



**Albert Einstein High School**  
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**THE COMMUNITY AND SCHOOL**

Albert Einstein High School is one of twenty-five high schools in Montgomery County Public Schools (MCPS). Montgomery County is the fourteenth largest school system in the nation with 155,674 students. Located in Kensington, Maryland, a culturally diverse suburb of Washington, D.C., students in this community represent over 45 countries. To promote academic excellence and college preparation, Albert Einstein High School has four Academies - International Baccalaureate, Renaissance, Finance and Visual and Performing Arts. We also house the Visual Arts Center (VAC) for MCPS (see reverse side for detailed program descriptions).

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**ALBERT EINSTEIN HIGH SCHOOL STUDENTS**  
**2024-2025**

**Class Size:** There are 2,040 students at Einstein.  
 The class of 2025 has 439 students.

**Demographics (grades 9-12 for 2024-2025)**

Hispanic	48.6%
White	23.6%
African American	15.9%
Asian	6.9%
Multi-Racial	4.7%

**2023-2024 SAT REASONING TEST**

	AEHS	District	State	National
Math	445	493	458	466
Reading & Writing	484	516	484	485
Total	929	1010	942	951

**GRADING SYSTEM**

- A = Outstanding level of performance
- B = High level of performance
- C = Satisfactory level of performance
- D = Minimal level of performance
- E = Unsatisfactory level of performance
- CR/NC = Credit/No Credit

**GRADUATION REQUIREMENTS**

- 22.5 credits to include:**  
 English 4 credits  
 Social Studies 3\*credits  
 Mathematics 4\*credits

- Science 3\* credits
- Program Completer 2-9 credits  
 (Foreign language, adv. technology or vocational program)

- Fine Arts 1 credit
- Technology Education 1 credit
- Health 1 credit
- Physical Education 1 credit
- Electives 2.5 credits

- Students must earn 75 hours of Student Service Learning.
- \*1 US History, 1 Government, 1 World History
- \*1 Algebra, 1 Geometry,
- \*1 Biology, 1 Physical Science, 1 NGSS course

**Percentage of Class of 2024 Attending Post-Secondary Schools**

Four-year: 59.7% Two-year: 40.1%

**U.S. News and World Report Best High Schools Rankings:**  
 37th in Maryland ([2024](#))

**GRADE DISTRIBUTION FOR THE CLASS OF 2024**  
 Montgomery County Public Schools does not rank students, but instead provides both a grade point average (GPA) and a weighted grade point average (WGPA) on each transcript.

	UNWEIGHTED GPA	WEIGHTED GPA
4.51 & Above	0%	21%
4.01 - 4.50	0%	19%
3.51 - 4.00	35%	19%
3.01 - 3.50	26%	14%
2.51 - 3.00	14%	9%
2.01 - 2.50	13%	11%

*Midyear transcripts will be available in February.  
Final transcripts will be available in July.*

## **CEEB Code: 210677**

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### **ADVANCED LEVEL COURSES**

The academic program consists of advanced placement, advanced level and honors courses. Courses taken within the honors program are designated with “HON” on the student’s transcript. Advanced level classes are designated with “ADV” on the student’s transcript. Honors, advanced placement and advanced level courses are among the most rigorous MCPS programs.

#### **18 Advanced Placement Courses**

2D Art & Des, 3D Art & Des, Calculus AB & BC, Computer Science Principles, Computer Science Java, Drawing, English Language Comp, Eng. Lit & Comp, French Lang & Cult, Spanish Lang & Cult, Statistics, US Government & Politics, US History, Modern World History, Music Theory

#### **22 International Baccalaureate Courses**

English Lit HL, Spanish Lang & Lit SL/HL, Spanish SL/HL, French SL/HL, Japanese SL/HL, History HL, Global Politics SL, Physics HL, Psychology SL, Biology HL, Environmental System SL, Sports, Exercise & Health SL, Math Applications SL/HL, Math Analysis HL, Theatre SL/HL, Art Design SL/HL, Dance SL/HL, Economics SL, English Language & Literature SL, Theory of Knowledge, Geography SL, Chemistry HL

#### **27 Honors/Advanced Level Courses**

Algebra 2, Biology, Chemistry, Physics, Dance Company, English (all levels), French 3, 4, & 5. Geometry, Government, Health, Japanese 3 & 4, Jazz Ensemble, Modern World History, Orchestra, Physics, Precalculus, Spanish 3, 4, & 5. Studio Art, U.S. History

### ***ALBERT EINSTEIN ACADEMIES***

**The International Baccalaureate (IB) Diploma Program (DP)** is a challenging advanced academic two-year program designed to cultivate caring, inquisitive, problem-solving global citizens. The program offers highly motivated students the opportunity to engage with interdisciplinary curricula through a global lens. This course of study emphasizes analytical and critical thinking skills, research, writing, and the communication of ideas that IB courses require. All of which, reflect college-level expectations. The IB Programme offers courses within six academic subject groups. An IB Diploma candidate must select one course from each of the six groups and study three at the higher level (HL) and three at the standard level (SL). Additionally, Diploma candidates must complete the three core components of the IB program: Theory of Knowledge; Extended Essay; and a CAS (Creativity, Activity, and Service) project.

The **Renaissance Academy** emphasizes the development of mathematical, reading, writing, and public speaking skills and their application in the arts and sciences. Students will master the skills, facts, and theories of academics necessary for college and post-graduate success while developing critical thinking skills as they explore the ethical, interpretive, and interpersonal facets of knowledge, history and the arts. Strong student/parent-teacher partnerships are developed for individual student success. Student study courses in areas of math, science, and the humanities.

The **Academy of Finance (AOF)** is a model program established by the National Academy Foundation to foster educational excellence, to link the resources of business, education and the community, and to create the opportunity for students in grades nine through twelve to experience different areas of the business world. The AOF promotes both college and career readiness as students are prepared to be successful entrepreneurial, financial, and global business professionals through a combination of coursework and on-the-job experience in the form of a paid internship after their junior year.

The **Academy of Visual and Performing Arts (VAPA)** is designed as a pre-professional high school experience focused in the areas of dance, visual art, music and theater. This program provides training to motivated students in a specific arts discipline. Every student who participates in a VAPA class is required to keep a Process Portfolio for the duration of the class and their tenure in the Academy. VAPA students, in collaboration with an advisor, then compile these Process Portfolios and complete a Sr. Capstone project. The goal for these students is to present an oral presentation to the VAPA Faculty. Students are also involved in rigorous academic programs that, when combined, create an innovative and comprehensive education.

The **Visual Art Center (VAC)** was established over twenty years ago. The primary goal of this countywide program is to provide an intensive honors level curriculum in visual art with an emphasis on two dimensional processes and a strong foundation in art history. An important outcome of the program is the assembly of a strong portfolio for Advanced Placement, college reviews, and scholarship applications. Studies include drawing, painting, and printmaking. Lessons consist of lectures, demonstrations, slide presentations, studio activities, assigned research, group critiques, and gallery visits. Students also can study commercial art, computer graphics, and sculptural technique.

\*In March 2020, like most districts at the onset of the COVID 19 pandemic, MCPS shifted to a virtual learning model of instruction for the remainder of the school year. Students remained in a virtual learning model until March 2021, at which time students could elect between in-person instruction (which was partial on a rotating basis due to physical distancing requirements) or 100% virtual. As a result, adjustments to grading and reporting and instructional models were also implemented. In 2020-2021, although MCPS returned to a more traditional grading system, there were some adjustments that provided expanded opportunities to reduce course load or take courses on a pass/fail basis.