
<td>1016</td>
<td>990</td>
<td>1238</td>
<td>37,127</td>
</tr>
<tr>
<td>1971-72</td>
<td>763</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>36,779</td>
</tr>
<tr>
<td>1972-73</td>
<td>779</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>36,431</td>
</tr>
<tr>
<td>1973-74</td>
<td>795</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>36,083</td>
</tr>
<tr>
<td>1974-75</td>
<td>811</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>35,735</td>
</tr>
<tr>
<td>1975-76</td>
<td>827</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>35,387</td>
</tr>
<tr>
<td>1976-77</td>
<td>843</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>35,039</td>
</tr>
<tr>
<td>1977-78</td>
<td>858</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>34,691</td>
</tr>
<tr>
<td>1978-79</td>
<td>874</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>34,343</td>
</tr>
<tr>
<td>1979-80</td>
<td>890</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>34,005</td>
</tr>
<tr>
<td>1980-81</td>
<td>906</td>
<td>501</td>
<td>1016</td>
<td>1010</td>
<td>1238</td>
<td>33,657</td>
</tr>
</tbody>
</table>

**Figure 15 Enrollment by Race/Ethnic Groups: 1968-2012**
Addendum:

Overview of Moderately Priced Dwelling Unit Program:

In an attempt to provide housing for less affluent residents and to integrate the County both economically and racially, the County's Housing Opportunities Commission (HOC) developed the Moderately Priced Dwelling Unit (MPDU) zoning plan. The County requires 12.5% of the total number of units built in new residential developments to be MPDUs. Units are typically small townhouses or condominiums priced substantially below the non-MPDU units in the development. The first units were built in 1976 and through 2013 the amount built totals 14,029. Of that total 9,561 were "For Sale" units and 4,468 were "Rental Units". In 2013 554 units were built exceeding by 146 the number of units built every year since 1988. The peak years of the program were 1982 through 1987 when between 705 and 1224 units were built each year. Not all of the 14,029 units built are still MPDU units. Prior to changes in the program in 1989 owners of MPDU's were allowed to sell their MPDU after 10 years of ownership. Over 2,000 units were sold in the 1990's after their 10 year ownership period expired. The current ownership requirement is now 20 years. The number of MPDU units built each year comes well short of meeting the housing needs of the County’s residents. In 2009 the Montgomery County Planning Department determined the county had a shortage of 43,000 units affordable for households earning
less than $90,000 a year. Demand is so high that a lottery to purchase a unit is held for each unit that becomes available.