

**Office of Shared Accountability
Montgomery County Public Schools
Rockville, Maryland**

**Executive Summary
2000 Maryland School Performance Program Report**

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Executive Summary of 2000 MSPP Report

Background

The Maryland School Performance Program (MSPP) report is a district and state report card published since 1991. The report includes academic and other MSPP indicators. These data help to describe the students the district is serving and how well they are being educated. State standards have been set on some of the data elements; others are presented as descriptive information. This executive summary is divided into two sections; academic indicators and other MSPP indicators. This summary shows that MCPS is generally doing well and improving on these indicators while the education load of students needing special services is increasing. The data also show there is still a large gap in the performance of racial/ethnic groups.

Academic Indicators

There are four academic indicators in the MSPP report. Three of these are tests and one is a combination of rigorous academic criteria to be met by graduates. Two of the tests are developed by the Maryland State Department of Education (MSDE). The Maryland State Performance Assessment Program (MSPAP) tests are designed to measure school and district achievement in elementary and middle schools. The Maryland Functional Tests (MFT) are administered in middle and high schools and are required for high school graduation. The third test, the Comprehensive Tests of Basic Skills (CTBS), is nationally normed and is administered in elementary and middle schools. Details about the academic indicators are summarized in the Attachments.

Maryland School Performance Assessment Program (MSPAP)

The Maryland School Performance Assessment Program (MSPAP) tests have been administered statewide in Grades 3, 5, and 8 since 1993. They measure school, district, and state achievement in six content areas – reading, writing, language usage, mathematics, science, and social studies. Student scores range from 1 to 5 with 1 representing the top performance. Scores from 1 to 3 are satisfactory; scores of 1 and 2 are excellent. The results discussed below are composites (i.e., averages) of the percent satisfactory or excellent across the 6 content areas.

System Results

Satisfactory Composites: Performance by MCPS students on the MSPAP tests showed slight improvement in 2000. Overall the composite scores improved by .6 of a percentage point (54.8 to 55.4¹) from 1999 and 9 percentage points from 1993. The MCPS 2000 composite was the fourth highest in the state behind Kent County (62.0), Howard County (61.4), and Harford County (55.7). In 1999 the MCPS composite was fifth in the state. The composites went up in Grades 5 (57.0 to 57.6) and 8 (55.9 to 58.0). In Grade 3 the composite went down (51.6 to 50.5). Countywide results by content area for 1993, 1999, and 2000 are shown in the table on the next page.

¹ The MCPS composite is impacted slightly by tests that were invalidated because of test administration irregularities. If these students had performed similarly to students in those schools in 1999 the overall county composite would have increased 0.2 percentage points.

MCPS MSPAP RESULTS
Percentage of Students at Satisfactory (Standard = 70%)

Grade	Content Area	1993	1999	2000	1999-2000 Change
3	Reading	N.A.	48.9	44.2	-4.7
	Writing	48.6	56.1	57.9	+1.8
	Language Usage	43.5	57.1	56.9	-0.2
	Mathematics	45.4	52.1	49.2	-2.9
	Science	49.4	48.4	47.2	-1.2
	Social Studies	47.1	47.1	47.3	+0.2
	Composite Score	46.8	51.6	50.5	-1.1
5	Reading	35.8	50.0	52.3	+2.3
	Writing	49.0	48.7	51.5	+2.8
	Language Usage	37.9	64.0	66.6	+2.6
	Mathematics	59.6	61.2	60.4	-0.8
	Science	50.2	63.3	60.3	-3.0
	Social Studies	47.1	55.0	55.2	+0.2
	Composite Score	46.7	57.0	57.6	+0.6
8	Reading	37.5	34.2	35.6	+1.4
	Writing	47.6	56.1	61.7	+5.6
	Language Usage	51.4	59.6	61.1	+1.5
	Mathematics	53.2	66.1	66.0	-0.1
	Science	52.7	63.3	62.4	-0.9
	Social Studies	37.7	55.7	60.4	+4.7
	Composite Score	45.5	55.9	58.0	+2.1
Overall Composite		46.4	54.8	55.4	+0.6

Excellent Composites: The size of the gains on the percent of students meeting the excellent standard was similar to those for satisfactory -- .3 of a percentage point from 1999 to 2000 and 9.2 percentage points from 1993. However, since far fewer students reach this standard, the improvement from 1993 was almost 100 percent (9.6 percent to 18.8 percent). The disparity among racial/ethnic groups is large with Asian American and white students averaging about 25 percent excellent and African American and Hispanic students averaging about 8 percent. Females outperformed males 22 percent to 15 percent. The table on the next page shows the percent excellent by content area.

MCPS MSPAP RESULTS
Percentage of Students at Excellent (Standard = 25%)

Grade	Content Area	1993	1999	2000	1999-2000 Change
3	Reading	--	7.5	6.9	-0.6
	Writing	15.7	16.3	17.7	+1.4
	Language Usage	16.8	25.7	23.8	-1.9
	Mathematics	4.3	10.6	7.8	-2.8
	Science	4.7	9.7	10.4	+0.7
	Social Studies	1.8	6.1	7.3	+1.2
	Composite Score	8.7	12.7	12.3	-0.33
5	Reading	4.0	10.6	12.7	+2.1
	Writing	18.1	26.2	26.5	+0.3
	Language Usage	16.5	40.1	40.7	+0.6
	Mathematics	12.5	21.0	22.6	+1.6
	Science	8.4	17.6	17.1	-0.5
	Social Studies	5.8	17.4	17.2	-0.2
	Composite Score	10.9	22.2	22.8	+0.65
8	Reading	2.1	2.9	3.3	+0.4
	Writing	14.5	28.2	26.9	-1.3
	Language Usage	15.0	28.4	30.7	+2.3
	Mathematics	8.9	28.9	26.7	-2.2
	Science	--	23.0	23.7	+0.7
	Social Studies	4.4	13.5	16.2	+2.7
	Composite Score	9.0	20.8	21.3	+0.43
Overall Composite		9.6	18.5	18.8	0.3

Group Results

The disparity in MSPAP results among racial/ethnic groups in 2000 was similar to 1999. In 2000 the average satisfactory composite for white and Asian American students was 66 percent compared to 34 percent for African American and Hispanic students. Females outperformed males by 60 percent to 51 percent.

Students receiving special services performed lower than the overall county composite of 55.4 percent. The composite for students receiving Free and Reduced Meals services was 31.5 percent. For Limited English Proficient students the composite was 30.6 percent. Students receiving less than 15 hours² of special education services had a

² The results for special education students in the MSPP report include all students receiving any level of service. We have broken the results down into two groups to provide more useful information.

composite of 37.1 percent. Those receiving 15 or more hours of special education services had a composite of 22.6 percent.

Students receiving special services had lower percents of students scoring excellent than the county as a whole. The composite for students receiving Free and Reduced Meals services was 6.3 percent. For Limited English Proficient students the composite was 6.8 percent. Students receiving less than 15 hours of Special Education service had a composite of 14.1 percent; those receiving 15 or more hours of Special Education service had a composite of 5.1 percent.

School Results

Twenty-five MCPS schools exceeded the state satisfactory standard of 70 percent. This was second to Baltimore County that had 26 schools. Statewide 84 schools met this standard. Six of the top 15 schools in the state are in MCPS. Cold Spring Elementary School (85.8 composite) was second in the state. Other MCPS elementary schools in the top 15 were Burning Tree, Darnestown, Farmland, Carderock Springs, and Wayside. A table presenting school composite scores for 1993, 1999, and 2000 is in the Appendix.

Maryland Functional Tests (MFTs)

The MFTs have been administered for over 20 years. Passing these tests in reading, mathematics, and writing is a state high school graduation requirement. Students begin taking the tests in middle school and continue to take them until they pass all three tests. The MSPP functional test results are the percent of students in Grades 9 and 11 who have passed each test. In 2000 MCPS students met the state excellent standard on 5 of the 6 indicators. On Grade 11 math they met the satisfactory standard. This is the same as in 1999 and better than 1993 when MCPS had 2 excellents and 2 satisfactories. The table below shows the number of state standards met by various MCPS groups in 2000, 1999, and 1993, the baseline year.

Number of State Functional Test Indicator Standards Met by Various MCPS Groups

Group	Number of Indicators Meeting Excellent			Number of Indicators Meeting Satisfactory			Number of Indicators Standard Not Met		
	1993	1999	2000	1993	1999	2000	1993	1999	2000
Total MCPS	2	5	5	2	1	1	2	0	0
African-American	2	2	2	3	3	2	1	1	2
Asian-American	4	5	6	2	1	0	0	0	0
Hispanic	0	1	2	4	4	3	2	1	1
White	6	6	6	0	0	0	0	0	0
Male	1	4	3	3	2	3	2	0	0
Female	3	5	5	2	1	1	1	0	0
Regular Education ³	n/a	5	5	n/a	1	1	n/a	0	0
Special Education	n/a	1	0	n/a	3	3	n/a	2	3

³ In the state MSPP report, regular education students are those receiving no special education services. Students receiving any intensity of special education are placed in the special education category.

White and Asian American students met the excellent standard on all six indicators in 2000. Whites also achieved that level in 1999 and 1993. Asian Americans met excellent on 5 indicators in 1999 and 4 in the baseline year. African American students achieved excellent on 2 indicators in the three years reported. They achieved satisfactory on 2 in 2000 and 3 in the other years. This was a decline from 1999 and 1993. Hispanic students were excellent on 2 indicators in 2000 and satisfactory on 3. This was an improvement from 1999 and 1993.

Female students generally performed better than males on the functional tests. In the past 2 years females were excellent on 5 of 6 indicators. Males were excellent on 3 in 2000 and 4 in 1999. Both groups showed considerable improvement from 1993 when females were excellent on 3 indicators and males on 1.

Students receiving special education services performed well below the regular education students. The results for regular education students were the same as those for the total county. In 2000 special education students were satisfactory on 3 indicators and did not meet the standard on the other 3. This was a decline from 1999 when they were excellent on 1 and satisfactory on 3.

MCPS performance was well above that of the state. In 2000 the statewide results showed students meeting excellent on 2 functional test indicators and satisfactory on 3. The state results were the same in 1999.

Comprehensive Tests of Basic Skills (CTBS)

The CTBS was administered countywide for the first time in 2000. The results were reported in detail in an October 27, 2000, memorandum from Dr. Weast to the Board of Education. Overall, the results showed MCPS students scoring well above the national median. There are no state performance standards for the CTBS. Countywide data are presented in the table below.

Median National Percentile Ranks for the Nation and for MCPS Grades 2, 4, and 6

CTBS Subtest	Nation	Grade 2	Grade 4	Grade 6
Reading	50	64	75	70
Language	50	68	74	70
Language Mechanics	50	77	68	69
Mathematics	50	70	78	77
Mathematics Computation	50	68	71	67

Rigorous Courses

This indicator is the percent of graduates who have achieved at least 4 of the following 6 areas:

- Two or more credits in a foreign language with a grade of B or better
- Two or more credits of approved advanced technology with a grade of B or better

- Mathematics courses beyond algebra II and geometry with a grade of B or better
- Four credits of science with a grade of B or better
- A score of 1000 or higher on the SAT
- A cumulative grade point average of 3.0 or higher on a 4.0 scale

There are no state standards for this indicator.

In 2000, 39.9 percent of MCPS graduates had achieved at least 4 of the above areas. This was a gain of 1.1 percentage points from 1999 and placed MCPS number 1 in the state. Howard County, with 36.8 percent, was second. In 1999 Howard had been first with 39.1 percent. The state average in 2000 was 22.2 percent, a 1 point increase from 1999.

Other MSPP Indicators

The other indicators in the MSPP report are of two types – those that a district or school may have an impact on and those that simply describe the population. The first group – Attendance Rate and Dropout Rate – has state performance standards. The second group – Enrollment, Students Receiving Special Services, and Student Mobility – do not have performance standards. These indicators are summarized in the Attachments.

Attendance Rate

MCPS elementary school students met the state excellent standard in attendance in 2000 with a rate of 96.0 percent. This was the first time this standard was met. Middle school and high school students met the satisfactory standard with rates of 95.1 percent and 94.1 percent, respectively. These represented gains from 1993, the baseline year, at all three levels and slight gains from 1999 in elementary and middle schools. The gains from 1993 ranged from .7 of a percentage point in middle school to 1 percentage point in elementary school. The MCPS rates exceeded those of the state at all levels – from 2.6 points in high school to .6 points in elementary school.

Dropout Rate

MCPS achieved its lowest dropout rate (1.71 percent) since the baseline year of 1993. In all years the MCPS rate has been substantially below the satisfactory standard of 3.0 percent. The statewide rate in 2000 was 3.90 percent, the lowest since 1993.

Enrollment

MCPS enrollment continued a long upward trend in 2000 with 130,720 students. This was a gain of almost 3,000 (2 percent) from 1999 and over 20,000 (19 percent) from 1993. MCPS represented about 15 percent of the enrollment in Maryland public schools, the same as in 1993.

Students Receiving Special Services

The number of students receiving special services has increased at a rate well above the increase in enrollment since 1993. This is especially true for Limited English Proficient students and those receiving free and reduced meals.

Limited English Proficient (LEP): The LEP population in MCPS has been growing much faster than overall enrollment. In 2000 there were 9,098 LEP students in MCPS, a 23 percent increase from 1999 and a 60 percent increase from 1993. Forty-seven percent of the LEP students in Maryland were enrolled in MCPS in 2000. MCPS's percent of the state enrollment has been fairly consistent since 1993.

Title I: The number of Title I eligible students in MCPS has increased at a rate less than the overall county enrollment. In 2000 there were 6,015 students in Title I, compared to 5,637 in 1993.

Special Education: The number of students receiving special education services in MCPS in 2000 was 13,072, a 21 percent increase from 1993 but a 7 percent decrease from 1999. The long-term gain is about the same as the overall county enrollment gain.

Free and Reduced Meals: The number of students receiving Free and Reduced Meals services has increased 51 percent since 1993 to 30,945 students. This represents 23 percent of the enrollment in MCPS.

Mobility

The mobility rate is defined as the percent of students who enter and/or withdraw from a school. This movement can be from or to schools inside or outside the district. The rate in MCPS has remained fairly constant since 1993. In that year, 18 percent of the students entered or withdrew from an MCPS school. In 2000 the percent was 17. Statewide the mobility rate was 24 percent in 2000.

Summary

The data in the MSPP report show MCPS performing well and improving while the education load created by students needing special services is increasing. While the overall county data are encouraging, we still have a large discrepancy in performance between racial/ethnic groups. Some of the encouraging findings from the data are:

- The MCPS attendance rate is up with elementary schools achieving an excellent rating for the first time.
- Our dropout rate is the lowest it has been in the eight years covered by the report.
- Scores on the Comprehensive Tests of Basic Skills (CTBS) are well above the national median.
- We achieved the excellent standard on 5 of the 6 Maryland Functional Tests indicators.
- The county average on the Maryland School Performance Assessment Program (MSPAP) tests improved slightly from 1999 and is the fourth highest in the state. Twenty-five MCPS schools met the satisfactory standard with 6 of our schools being in the top 15 statewide.

All of these accomplishments have been achieved while the need for special services has increased significantly. The two most prominent examples of this are:

- Enrollment in the Limited English Proficient program in 2000 was 9,098. This was an increase of 23 percent from 1999 and 60 percent from 1993.
- The number of students in the Free and Reduced Meals program in 2000 was 30,945. This was an increase of 51 percent from 1993.

Attachments

Academic Indicators Reported in Maryland School Performance Program Report

Other MSPP Indicators Reported in Maryland School Performance Program Report

School Results for 1993, 1999, and 2000

Academic Indicators Reported in Maryland School Performance Program Report

Test	Grades Reported	Subjects/ Indicators	State Standards	Comments
Maryland School Performance Assessment Program (MSPAP)	3, 5, 8	Reading Writing Language Usage Mathematics Science Social Studies	Satisfactory: 70% Excellent: 25%	Satisfactory is scores in the top 3 of 5 proficiency levels. Excellent is the top 2 levels
Maryland Functional Tests (MFT)	9 11	Reading Mathematics Writing Reading Mathematics Writing Passed all tests	<u>Satisfactory</u> 95% 80% 90% <u>Excellent</u> 97% 90% 96% 97% 99% 99% 99% 90% 96%	Passing is a graduation requirement. Students initially take MFTs in middle school and continue until they pass.
Comprehensive Tests of Basic Skills (CTBS)	2, 4, 6	Reading Language Lang. Mechanics Mathematics Math. Computation	None	2000 is the first year this test was given to all students
Rigorous Courses	12	Foreign language Advanced technology Higher level math Science SAT GPA	2 credits with B or higher 2 credits with B or higher With B or higher 4 credits with B or higher 1000 or higher 3.0 or higher	Seniors have to achieve 4 of the 6 standards

Attachment

**Other MSPP Indicators Reported in
Maryland School Performance Program Report**

Area	Grades	State Standards
Attendance Rate (Yearly)	1-5 6-8 9-12	For All levels: Satisfactory: 94% Excellent: 96%
Dropout Rate (Yearly)	9-12	Satisfactory: less than 3.00% Excellent: less than 1.25%
Enrollment	PreK to 12	None
Students Receiving Special Services as percent of enrollment: Limited English Proficient Title I Special Education Free and Reduced Meals	1-5 6-8 9-12	None
Student Mobility – Entrants and Withdrawals as percent of enrollment	1-12	None

MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

ELEMENTARY SCHOOL		1993	1999	2000	1999-2000 CHANGE
425	ASHBURTON ES	42.3	64.8	64.5	-.3
420	BANNOCKBURN ES	53.0	75.7	71.2	-4.5
505	LUCY V. BARNSLEY ES	55.3	59.0	60.1	1.1
207	BEALL ES	40.4	49.9	56.5	6.6
513	BELMONT ES	49.3	60.3	59.7	-.6
401	BETHESDA ES	57.7	61.0	60.8	-.2
607	BELLS MILL ES	70.4	79.4	70.8	-8.6
226	BEVERLY FARMS ES	64.5	76.7	75.6	-1.1
410	BRADLEY HILLS ES	64.2	67.9	68.9	1.0
304	BROAD ACRES ES	14.6	20.4	14.7	-5.7
518	BROOKE GROVE ES	38.8	59.5	65.9	6.4
807	BROOKHAVEN ES	33.9	30.2	35.1	4.9
559	BROWN STATION ES	44.7	31.6	40.5	8.9
419	BURNING TREE ES	71.7	76.8	82.5	5.7
309	BURNT MILLS ES	30.5	41.2	31.8	-9.4
302	BURTONSVILLE ES	47.1	43.2	49.9	6.7
508	CANDLEWOOD ES	58.6	54.4	59.2	4.8
310	CANNON ROAD ES	48.3	47.1	47.6	.5
604	CARDEROCK SPRINGS ES	73.5	78.4	80.7	2.3
159	RACHEL CARSON ES	45.7	49.6	63.4	13.8
511	CASHELL ES	52.1	70.2	69.6	-.6
703	CEDAR GROVE ES	44.5	71.7	58.8	-12.9
403	CHEVY CHASE ES	58.6	70.3	69.1	-1.2
101	CLARKSBURG ES	50.5	58.9	53.7	-5.2
706	CLEARSPRING ES	40.5	51.2	44.2	-7.0
100	CLOPPER MILL ES	35.4	38.5	36.5	-2.0
308	CLOVERLY ES	45.6	63.0	67.0	4.0
238	COLD SPRING ES	72.5	81.6	85.8	4.2
229	COLLEGE GARDENS ES	50.4	71.1	57.4	-13.7
808	CRESTHAVEN ES	38.1	52.8	51.1	-1.7
111	CAPT. JAMES E. DALY ES	35.0	45.6	43.2	-2.4
702	DAMASCUS ES	61.8	56.2	61.6	5.4
351	DARNESTOWN ES	60.9	78.1	82.4	4.3
570	DIAMOND ES	55.4	54.0	60.6	6.6
747	DR. CHARLES R. DREW ES	68.6	59.1	62.4	3.3
241	DUFIEF ES	60.0	76.6	72.4	-4.2
756	EAST SILVER SPRING ES	41.0	33.7	44.3	10.6

MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

ELEMENTARY SCHOOL		1993	1999	2000	1999-2000 CHANGE
303	FAIRLAND ES	46.9	42.9	45.6	2.7
233	FALLSMEAD ES	63.3	72.1	78.4	6.3
219	FARMLAND ES	66.7	71.1	81.4	10.3
566	FIELDS ROAD ES	44.8	58.7	62.7	4.0
549	FLOWER HILL ES	35.6	50.3	47.3	-3.0
506	FLOWER VALLEY ES	56.8	58.9	55.9	-3.0
803	FOREST KNOLLS ES	40.7	53.2	52.2	-1.0
106	FOX CHAPEL ES	49.8	55.2	52.1	-3.1
553	GAITHERSBURG ES	30.1	34.4	40.4	6.0
313	GALWAY ES	44.8	36.4	40.9	4.5
204	GARRETT PARK ES	59.9	78.5	74.8	-3.7
786	GEORGIAN FOREST ES	48.2	57.3	43.2	-14.1
102	GERMANTOWN ES	37.9	57.6	55.0	-2.6
767	GLEN HAVEN ES	22.8	31.7	34.7	3.0
817	GLENALLAN ES	31.5	54.3	48.3	-6.0
546	GOSHEN ES	48.4	69.6	68.3	-1.3
334	GREENCASTLE ES	33.8	45.2	41.5	-3.7
512	GREENWOOD ES	52.5	65.7	63.1	-2.6
797	HARMONY HILLS ES	33.6	34.7	36.3	1.6
774	HIGHLAND ES	21.8	28.7	28.7	0
784	HIGHLAND VIEW ES	34.5	48.9	47.6	-1.3
305	JACKSON ROAD ES	35.9	46.2	47.5	1.3
360	JONES LANE ES	61.7	69.2	70.7	1.5
805	KEMP MILL ES	36.9	44.2	42.7	-1.5
783	KENSINGTON-PARKWOOD ES	65.9	73.0	70.3	-2.7
108	LAKE SENECA ES	66.4	53.9	60.0	6.1
209	LAKESWOOD ES	55.7	68.3	74.3	6.0
051	LAYTONSVILLE ES	52.7	62.2	60.7	-1.5
220	LUXMANOR ES	62.7	71.4	64.8	-6.6

MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

	ELEMENTARY SCHOOL	1993	1999	2000	1999-2000 CHANGE
244	THURGOOD MARSHALL ES	--	57.5	57.0	-.5
210	MARYVALE ES	30.7	38.7	29.5	-9.2
110	S. CHRISTA MCAULIFFE ES	41.6	41.2	46.5	5.3
158	RONALD MCNAIR ES	46.5	43.2	55.2	12.0
212	MEADOW HALL ES	25.9	45.5	41.5	-4.0
556	MILL CREEK TOWNE ES	41.1	36.8	40.4	3.6
652	MONOCACY ES	44.4	65.8	55.3	-10.5
415	NORTH CHEVY CHASE ES	58.8	71.1	70.0	-1.1
766	OAK VIEW ES	12.7	30.9	35.0	4.1
769	OAKLAND TERRACE ES	46.0	46.1	46.5	.4
502	OLNEY ES	42.1	62.2	54.1	-8.1
312	WILLIAM TYLER PAGE ES	50.1	51.1	42.5	-8.6
761	PINE CREST ES	26.8	37.1	40.3	3.2
749	PINEY BRANCH ES	31.4	39.2	46.2	7.0
153	POOLESVILLE ES	30.7	52.7	60.9	8.2
601	POTOMAC ES	59.8	81.8	--	--
514	JUDITH A. RESNIK ES	21.4	40.6	46.1	5.5
242	DR. SALLY K. RIDE ES	36.7	42.4	52.0	9.6
227	RITCHIE PARK ES	72.5	66.8	56.1	-10.7
773	ROCK CREEK FOREST ES	45.1	57.2	56.7	-.5
819	ROCK CREEK VALLEY ES	39.8	53.5	50.7	-2.8
795	ROCK VIEW ES	36.9	40.8	43.8	3.0
156	LOIS P. ROCKWELL ES	53.6	51.5	59.1	7.6
771	ROLLING TERRACE ES	26.4	39.8	42.6	2.8
555	ROSEMONT ES	37.1	44.8	38.0	-6.8
565	SEQUOYAH ES	46.1	50.7	53.0	2.3

The reason for some schools not to have data for 1993 and 1999 is because these schools were not open those years.

Missing data for Potomac ES is due to state invalidation of scores.

MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

	ELEMENTARY SCHOOL	1993	1999	2000	1999-2000 CHANGE
603	SEVEN LOCKS ES	71.6	74.0	64.5	-9.5
501	SHERWOOD ES	49.6	67.4	60.0	-7.4
517	SLIGO CREEK ES	--	--	45.0	45.0
405	SOMERSET ES	73.9	80.7	77.4	-3.3
564	SOUTH LAKE ES	31.3	38.5	39.3	.8
568	STEDWICK ES	37.5	45.6	36.6	-9.0
653	STONE MILL ES	58.4	71.2	65.3	-5.9
316	STONEGATE ES	60.0	54.3	57.5	3.2
822	STRATHMORE ES	42.0	26.6	28.5	1.9
569	STRAWBERRY KNOLL ES	45.8	43.8	39.1	-4.7
563	SUMMIT HALL ES	26.0	32.2	27.6	-4.6
216	TRAVILAH ES	62.4	75.3	74.0	-1.3
206	TWINBROOK ES	28.1	37.8	32.1	-5.7
772	VIERS MILL ES	27.7	41.6	46.5	4.9
552	WASHINGTON GROVE ES	42.2	53.7	49.8	-3.9
109	WATERS LANDING ES	47.9	64.1	56.4	-7.7
561	WATKINS MILL ES	57.2	49.7	49.5	-.2
235	WAYSIDE ES	71.2	80.0	80.5	.5
777	WELLER ROAD ES	27.8	43.6	43.0	-.6
408	WESTBROOK ES	59.8	79.5	71.8	-7.7
504	WESTOVER ES	60.4	57.1	51.0	-6.1
788	WHEATON WOODS ES	28.7	30.0	28.1	-1.9
558	WHETSTONE ES	45.0	51.1	47.6	-3.5
417	WOOD ACRES ES	66.3	72.8	79.6	6.8
704	WOODFIELD ES	60.1	62.1	67.6	5.5
764	WOODLIN ES	46.6	52.6	56.3	3.7
422	WYNGATE ES	52.7	70.4	78.2	7.8

The reason for some schools not to have data for 1993 and 1999 is because these schools were not open those years.

MSPAP SCHOOL PERFORMANCE INDEX
(Sorted by school in alphabetical order)

MIDDLE SCHOOL		1993	1999	2000	1999-2000 CHANGE
823	ARGYLE MS		41.9	46.7	4.8
705	JOHN T. BAKER MS	34.9	64.3	60.5	-3.8
333	BENJAMIN BANNEKER MS	36.3	52.9	54.4	1.5
335	BRIGGS CHANEY MS	46.6	52.7	54.6	1.9
606	CABIN JOHN MS	53.9	74.7	78.3	3.6
157	ROBERTO CLEMENTE MS	--	47.9	51.6	3.7
775	EASTERN MS	42.1	48.0	48.2	.2
507	WILLIAM H. FARQUHAR MS	49.8	59.3	53.0	-6.3
248	FOREST OAK MS	--	53.6	42.8	-10.8
237	ROBERT FROST MS	59.9	68.5	75.1	6.6
554	GAITHERSBURG MS	35.2	51.3	48.6	-2.7
228	HERBERT HOOVER MS	67.7	75.4	78.2	2.8
311	FRANCIS SCOTT KEY MS	48.5	47.2	51.5	4.3
107	MARTIN LUTHER KING MS	37.8	49.5	49.9	.4
708	KINGSVIEW MS	--	46.7	58.3	11.6
818	COL. E. BROOKE LEE MS	42.5	53.5	58.3	4.8
557	MONTGOMERY VILLAGE MS	41.3	53.8	49.2	-4.6
115	NEELSVILLE MS	--	59.5	56.4	-3.1
812	PARKLAND MS	35.1	34.8	39.0	4.2
155	ROSA PARKS MS	--	62.5	61.6	-.9
247	JOHN POOLE MS	--	59.3	59.3	0
428	THOMAS W. PYLE MS	58.0	73.4	76.0	2.6
562	REDLAND MS	62.2	66.9	69.0	2.1
105	RIDGEVIEW MS	50.9	53.0	63.5	10.5
707	ROCKY HILL MS	--	48.9	59.7	10.8
778	SLIGO MS	34.6	41.2	46.0	4.8
755	TAKOMA PARK MS	44.7	49.9	53.7	3.8
232	TILDEN MS	55.9	67.2	67.4	.2
211	JULIUS WEST MS	31.3	55.5	57.9	2.4
412	WESTLAND MS	50.5	66.0	69.1	3.1
811	WHITE OAK MS	45.1	54.4	56.7	2.3
820	EARLE B. WOOD MS	46.3	48.4	49.2	.8

The reason for some schools not to have data for 1993 is because these schools were not open that year.