

BCPS 2016-2017 Early Childhood, Special Education, and ESOL Program Placement Analysis, Alpha by School
Victory Villa ES Boundary Study Schools

Name	Area	9/30/2016 HEAD COUNT ENROLL	9/30/2016 FTE ENROLL	2016 STATE RATED CAPACITY	9/30/2016 Over/ Under SRC (FTE-SRC)	9/30/2016 % UTILIZE (FTE/SRC)	2016 %English Learner Students (ELL)	2016 %Free/ Reduced Meal Students (FARMS)	EARLY CHILDHOOD								REGIONAL K-12			GRADE LEVELS										
									OGE 3	OGE 4	IGE 3	IGE 4	HALF-DAY PK	FULL-DAY PK	CLS Autism KG	ECLS KG	DHH 3-5	FALS	BLS	DHH	KG	1	2	3	4	5				
Elementary Schools																														
Glenmar ES	NE	478	459	371	88	123.72%	9.83%	66.95%						2										x	x	x	x	x	x	
Hawthorne ES	SE	515	508	587	-79	86.54%	1.55%	60.39%	R1	R1	R1			2	5						R2				x	x	x	x	x	x
Martin Blvd. ES	NE	309	292	291	1	100.34%	9.71%	77.02%						2							R2				x	x	x	x	x	x
Middlesex ES	NE	544	520	517	3	100.58%	4.96%	72.06%			R2			2											x	x	x	x	x	x
Orems ES	NE	356	333	313	20	106.39%	2.53%	49.16%			R1	R1		2			R1								x	x	x	x	x	x
Shady Spring ES	NE	678	657	499	158	131.66%	17.40%	75.81%						2											x	x	x	x	x	x
Victory Villa ES	NE	426	411	326	85	126.07%	3.05%	62.91%						2											x	x	x	x	x	x
Vincent Farm ES	NE	903	884	699	185	126.47%	2.33%	31.01%						2							R2				x	x	x	x	x	x
Totals		4,209	4,064	3,603	461	112.79%			1	1	4	1	14	5	0	1	0				4	2	0							

Percent Utilization Shading Key 0-60% 60%-80% 80%-100% 100%-115% 115%-130% 130%+

Number of Sections, or R# = Regional Program and #sections

BCPS 2016-2017 Early Childhood, Special Education, and ESOL Program Placement Analysis, Alpha by School

Victory Villa ES Boundary Study Schools

Definitions:

Enrollment and Demographics:

Headcount Enrollment - a traditional total student headcount where each student counts as one.

FTE - Full-Time Equivalent Enrollment - an enrollment count that factors half-day students as one half. This count is used in comparing enrollment to State Rated Capacity.

SRC - State Rated Capacity - the recommended number of students a school can reasonably support, based on a state formula and how classrooms are used.

%Utilization - a percent of facility utilization, the FTE enrollment divided by the State Rated Capacity.

%English Language Learners (ELL) - Percent of students receiving services as English Language Learners

%Free and Reduced Meals (FARMS) - Percent of students (headcount) meeting the economic eligibility requirements to receive free or reduced meals.

Special Education Services:

OGE - Services are Outside of General Education - These programs meet the individual needs of preschool and pre-k students with IEP's. Services may include a highly structured learning environment, use of multi-sensory approach to learning, specialized instruction as identified by the student's IEP, positive behavior strategies, use of developmentally appropriate practices, use of visual and sensory strategies, use of evidence based strategies and development of social skills within the school environment.

IGE - Services are Inside of General Education - Students requiring these services have varied disabilities and multiple needs that can be met in the general education setting with support and related services. Services offered may include: instruction in home settings, in parentally-placed community preschool, pre-kindergarten, and/or licensed childcare settings; instruction in the general education curriculum with modifications; small group pullout resource support; co-teaching; and consultation with general education teachers.

CLS - Communication & Learning Support (9:1) - Students with IEPs in need of communication and learning support services are those whose complex communication, socialization, and learning needs are a result of having been diagnosed with an Autism Spectrum Disorder. Students requiring these services typically have significant delays in the areas of cognition, communication, social/emotional, and adaptive behavior. Services offered may include: a highly structured learning environment, use of visually based strategies, emphasis on the development of language and social skills, use of sensory processing techniques, and the development of individualized behavioral strategies.

FALS - Functional Academic Learning Support (10:1) - Students with IEPs in need of functional academic learning support are those who demonstrate significant delays in measured intelligence, adaptive functioning, communication, and academic functioning. Services offered may include: instruction in a functional life skills curriculum including personal management, community, recreation/leisure, career/vocational, and communication/decision-making. Students are provided with extensive modification of objectives and learning materials, and more time to learn.

BLS - Behavior & Learning Support (9:1) - Students requiring these services have social, emotional, behavioral, and learning needs that may be met both inside and outside the general education setting. Students typically have average intelligence but may not be achieving academically due to complex social, emotional, and behavioral needs. Services offered may include: a supportive and structured learning environment, integrating specialized academic and social instruction, counseling, and behavioral modification specific to each student.

DHH - Learning Support for Deaf/Hard of Hearing (9:1) - Students with hearing loss may require support through alternative communication interventions, specialized instructional strategies, auditory listening devices (ALDs), and related services. Services may include: communication development, speech and language therapy, aural rehabilitation, instructional support, use of auditory listening devices (ALD), and specialized accommodations/modifications.

Notes:

A number in the "2016-2017 Grade Levels" indicates number of sections. An "x" indicates grade level exists for that school.

Sources:

ELL Data: BCPS Data Warehouse/COGNOS

FARMS DATA: BCPS Data Warehouse/COGNOS

Data for Enrollment and FTE - September 30, 2016 Enrollment

Data for Programs, Office of Special Education, PreK Strategic Plan DRAFT 030116.docx