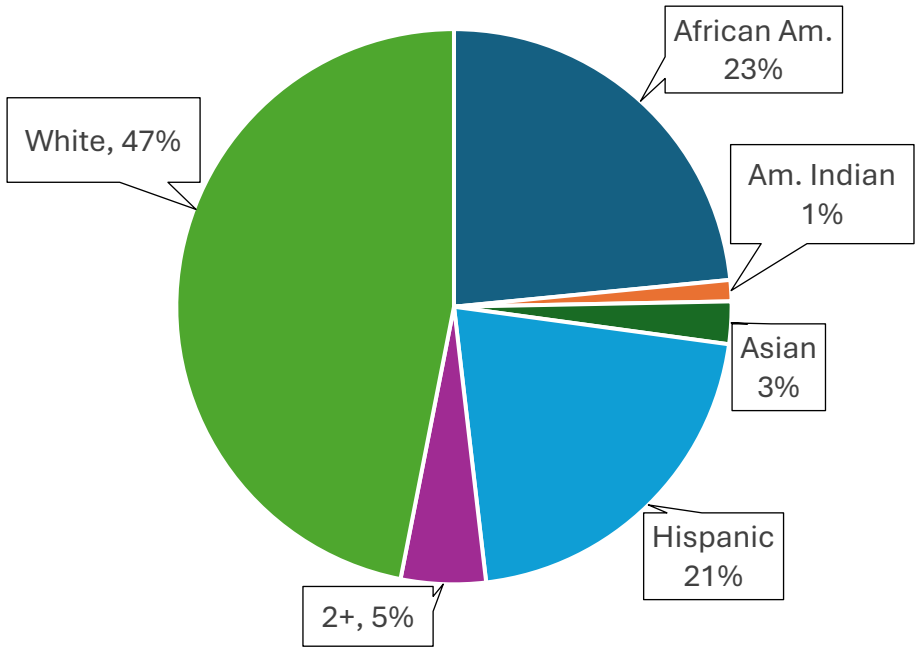
Student Performance Data is from the 2025 – 2026 School Year

Marley Glen School



75
Enrollment

NA%
Percent Proficient in Mathematics

86.9%
Attendance Rate

NA%
Percent Proficient in English Language Arts

100%
Graduation Rate
*Certificate-Bound Students

100%
Students Requiring Assistive Technology

Students by the Numbers

41	FARMs/Economically Disadvantaged
6	Multilingual Learners
75	Students with Disabilities
20	Student participating in Vocational Skills training
73	Students participating in Community-Based Instruction

Current partners engaged with the community...

22+ Partners and Growing

- Dulin Cut and Trim
- Fello
- Parents' Place of Maryland
- Johns Hopkins Volunteers for Medical Engineering
- Sunflowers for Sallie
- Arts for Learning

Assets and Needs Assessment Data is from the 2025 - 2026 School Year

Marley Glen School

Who participated in our Assets and Needs Assessment?

75	35	49	4
Students	**Families**	**Staff**	**Community Members**

What did we learn?

•Each student's unique intersection of physical, behavioral, mental, physical supports is taken into consideration by various stakeholders each day

•Engagement improves with hands on learning, assemblies, when using manipulatives and functional learning

•Staff emphasize that families benefit most from concrete supports such as help navigating services, transition planning, resource referrals, and respite-style supports,

•Staff rate enrichment events, shared experiences, and relationship-building activities as highly impactful.

•Staff consistently report prioritizing student safety through coordinated medical care, behavior supports, predictable routines, and familiarity with individual student needs

•Families ask for targeted supports (workshops, transition information, self-care, stress management, and referrals)
•Engagement increases when structural barriers such as time, transportation, and childcare are removed
•Clear, early communication about transition planning, adult services, and available resources, as well as one-on-one help navigating systems is requested

•Partners consistently describe rigorous instruction as teaching life skills, communication, independence, and self-advocacy that students will need after age 21.

•Care and belonging are strengthened when services are brought into familiar school spaces.

•Schools are viewed as trusted, safe anchors for families navigating complex systems.

Priorities and Opportunities

Rigorous, Community-Connected Classroom Instruction and Expanded, Enriched Learning Opportunities	• Shift instructional rigor further toward functional, life-skill–based learning. • Increase consistent access to experiential and community-connected learning. • Alternate curriculum and vocational skill training
Collaborative Leadership, Shared Power, and Voice	• Expand co-planning with community partners. • Formalize shared decision-making structures. • Reduce participation barriers for families • Intentionally partner with disability and transition service organizations and family advocacy groups
Integrated Systems of Support	• Increase behavioral and mental health capacity within the school. • Plan and implement consistent transition (post age 21) planning and programming to assist families from an earlier age with direct family support for resource management • Data support expanding on-site health, behavioral, and family support services
Culture of Belonging, Safety, and Care	•Ensuring health routines are handled with dignity and consistency •Safe spaces and equipment that reduce risk during mobility or sensory dysregulation involving behavior team •Continue to implement family workshops and family socialization events to build community among families and share resources to reduce isolation and empower families
Powerful Student and Family Engagement	•Growing list of community partners to support families, students, and teachers •Family workshops aligned with parents' noted topics of choice •Sibling workshops to strengthen family and family support of students with disabilities.