

Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

May 25, 2004

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Continued Improvement in Second Grade Achievement on a Nationally Standardized Assessment of Reading, Language, and Mathematics

Four years ago, the plans for improving the early literacy skills for a new generation of children were implemented by the Montgomery County Public Schools. The effort targeted kindergarten as the gateway to elementary school and began the incremental improvement of what children were expected to know and be able to do in each subsequent grade level. Last year, the first group of children to experience those reforms reached second grade and produced record levels of achievement on a nationally standardized assessment of reading, language, and mathematics. This spring, the second group of children followed and set new records.

The more than 9,900 students in Grade 2 this year—one of the most racially and ethnically diverse grade levels in the school system—achieved at least the 68<sup>th</sup> median national percentile (language) and scored as high as the 87<sup>th</sup> median national percentile (language mechanics), the highest ever performance on the Comprehensive Tests of Basic Skills (CTBS).<sup>1</sup> African American students scored above the national average in every subject on this assessment for the first time, with the highest performance in mathematics computation (68<sup>th</sup> median national percentile). They were matched by Hispanic students, who narrowly missed the national average in only one subject (reading), but reached the 76<sup>th</sup> median national percentile in mathematics computation.

Overall, 75 percent of second grade scores were at or above the national average, compared to 70 percent last year and 65 percent four years ago. The national average was matched or exceeded by 61 percent of scores for Hispanic students, 60 percent for African American students, 56 percent for students receiving federal meal assistance, 50 percent for students receiving English language assistance, and 48 percent for students in special education. Each of these achievements surpassed previous levels of performance.

This year's performance levels build on a robust record of steady, incremental improvements in student achievement since the kindergarten reforms were first implemented. Median scores for African American students, for example, have climbed from the 35<sup>th</sup> median national percentile in mathematics four years ago to the 60<sup>th</sup> median national percentile this year. This progression

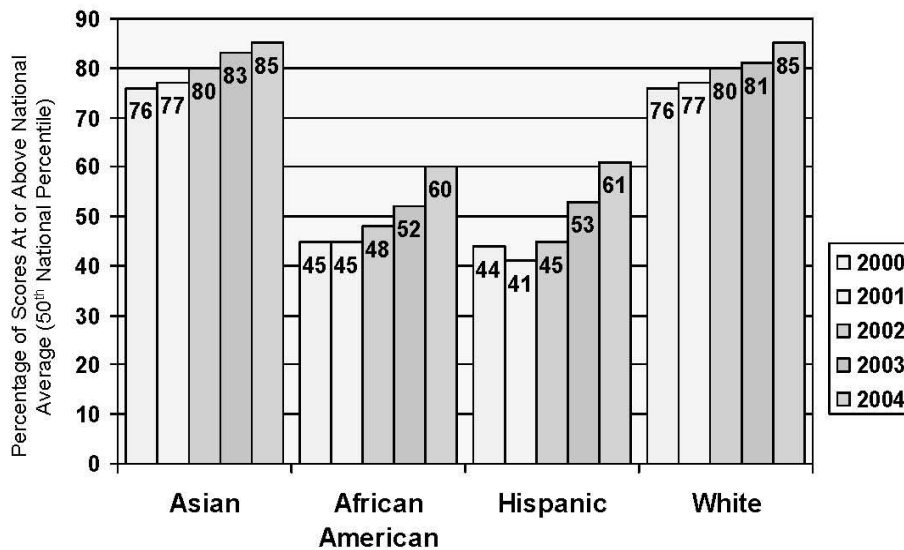
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<sup>1</sup> Stevenson, J. W., & Schatz, C. (2004). *Results of the Spring 2004 Administration of the Grade 2 TerrNova Comprehensive Tests of Basic Skills*. Rockville, MD: Montgomery County Public Schools.

of improvement was foreshadowed by a series of reports beginning in 2001 that documented the implementation of the school system’s early childhood education reforms that targeted the teaching and learning of reading and mathematics skills at the earliest possible age.<sup>2</sup> At that time, there was great controversy about the appropriateness of the reform initiatives and whether children at risk of academic failure because of poverty and language would succeed in an academically rigorous school environment.

In 1999-2000, for example, only 45 percent of scores for African American students and 44 percent for Hispanic students were at or above the national average (see Figure 1). Four years ago, 76 percent of scores for white and Asian students met or exceeded that benchmark, setting a comparative distinction that defined a significant portion of the achievement gap by race and ethnicity. The gains since then not only narrowed the gap but also occurred with improved achievement for all groups of students. Indeed, the performance gains by special education

**Figure 1: Increase in Percentage of Scores At or Above National Average by Race and Ethnicity Since 2000**



CTBS Composite Results in Reading,  
Language, and Mathematics, Grade 2

<sup>2</sup> Bridges-Cline, F. (2001). *Kindergarten student progress: acquisition of reading skills year 1 of the MCPS kindergarten initiative 2000-2001*. Rockville, MD: Montgomery County Public Schools.

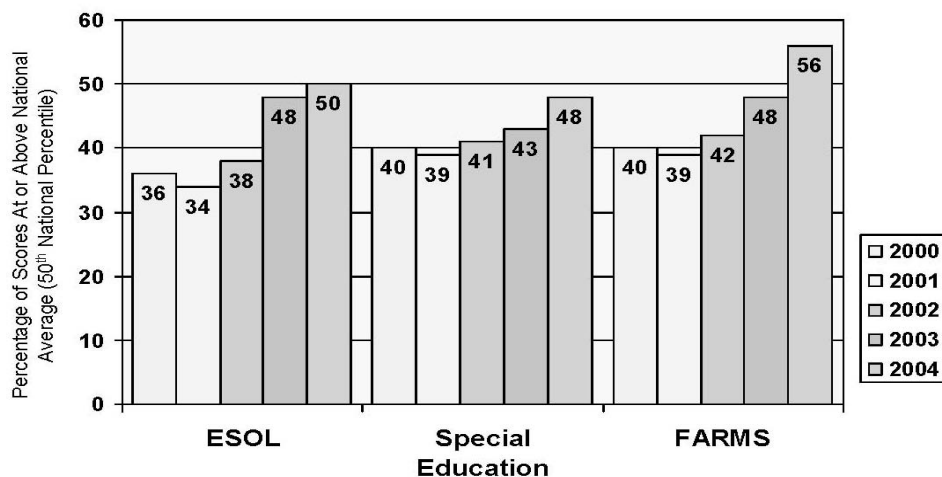
See also: Bridges-Cline, F. (2002). *Results of the MCPS assessment program: 2001-02 kindergarten reading report*. Rockville, MD: Montgomery County Public Schools;

See also: Cooper-Martin, E., & Alban, T. (2003). *Evaluation of the Montgomery County Public Schools assessment program: grades 1 and 2 reading*. Rockville, MD: Montgomery County Public Schools; and

See also: Curry-Corcoran, D., & Alban, T. (2003). *Report on kindergarten student progress in reading for 2002-2003*. Rockville, MD: Montgomery County Public Schools.

students, students receiving English for Speakers of Other Languages (ESOL), and students receiving Free and Reduced-price Meals System (FARMS) underscore the ideal situation in which achievement gaps narrow even as all groups of children improve (see Figure 2).

**Figure 2: Increase in Percentage of Scores At or Above National Average for Students Receiving Special Services Since 2000**



CTBS Composite Results in Reading,  
Language, and Mathematics, Grade 2

The transformation in Grade 2 achievement has occurred against a backdrop of increased demographic diversity. The majority of students tested was comprised of African American students (21 percent), Hispanic students (20 percent), or Asian students (15 percent). Hispanic student enrollment has grown by 522 students (35 percent) since 2000. White student enrollment has declined by 14 percent (723 students) to 43 percent overall. The success of the reform initiatives under these conditions has been cited repeatedly at the national level,<sup>3</sup> most recently at this year's conferences of the National School Boards Association and the American Association of School Administrators. This July, a school system report on the *Early Success Performance Plan: Closing the Gap for our Youngest Learners* will be presented at the 2004 National Forum on Education Policy, sponsored by the Education Commission of the States.

Nonetheless, there is still much work to be done. Achieving consistent steady progress in every subject area reflects the central challenge facing the school system. ESOL students, for example, achieved at the 76<sup>th</sup> median national percentile in mathematics computation but declined in reading to the 34<sup>th</sup> median national percentile, even though they increased to the 43<sup>rd</sup> median national percentile in language. This inconsistency is occurring as the population of ESOL has dramatically increased. Since 2000, the ESOL enrollment in Grade 2 has grown by 19 percent, to 911 students, reflecting the expansion of this segment of the student population in

<sup>3</sup> For example, see Hodgkinson, H. L. (2003). *Leaving too many children behind: a demographer's view on the neglect of America's youngest children*. Washington, D.C.: Institute for Educational Leadership.

Montgomery County. The county already has nearly half of the state's ESOL population and one of the largest ESOL enrollments in the Washington area.

The improved performance is building on a record of achievement across much of the school system. Nonetheless, the number of schools achieving levels of median performance in each subject area at or above the national average has increased substantially in four years, reaching its highest levels this year (see Figure 3). This underscores the strength of individual school instructional programs as improvement efforts continue to target specific groups of students.

**Figure 3: Percentage of Schools with Grade 2 Median Performance At or Above the National Average by Subject Area on CTBS**

Subject	Percent in 2000	Percent in 2004
Reading	74% (87)	89% (106)
Language	74% (87)	94% (112)
Mathematics	85% (100)	100% (119)
Language Mechanics	96% (113)	99% (118)
Mathematics Computation	78% (92)	100% (119)

Compared to 119 elementary schools with Grade 2 classes in 2004, and 118 schools in 2000

The school system has focused considerable support and attention on 17 schools with the largest percentage of students participating in FARMS as a measure of the impact of poverty. As a group, the performance improvements are noteworthy, with the performance of students accelerating in the last two years as the children who first benefited from full-day kindergarten in these schools reached second grade in 2003 and 2004 (see Figure 4). Notable increases this year were made in mathematics and mathematics computation.

**Figure 4: Increase in Median National Percentile Ranks among Grade 2 Students in the 17 Focus Schools from 2000 to 2004 on the CTBS**

Subject	2000	2001	2002	2003	2004
Reading	40	40	40	47	47
Language	43	43	43	43	55
Mathematics	43	43	43	52	70
Language Mechanics	55	55	55	65	65
Mathematics Computation	49	49	58	76	83

Much of the early evidence of success has depended on locally designed and implemented assessments of students at the early grades. The use of CTBS in Grade 2, however, provides the first opportunity for young students to complete a norm-referenced assessment that is used throughout the country as a nationally standardized benchmark of academic performance. The test provides the school system with median national percentile data that can be correlated to other measures and used analytically to assess long-term implications of the elementary school reform initiatives. Preliminary analyses by the Office of Shared Accountability, for example,

indicate that student performance on the CTBS in Grade 2 is statistically related to student performance on the Maryland School Assessment (MSA) for Grade 3. The expectation is that students who reach the 50<sup>th</sup> median national percentile rank this year on the CTBS will be able to meet the state's proficiency standards on the MSA next year.

We will continue to use the CTBS for Grade 2 both as a predictive measure for future performance and as an assessment of progress made in the preceding grade levels. We know that it is not sufficient to wait until Grade 3 for a standardized measure of student performance, especially under the weight of state and federal requirements under the *No Child Left Behind Act*. Even though the state has discontinued the CTBS for all grade levels, it remains a useful assessment for the monitoring of student achievement at this time.

### **Conclusion**

These results are not occurring in a vacuum. Evidence of increased achievement in Grade 4 last year on the CTBS hinted at the accelerated pace now evident in Grade 2. The pace is likely to accelerate again next year as the third group of students who received the early education reforms reaches Grade 2. Their ascendancy to the higher ranks of school performance is generating great expectations in the intermediate grades of elementary school, as well as among teachers and principals in middle and high schools. Our strategy in the reform effort was to begin with kindergarten and move forward, while also working back from high school. Already, the indications of more rigorous instruction and achievement grow by the month as data emerge about the percentage of students completing accelerated math in elementary and middle school, Algebra 1 or higher level math in Grade 8, and honors and Advanced Placement courses in high school.

We know that a great deal of patience was required four years ago when expectations were raised by the *Our Call to Action* report in November 1999 and the subsequent audits, reforms, and strategic plans. The controversies that surrounded the decisions by the Board of Education to overhaul the kindergarten program seem far removed from excitement and promise being generated today. The continuing support from the County Executive and County Council for the Board of Education's decision to improve early education programs, expand full-day kindergarten, increase staff development, and invest in grade level assessments, accountability, and technology have helped stabilize the school system's focus on improving student achievement. Nonetheless, we know how difficult the last four years have been, and we can anticipate more challenges in the future, especially as our county continues to raise expectations for an increasingly diverse school system. The difference now, however, is that we are building on hard data from the success of our youngest students.

JDW:kmy

Attachment

Copy to:

Executive Staff



**Results of the Spring 2004 Administration of the  
Grade 2 TerraNova Comprehensive Tests of Basic  
Skills (CTBS)**

**Office of Shared Accountability**

**May 2004**

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**Results of the Spring 2004 Administration of the Grade 2  
TerraNova Comprehensive Tests of Basic Skills (CTBS)**

Four years ago Montgomery County Public Schools (MCPS) embarked on a series of academic reforms in early elementary school education, which included, among other features, a revised kindergarten curriculum, a strong emphasis on reading and mathematics, and sharply reduced class sizes (15:1 in kindergarten and 17:1 in Grades 1 and 2). The second group of students to receive the benefits of these reforms has now reached Grade 2, and the effect of these reforms continue to positively influence the achievement of these students in key content areas measured by the nationally normed TerraNova Comprehensive Tests of Basic Skills (CTBS).<sup>1</sup> Countywide results from the spring 2004 administration of the CTBS show that this year’s Grade 2 students earned major gains in reading, mathematics, and language mechanics relative to the 2003 results, while maintaining a high level of performance in language and mathematics computation. The median national percentile rank these students earned on the language mechanics and the mathematics computation content areas is now above the 80<sup>th</sup> national percentile, the first time that two CTBS results in MCPS have reached this level of achievement.<sup>2</sup> These results are shown below in Table 1 and in Attachment B.

**Table 1  
Grade 2 Median National Percentile Ranks for the Nation and MCPS 2000–2004**

Subtest	Nation	MCPS				
		2000 <sup>3</sup>	2001	2002	2003	2004
Reading	50	64	64	64	64	<b>73</b>
Language	50	55	68	68	68	<b>68</b>
Mathematics	50	70	70	70	70	<b>79</b>
Language Mechanics	50	77	77	77	77	<b>87</b>
Mathematics Computation	50	68	68	76	83	<b>83</b>

The sections that follow reveal the same pattern of success among racial and ethnic groups, especially African American and Hispanic students, and among students who receive support services, particularly students who receive special education services. Improvements also were evident among the elementary schools that have been the focus of targeted interventions over the past several years. These gains are notable because of the large numbers of students tested, particularly Hispanic students. Since 2000, the number of Hispanic students has grown from 1,486 to 2,008, or a 35 percent increase (Attachment A). Increased participation generally leads to declining scores. Yet, this is not the case among MCPS Hispanic students in Grade 2.

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1. The Comprehensive Tests of Basic Skills (CTBS), 5<sup>th</sup> edition, is a component of the TerraNova series of assessments published by CTB/McGraw-Hill. The TerraNova CTBS was normed nationally in 1996.
  2. The median is the middle score of a group. That is, half of the scores are above it and half are below. Thus, if the median national percentile rank for a group of local students is 78, one can then say that half of the students in the local group outperformed 78 percent of students in the national reference group.
  3. Results for 2000 were recalculated in order to make them comparable with the 2001–2004 results. The original 2000 results were not comparable because the student inclusion criteria used by the Maryland State Department of Education to calculate median national percentile ranks was different from the criterion used since 2001.



## Results by Racial/Ethnic Groups

Table 2 below shows positive strides in many areas for each racial and ethnic group since 2000, and particularly over the past two years. During this period, African American and Hispanic students have made measurable progress towards the level of performances of their Asian American and White peers. In 2004, African American students are performing above the national average, or 50<sup>th</sup> percentile, in all of the CTBS content areas, with three of these at or above the 60<sup>th</sup> percentile. Hispanic students on the other hand have consistently improved their reading scores over time to within three points from the national average in 2004. Their performance on the other four content areas is now above the national average, especially mathematics computation, which surpassed the 70<sup>th</sup> percentile, the first ever for this minority group. White and Asian American students continued to maintain or improve their already high performance. Both groups have performances in mathematics computation at or above the 90<sup>th</sup> percentile. This year Asian American students also posted a median national rank above the 90<sup>th</sup> percentile in language mechanics (Attachment B).

**Table 2**  
**Grade 2 Median National Percentile Ranks by Race/Ethnicity, 2000–2004**

Subtest	African American					Asian American				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Reading	40	47	40	47	<b>55</b>	64	73	73	73	<b>73</b>
Language	43	43	43	43	<b>55</b>	68	68	68	82	<b>82</b>
Mathematics	35	43	43	43	<b>60</b>	79	79	87	79	<b>87</b>
Language Mechanics	55	65	55	65	<b>65</b>	87	87	79	87	<b>94</b>
Mathematics Computation	40	49	49	68	<b>68</b>	87	90	90	94	<b>94</b>

Subtest	Hispanic					White				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Reading	40	34	34	40	<b>47</b>	82	82	82	82	<b>82</b>
Language	35	43	43	43	<b>55</b>	68	68	82	82	<b>82</b>
Mathematics	43	43	43	52	<b>60</b>	79	79	79	79	<b>87</b>
Language Mechanics	55	55	55	65	<b>65</b>	77	87	87	87	<b>87</b>
Mathematics Computation	49	49	49	68	<b>76</b>	68	76	83	90	<b>90</b>

## Results by Gender

Results for male and female students in 2004 were the same for language (68<sup>th</sup> percentile), mathematics (79<sup>th</sup> percentile), and mathematics computation (83<sup>rd</sup> percentile). Female students did better than male students in reading (73<sup>rd</sup> vs. 64<sup>th</sup> percentile) and language mechanics (87<sup>th</sup> vs. 77<sup>th</sup> percentile). (Attachment B).

## Results of Nonstandard Administrations

Students who take the CTBS mathematics computation subtest with a calculator in accordance with their Individualized Education Program or Section 504 Plan participate in nonstandard administrations of this subtest. A total of 87 students used this accommodation (less than 1 percent of the students in Grade 2 who took the Mathematics Computation subtest). Their median percentile rank was 94.

## Results by Support Services

Like the trend for racial/ethnic groups, the performance of students receiving support services, which includes English for Speakers of Other Languages (ESOL), special education, and Free and Reduced-price Meals System (FARMS), also shows an ongoing trend toward higher scores on the CTBS over time, and particularly in 2003 and 2004, when the first two groups of students that received the advantages of reforms began to take the CTBS. ESOL students, while experiencing a decline in reading this year, have made considerable progress since 2000. Their 2004 performance in mathematics computation surpassed the 76<sup>th</sup> national percentile, the first time ever for this group. Like their ESOL counterparts, the performance of students receiving FARMS services also surpassed the 70<sup>th</sup> national percentile in 2004, the first time ever for this group as well. Their scores on this content area and in language mechanics and mathematics are now above the national average. Finally, in 2004, students receiving special education services moved out of a pattern of mixed performances in previous years to one of substantial gains in every CTBS content area. Their performance is now above the national average in three of the five content areas. These results are summarized on Table 3 below.

**Table 3**  
**Median National Percentile Ranks for Grade 2 Students**  
**Receiving Support Services, 2000–2004**

Subtest	ESOL					Special Education				
	2000	2001	2002	2003	2004	2000	2001	2002	2003	2004
Reading	25	21	25	40	34	34	34	40	40	47
Language	27	21	35	35	43	27	27	27	27	35
Mathematics	29	29	35	43	52	29	29	35	35	52
Language Mechanics	45	36	45	55	55	45	45	45	45	55
Mathematics Computation	40	31	49	68	76	40	40	49	58	68

Subtest	FARMS				
	2000	2001	2002	2003	2004
Reading	34	34	34	40	47
Language	35	35	35	43	43
Mathematics	35	35	35	43	52
Language Mechanics	55	55	55	55	65
Mathematics Computation	40	40	49	58	76

What is remarkable about the gains of ESOL students is that they have occurred within a context of increasing participation rates. It is usually expected that as a higher number of students take a test, the scores will decline. This has not materialized for these students on this test, even though the number of ESOL students tested rose by 19 percent in the 2000–2004 period. The participation rate of students receiving FARMS and special education services has also risen by 2 and 1 percent, respectively, in the same period (Attachment A).

### Results by School

A total of 118 elementary schools participated in the Grade 2 CTBS testing in 2000 and 2001, while a total of 119 schools participated in 2002 to 2004. Attachment H presents school-by-school results. In 2004 the majority of schools received a median national percentile rank well above the national average in all CTBS content areas. All 119 schools are above the national average in mathematics and mathematics computation. Table 5 summarizes these results.

**Table 5**  
**Number (N) and Percentage (%) of MCPS Schools Scoring at the**  
**50<sup>th</sup> Median National Percentile Rank and Above, 2000–2004**

Subtest	2000		2001		2002		2003		2004	
	N	%	N	%	N	%	N	%	N	%
Reading	87	<b>74</b>	90	<b>76</b>	90	<b>76</b>	93	<b>78</b>	106	<b>89</b>
Language	87	<b>74</b>	94	<b>80</b>	92	<b>77</b>	92	<b>77</b>	112	<b>94</b>
Mathematics	100	<b>85</b>	104	<b>88</b>	104	<b>87</b>	111	<b>93</b>	119	<b>100</b>
Language Mechanics	113	<b>96</b>	112	<b>95</b>	115	<b>97</b>	118	<b>99</b>	118	<b>99</b>
Mathematics Computation	92	<b>78</b>	95	<b>81</b>	105	<b>88</b>	117	<b>98</b>	119	<b>100</b>

A substantial number of the 119 elementary schools received a median national percentile rank of 75 or above in 2004. Such a performance places the average students in these schools at the top 25 percent in the nation. As can be seen on Table 6 below, the number of schools reaching this level of excellence since 2000 has increased across all content areas. Eighty percent of all schools received a median national percentile rank of 75 in language mechanics, and 90 percent of schools achieved the same performance in Mathematics Computation in 2004.

**Table 6**  
**Number (N) and Percentage (%) of MCPS Schools Scoring at the**  
**75<sup>th</sup> Median National Percentile Rank and Above, 2000–2004**

Subtest	2000		2001		2002		2003		2004	
	N	%	N	%	N	%	N	%	N	%
Reading	24	<b>20</b>	24	<b>20</b>	31	<b>26</b>	37	<b>31</b>	44	<b>37</b>
Language	25	<b>21</b>	27	<b>23</b>	30	<b>25</b>	31	<b>26</b>	50	<b>42</b>
Mathematics	39	<b>33</b>	40	<b>34</b>	46	<b>39</b>	54	<b>45</b>	69	<b>58</b>
Language Mechanics	60	<b>51</b>	65	<b>55</b>	78	<b>66</b>	77	<b>65</b>	95	<b>80</b>
Mathematics Computation	49	<b>42</b>	49	<b>42</b>	66	<b>55</b>	94	<b>79</b>	107	<b>90</b>

## Results for the CTBS Battery Index and Focus Schools

An analysis of the number of students and the percentage of their scores at the 50<sup>th</sup> national percentile rank and above (i.e., the CTBS battery index) and an examination of the performance of students in the 17 schools most highly impacted by poverty and second language learning provide additional evidence that the school reforms are making a sustained difference in academic achievement for all children. As these reforms began to take hold among students and schools following the first few years of implementation, the rate of achievement accelerated.

The CTBS Battery Index is similar to the standards of performance required by the *No Child Left Behind* (NCLB) legislation, namely, the percentage of students who performed at or above a designated cut score. For this analysis, the cut score is the CTBS 50<sup>th</sup> national percentile rank, since it is the national average and it is slightly above the proficiency standards of the NCLB-mandated Maryland School Assessment (MSA) for Grade 3. On the basis of this cut score, results can be combined across subtests to provide an overall performance indicator on the battery of CTBS tests. The resulting *CTBS battery index* is then the percentage of scores that are at or above the CTBS 50<sup>th</sup> national percentile across the five CTBS subtests.

The 2000–2004 trend data in Table 4 show that the CTBS battery index remained stable, for the most part, for all student groups during the initial years, began to pick up by 2002, and stepped up over the past 2 years. Appendix G presents the percentage of students who performed at or above the CTBS 50<sup>th</sup> national percentile rank disaggregated by subtest for individual schools.

**Table 4**  
**Number (N) of Students and Percentage (%) of All CTBS Subtest Scores**  
**at the 50th National Percentile and Above, 2000–2004**

	2000		2001		2002		2003		2004	
	N	%	N	%	N	%	N	%	N	%
All Students	9,947	64.5	9,851	64.0	9,812	67.0	10,076	69.6	9,965	74.8
Female	4,831	66.2	4,804	65.7	4,754	68.9	4,897	72.8	4,777	77.4
Male	5,116	62.9	5,047	62.4	5,058	65.2	5,179	66.5	5,188	72.3
Asian Am.	1,290	75.8	1,228	76.6	1,362	79.6	1,409	82.5	1,498	85.3
African Am.	2,120	45.1	2,141	45.4	2,063	48.4	2,143	52.0	2,124	60.4
White	5,023	75.9	4,800	76.9	4,602	79.8	4,570	80.9	4,300	84.9
Hispanic	1,486	43.6	1,651	41.4	1,752	45.3	1,919	52.8	2,008	60.7
ESOL	764	36.2	832	34.2	911	37.8	1,277	47.7	911	49.6
Non-ESOL	9,183	66.8	9,019	66.8	8,901	70.0	8,799	72.8	9,054	77.3
Special Ed.	988	39.5	878	38.7	924	40.5	1,027	42.6	999	48.2
Non-Sp. Ed.	8,959	67.2	8,973	66.4	8,888	69.7	9,049	72.6	8,966	77.7
FARMS	2,702	40.1	2,615	38.9	2,608	41.8	2,771	48.4	2,757	55.6
Non-FARMS	7,245	73.5	7,236	73.1	7,204	76.1	7,305	77.6	7,208	82.1

A similar trend is evident when analyzing the performance of Grade 2 students in the 17 focus elementary schools. The trend data in Table 7 shows a significant acceleration in the rate of achievement as the full effect of the reforms get under way among the students in these schools in 2003 and 2004. Attachments D, E, and F show the performance of the 17 focus elementary schools individually.

**Table 7**  
**Median National Percentile Ranks, 2000–2004**  
**Performance of the 17 Focus Elementary Schools with Grade 2**

<b>Subtest</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
Reading	40	40	40	47	<b>47</b>
Language	43	43	43	43	<b>55</b>
Mathematics	43	43	43	52	<b>70</b>
Language Mechanics	55	55	55	65	<b>65</b>
Mathematics Computation	49	49	58	76	<b>83</b>

**Conclusion**

The remarkable progress that Grade 2 students demonstrated on the CTBS 2004 helps to further underscore the constructive impact that the early elementary school reforms initiated four years ago are having on the achievement of all students. Students in 2003 and 2004, the first beneficiaries of these reforms, particularly those who are members of minority groups and/or recipients of special services, are gradually realizing equality of performance in key content areas with those groups that have traditionally excelled in achievement measures.

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)****2000–2004 Number (N) of Grade 2 Students Tested  
By Race/Ethnicity**

						<b>2000–2004 Change</b>	
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>N</b>	<b>%</b>
African American	2120	2141	2063	2143	<b>2124</b>	+4	<b>0%</b>
Asian American	1290	1228	1362	1409	<b>1498</b>	+208	<b>+16%</b>
Hispanic	1486	1651	1752	1919	<b>2008</b>	+522	<b>+35%</b>
White	5023	4800	4602	4570	<b>4300</b>	-723	<b>-14%</b>
Native American	28	31	33	35	<b>35</b>		
<b>TOTAL</b>	9947	9851	9812	10076	<b>9965</b>	+18	<b>0%</b>

**2000–2004 Number (N) of Grade 2 Students Tested  
By Special Services**

						<b>2000–2004 Change</b>	
	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>N</b>	<b>%</b>
ESOL	764	832	911	1277	<b>911</b>	+144	<b>+19%</b>
FARMS	2702	2615	2608	2771	<b>2757</b>	+55	<b>+2%</b>
Special Education	988	878	924	1027	<b>999</b>	+11	<b>+1%</b>

**SPRING 2004 TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)  
Grade 2 Results**

**Number of Students Tested (N) and their Median National Percentile (MNP) Ranks  
Countywide**

<b>Subtest</b>	<b>N</b>	<b>MNP</b>
Reading	9953	<b>73</b>
Language	9953	<b>68</b>
Mathematics	9938	<b>79</b>
Language Mechanics	9928	<b>87</b>
Mathematics Computation	9846	<b>83</b>

**Number of Students Tested (N) and their Median National Percentile (MNP) Ranks  
By Race/Ethnicity**

<b>Subtest</b>	<b>African American</b>		<b>Asian American</b>		<b>Hispanic</b>		<b>White</b>	
	<b>N</b>	<b>MNP</b>	<b>N</b>	<b>MNP</b>	<b>N</b>	<b>MNP</b>	<b>N</b>	<b>MNP</b>
Reading	2120	<b>55</b>	1497	<b>73</b>	2004	<b>47</b>	4297	<b>82</b>
Language	2120	<b>55</b>	1497	<b>82</b>	2003	<b>55</b>	4298	<b>82</b>
Mathematics	2117	<b>60</b>	1495	<b>87</b>	2002	<b>60</b>	4290	<b>87</b>
Language Mechanics	2116	<b>65</b>	1493	<b>94</b>	1999	<b>65</b>	4285	<b>87</b>
Mathematics Computation	2079	<b>68</b>	1491	<b>94</b>	1979	<b>76</b>	4262	<b>90</b>

**Number of Students Tested (N) and their Median National Percentile (MNP) Ranks  
By Gender**

<b>Subtest</b>	<b>Male</b>		<b>Female</b>	
	<b>N</b>	<b>MNP</b>	<b>N</b>	<b>MNP</b>
Reading	5181	<b>64</b>	4772	<b>73</b>
Language	5180	<b>68</b>	4773	<b>68</b>
Mathematics	5174	<b>79</b>	4764	<b>79</b>
Language Mechanics	5164	<b>77</b>	4764	<b>87</b>
Mathematics Computation	5112	<b>83</b>	4734	<b>83</b>

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*Note:* The median is the middle score of a group. That is, 50 percent of the scores are above it and 50 percent are below it. Thus, if the median national percentile rank for a group of local students is 78, one can then say that half of the students in the local group outperformed 78 percent of students in the national reference group. The median national percentile for the national reference group is 50.

**SPRING 2004 TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)  
Grade 2 Results**

**Number of Students Tested (N) and Their Median National Percentile (MNP) Ranks  
ESOL Students**

Subtest	ESOL		Non-ESOL	
	N	MNP	N	MNP
Reading	908	34	9045	73
Language	907	43	9046	68
Mathematics	907	52	9031	79
Language Mechanics	902	55	9026	87
Mathematics Computation	893	76	8953	90

**Number of Students Tested (N) and Their Median National Percentile (MNP) Ranks  
Free and Reduced-price Meals System (FARMS)**

Subtest	FARMS		Non-FARMS	
	N	MNP	N	MNP
Reading	2751	47	7202	82
Language	2750	43	7203	82
Mathematics	2746	52	7192	87
Language Mechanics	2741	65	7187	87
Mathematics Computation	2700	76	7146	90

**Number of Students Tested (N) and Their Median National Percentile (MNP) Ranks  
Special Education Students**

Subtest	Special Education		General Education	
	N	MNP	N	MNP
Reading	997	47	8956	73
Language	997	35	8956	68
Mathematics	992	52	8946	79
Language Mechanics	981	55	8947	87
Mathematics Computation	906	68	8940	90

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*Note:* The median is the middle score of a group. That is, 50 percent of the scores are above it and 50 percent are below it. Thus, if the median national percentile rank for a group of local students is 78, one can then say that half of the students in the local group outperformed 78 percent of students in the national reference group. The median national percentile for the national reference group is 50.



**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS) 2001–2004  
Grade 2 Results**

**Focus Elementary Schools  
Reading and Mathematics  
(Median National Percentile Ranks)**

School	Reading				Mathematics			
	2001	2002	2003	2004	2001	2002	2003	2004
Broad Acres	29	34	47	<b>55</b>	22	35	52	<b>65</b>
Brookhaven	47	51	55	<b>64</b>	43	60	60	<b>70</b>
Burnt Mills	40	47	47	<b>47</b>	43	52	52	<b>52</b>
East Silver Spring	40	47	47	<b>47</b>	43	52	52	<b>60</b>
Gaithersburg	34	40	47	<b>55</b>	43	39	52	<b>52</b>
Glen Haven	29	34	34	<b>55</b>	29	52	35	<b>79</b>
Harmony Hills	34	47	40	<b>47</b>	43	43	52	<b>70</b>
Highland	40	29	44	<b>40</b>	43	35	52	<b>52</b>
Maryvale	34	34	55	<b>47</b>	43	43	79	<b>70</b>
Montgomery Knolls	47	47	40	<b>40</b>	52	52	60	<b>52</b>
New Hampshire Estates	29	34	47	<b>40</b>	29	52	52	<b>70</b>
Rolling Terrace	47	47	47	<b>55</b>	52	52	60	<b>65</b>
Rosemont	40	34	47	<b>51</b>	43	29	43	<b>60</b>
Summit Hall	47	34	47	<b>47</b>	43	35	60	<b>70</b>
Viers Mill	40	55	47	<b>64</b>	52	60	70	<b>79</b>
Weller Road	47	40	47	<b>47</b>	52	52	60	<b>60</b>
Wheaton Woods	40	40	55	<b>47</b>	52	52	60	<b>70</b>
<b>FOCUS SCHOOLS</b>	<b>40</b>	<b>40</b>	<b>47</b>	<b>47</b>	<b>43</b>	<b>43</b>	<b>52</b>	<b>70</b>

**2001–2004 TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)  
GRADE 2 RESULTS**

**Focus Elementary Schools  
Language Mechanics and Mathematics Computation  
(Median National Percentile Ranks)**

School	Language Mechanics				Mathematics Computation			
	2001	2002	2003	2004	2001	2002	2003	2004
Broad Acres	36	55	65	77	24	49	49	94
Brookhaven	77	55	65	87	40	58	76	83
Burnt Mills	65	65	65	65	40	83	58	68
East Silver Spring	55	65	55	65	40	49	76	76
Gaithersburg	65	65	65	77	76	58	76	76
Glen Haven	45	65	55	77	24	40	49	90
Harmony Hills	55	65	71	65	58	58	83	83
Highland	65	45	55	50	49	49	76	76
Maryvale	36	36	55	45	58	76	90	83
Montgomery Knolls	65	77	55	55	40	49	68	58
New Hampshire Estates	45	45	65	65	31	49	58	87
Rolling Terrace	55	65	65	77	68	83	83	76
Rosemont	55	55	65	55	68	40	58	68
Summit Hall	65	65	55	71	49	58	76	76
Viers Mill	55	65	77	87	68	76	90	94
Weller Road	77	65	77	65	68	58	76	83
Wheaton Woods	77	65	77	77	58	68	90	80
<b>FOCUS SCHOOLS</b>	<b>55</b>	<b>55</b>	<b>65</b>	<b>65</b>	<b>49</b>	<b>58</b>	<b>76</b>	<b>83</b>

**2001–2004 TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)  
Grade 2 Results**

**Focus Elementary Schools  
Language  
(Median National Percentile Ranks)**

School	Language			
	2001	2002	2003	2004
Broad Acres	27	43	55	<b>55</b>
Brookhaven	43	55	55	<b>55</b>
Burnt Mills	35	43	43	<b>55</b>
East Silver Spring	35	55	43	<b>55</b>
Gaithersburg	35	49	55	<b>55</b>
Glen Haven	27	43	35	<b>68</b>
Harmony Hills	35	55	43	<b>55</b>
Highland	43	35	43	<b>43</b>
Maryvale	35	35	55	<b>55</b>
Montgomery Knolls	43	35	35	<b>43</b>
New Hampshire Estates	35	43	49	<b>68</b>
Rolling Terrace	43	43	55	<b>68</b>
Rosemont	55	35	49	<b>55</b>
Summit Hall	43	35	43	<b>55</b>
Viers Mill	43	43	43	<b>68</b>
Weller Road	55	43	55	<b>43</b>
Wheaton Woods	43	39	43	<b>68</b>
<b>FOCUS SCHOOLS</b>	<b>43</b>	<b>43</b>	<b>43</b>	<b>55</b>

**Attachment G**

**CTBS Battery Index by Subtest for Individual Schools**

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
ASHBURTON ES	2000	84	53.6%	84	56.0%	84	70.2%	84	66.7%	84	58.3%
	2001	70	77.1%	70	75.7%	70	82.9%	70	88.6%	69	81.2%
	2002	80	73.8%	80	73.8%	80	75.0%	80	82.5%	79	91.1%
	2003	83	72.3%	83	73.5%	83	80.7%	83	81.9%	83	84.3%
	2004	98	69.4%	98	76.5%	97	79.4%	98	75.5%	97	83.5%
BANNOCKBURN ES	2000	82	91.5%	82	86.6%	82	86.6%	82	86.6%	82	85.4%
	2001	57	89.5%	57	84.2%	57	94.7%	57	89.5%	57	86.0%
	2002	62	88.7%	62	88.7%	62	88.7%	62	87.1%	62	74.2%
	2003	81	82.7%	81	82.7%	81	91.4%	81	82.7%	80	76.2%
	2004	66	92.4%	66	89.4%	66	93.9%	66	90.9%	65	87.7%
BARNESLEY (LUCY V.) ES	2000	80	66.2%	81	55.6%	81	67.9%	80	68.8%	76	65.8%
	2001	71	64.8%	70	72.9%	70	74.3%	71	74.6%	70	64.3%
	2002	53	64.2%	53	64.2%	53	62.3%	53	64.2%	53	54.7%
	2003	72	73.6%	72	72.2%	72	75.0%	72	72.2%	69	81.2%
	2004	79	60.8%	79	67.1%	79	79.7%	79	74.7%	79	82.3%
BEALL ES	2000	96	70.8%	96	62.5%	95	69.5%	96	78.1%	95	65.3%
	2001	95	56.8%	95	60.0%	95	61.1%	95	75.8%	94	58.5%
	2002	100	61.0%	100	58.0%	100	68.0%	100	77.0%	99	65.7%
	2003	107	64.5%	107	69.2%	103	76.7%	106	77.4%	101	75.2%
	2004	72	69.4%	72	72.2%	72	87.5%	72	84.7%	72	81.9%
BEL PRE ES	2000	142	45.1%	142	54.9%	142	64.1%	142	79.6%	142	61.3%
	2001	129	61.2%	129	63.6%	129	58.9%	129	73.6%	129	50.4%
	2002	171	46.2%	171	48.5%	171	67.3%	171	64.3%	170	62.9%
	2003	153	61.4%	153	66.0%	153	72.5%	153	73.9%	153	80.4%
	2004	134	62.7%	134	68.7%	134	80.6%	133	77.4%	133	82.7%
BELLS MILL ES	2000	61	73.8%	61	77.0%	61	75.4%	61	85.2%	61	77.0%
	2001	86	72.1%	86	79.1%	85	80.0%	85	85.9%	85	78.8%
	2002	76	73.7%	76	81.6%	76	77.6%	75	90.7%	75	84.0%
	2003	75	78.7%	75	76.0%	74	79.7%	73	89.0%	73	78.1%
	2004	84	91.7%	84	94.0%	84	94.0%	84	90.5%	83	90.4%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
BELMONT ES	2000	54	70.4%	54	68.5%	51	64.7%	51	78.4%	51	45.1%
	2001	88	71.6%	88	71.6%	88	73.9%	88	69.3%	86	60.5%
	2002	62	82.3%	62	71.0%	62	85.5%	62	88.7%	62	67.7%
	2003	79	78.5%	79	62.0%	79	79.7%	79	69.6%	79	81.0%
	2004	70	74.3%	70	71.4%	70	88.6%	70	75.7%	70	82.9%
BETHESDA ES	2000	54	66.7%	54	63.0%	54	77.8%	54	55.6%	54	79.6%
	2001	56	80.4%	56	78.6%	55	78.2%	56	80.4%	55	87.3%
	2002	64	76.6%	64	76.6%	63	81.0%	64	78.1%	63	84.1%
	2003	61	91.8%	61	88.5%	61	88.5%	61	91.8%	61	96.7%
	2004	61	91.8%	61	82.0%	61	88.5%	58	86.2%	61	90.2%
BEVERLY FARMS ES	2000	103	84.5%	103	85.4%	104	82.7%	103	87.4%	101	84.2%
	2001	91	71.4%	91	68.1%	92	71.7%	91	84.6%	81	75.3%
	2002	78	85.9%	78	74.4%	77	84.4%	78	92.3%	74	87.8%
	2003	89	83.1%	89	74.2%	89	82.0%	89	89.9%	86	82.6%
	2004	85	84.7%	85	87.1%	85	87.1%	85	89.4%	85	95.3%
BRADLEY HILLS ES	2000	62	75.8%	62	71.0%	61	86.9%	62	72.6%	61	82.0%
	2001	89	88.8%	89	83.1%	89	93.3%	89	82.0%	89	79.8%
	2002	57	86.0%	57	80.7%	57	87.7%	57	89.5%	55	76.4%
	2003	72	93.1%	72	90.3%	72	93.1%	72	97.2%	72	80.6%
	2004	64	93.8%	64	93.8%	64	98.4%	64	93.8%	64	90.6%
BROAD ACRES ES	2000	73	24.7%	73	26.0%	73	34.2%	30	40.0%	68	47.1%
	2001	82	22.0%	82	26.8%	83	21.7%	82	37.8%	83	20.5%
	2002	89	29.2%	89	40.4%	89	38.2%	89	50.6%	88	37.5%
	2003	95	47.4%	95	57.9%	95	53.7%	95	66.3%	95	43.2%
	2004	70	57.1%	70	61.4%	70	72.9%	70	78.6%	70	91.4%
BROOKE GROVE ES	2000	99	64.6%	99	65.7%	99	84.8%	98	81.6%	93	81.7%
	2001	89	69.7%	89	58.4%	89	77.5%	88	78.4%	85	72.9%
	2002	101	71.3%	101	66.3%	101	73.3%	101	84.2%	92	65.2%
	2003	101	60.4%	101	48.5%	101	71.3%	101	70.3%	91	79.1%
	2004	87	71.3%	87	70.1%	87	74.7%	87	80.5%	87	72.4%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
BROOKHAVEN ES	2000	67	43.3%	67	53.7%	65	47.7%	65	66.2%	65	36.9%
	2001	55	45.5%	55	43.6%	54	38.9%	54	59.3%	49	36.7%
	2002	58	50.0%	58	60.3%	55	61.8%	58	65.5%	57	56.1%
	2003	39	59.0%	39	59.0%	39	64.1%	39	64.1%	39	69.2%
	2004	59	54.2%	59	62.7%	59	69.5%	59	86.4%	59	78.0%
BROWN STATION ES	2000	58	58.6%	58	48.3%	59	61.0%	58	72.4%	59	62.7%
	2001	55	50.9%	55	58.2%	55	61.8%	55	63.6%	55	47.3%
	2002	41	61.0%	41	53.7%	41	73.2%	40	77.5%	41	75.6%
	2003	66	45.5%	66	47.0%	65	52.3%	66	50.0%	65	50.8%
	2004	49	65.3%	49	71.4%	49	65.3%	49	81.6%	49	69.4%
BURNING TREE ES	2000	84	82.1%	84	81.0%	84	89.3%	82	86.6%	77	92.2%
	2001	83	84.3%	83	88.0%	83	85.5%	83	88.0%	79	89.9%
	2002	77	87.0%	77	80.5%	77	85.7%	77	83.1%	72	84.7%
	2003	88	85.2%	88	77.3%	88	87.5%	88	78.4%	82	85.4%
	2004	83	83.1%	83	73.5%	83	84.3%	83	85.5%	75	92.0%
BURNT MILLS ES	2000	78	37.2%	78	42.3%	78	47.4%	78	55.1%	78	52.6%
	2001	93	32.3%	93	32.3%	93	48.4%	93	58.1%	93	39.8%
	2002	87	46.0%	87	43.7%	87	51.7%	87	59.8%	81	66.7%
	2003	99	46.5%	99	48.5%	99	56.6%	99	64.6%	96	61.5%
	2004	66	45.5%	66	53.0%	66	57.6%	66	60.6%	66	59.1%
BURTONSVILLE ES	2000	132	60.6%	132	66.7%	132	59.8%	132	75.0%	131	63.4%
	2001	110	62.7%	110	68.2%	111	58.6%	110	83.6%	110	61.8%
	2002	108	63.0%	108	56.5%	108	57.4%	82	65.9%	108	61.1%
	2003	132	55.3%	132	41.7%	131	50.4%	131	61.8%	131	55.0%
	2004	123	70.7%	123	66.7%	123	70.7%	122	80.3%	123	76.4%
CANDLEWOOD ES	2000	64	76.6%	64	75.0%	64	78.1%	64	90.6%	63	77.8%
	2001	61	72.1%	61	65.6%	61	77.0%	61	85.2%	61	62.3%
	2002	70	68.6%	70	77.1%	70	74.3%	70	80.0%	70	72.9%
	2003	55	83.6%	55	74.5%	55	70.9%	55	76.4%	55	76.4%
	2004	61	78.7%	61	75.4%	61	86.9%	61	86.9%	61	82.0%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
CANNON ROAD ES	2000	65	49.2%	65	63.1%	64	54.7%	64	70.3%	59	47.5%
	2001	55	54.5%	55	58.2%	55	47.3%	55	70.9%	48	41.7%
	2002	71	57.7%	71	56.3%	71	57.7%	71	71.8%	65	66.2%
	2003	67	59.7%	67	49.3%	67	55.2%	67	62.7%	64	59.4%
	2004	53	67.9%	53	69.8%	53	71.7%	53	77.4%	53	75.5%
CARDEROCK SPRINGS ES	2000	62	83.9%	62	83.9%	62	87.1%	62	85.5%	62	80.6%
	2001	51	90.2%	51	76.5%	51	80.4%	50	90.0%	50	70.0%
	2002	55	90.9%	55	92.7%	54	96.3%	55	96.4%	54	94.4%
	2003	54	90.7%	54	87.0%	54	100.0%	54	83.3%	54	94.4%
	2004	60	90.0%	60	90.0%	60	93.3%	59	79.7%	60	93.3%
CARSON (RACHEL) ES	2000	109	60.6%	109	54.1%	109	67.9%	109	79.8%	103	60.2%
	2001	123	66.7%	123	66.7%	122	82.0%	123	80.5%	120	70.0%
	2002	113	68.1%	113	63.7%	113	62.8%	113	70.8%	113	59.3%
	2003	121	69.4%	121	66.9%	121	78.5%	121	75.2%	115	68.7%
	2004	110	87.3%	110	82.7%	110	81.8%	110	78.2%	108	80.6%
CASHELL ES	2000	73	71.2%	73	72.6%	73	69.9%	73	86.3%	71	66.2%
	2001	49	79.6%	49	75.5%	48	87.5%	50	92.0%	50	72.0%
	2002	55	74.5%	55	83.6%	54	85.2%	55	94.5%	55	74.5%
	2003	66	84.8%	66	84.8%	66	92.4%	66	92.4%	65	86.2%
	2004	58	79.3%	58	77.6%	58	93.1%	58	82.8%	58	91.4%
CEDAR GROVE ES	2000	95	66.3%	95	54.7%	95	74.7%	95	64.2%	95	58.9%
	2001	93	66.7%	93	63.4%	92	75.0%	93	87.1%	91	61.5%
	2002	92	57.6%	92	65.2%	92	73.9%	92	73.9%	90	60.0%
	2003	103	73.8%	103	69.9%	102	85.3%	103	75.7%	99	86.9%
	2004	90	81.1%	90	78.9%	90	87.8%	90	82.2%	90	86.7%
CLARKSBURG ES	2000	58	56.9%	58	53.4%	60	66.7%	59	72.9%	55	47.3%
	2001	59	67.8%	59	71.2%	58	65.5%	59	78.0%	53	66.0%
	2002	55	63.6%	55	65.5%	55	81.8%	55	83.6%	49	89.8%
	2003	52	44.2%	52	51.9%	52	63.5%	52	69.2%	49	63.3%
	2004	76	84.2%	76	81.6%	76	88.2%	76	89.5%	70	90.0%



**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
CLEARSPRING ES	2000	79	67.1%	79	62.0%	76	61.8%	79	73.4%	77	54.5%
	2001	69	42.0%	69	44.9%	69	39.1%	69	62.3%	67	34.3%
	2002	58	55.2%	58	65.5%	57	66.7%	58	77.6%	56	66.1%
	2003	69	59.4%	69	62.3%	68	70.6%	68	70.6%	65	81.5%
	2004	71	67.6%	71	64.8%	70	74.3%	70	80.0%	70	81.4%
CLOPPER MILL ES	2000	77	54.5%	77	45.5%	77	58.4%	77	55.8%	76	53.9%
	2001	91	25.3%	91	30.8%	91	29.7%	89	34.8%	89	36.0%
	2002	88	39.8%	88	43.2%	88	47.7%	88	51.1%	85	62.4%
	2003	71	40.8%	71	39.4%	71	49.3%	70	52.9%	70	58.6%
	2004	67	52.2%	67	55.2%	67	67.2%	67	76.1%	67	74.6%
CLOVERLY ES	2000	82	84.1%	82	80.5%	81	91.4%	82	89.0%	80	86.3%
	2001	75	77.3%	75	86.7%	75	88.0%	75	90.7%	74	91.9%
	2002	68	79.4%	68	80.9%	68	83.8%	68	89.7%	68	85.3%
	2003	68	85.3%	68	76.5%	68	89.7%	68	89.7%	68	89.7%
	2004	64	81.3%	64	85.9%	63	95.2%	64	96.9%	64	95.3%
COLD SPRING ES	2000	39	89.7%	39	84.6%	39	87.2%	39	87.2%	39	89.7%
	2001	55	94.5%	55	76.4%	55	92.7%	55	98.2%	55	94.5%
	2002	38	97.4%	38	94.7%	38	94.7%	38	97.4%	38	94.7%
	2003	54	83.3%	54	85.2%	54	94.4%	54	88.9%	54	90.7%
	2004	46	97.8%	46	91.3%	46	100.0%	46	100.0%	46	97.8%
COLLEGE GARDENS ES	2000	81	58.0%	81	51.9%	81	66.7%	81	53.1%	81	60.5%
	2001	61	68.9%	61	70.5%	60	78.3%	61	68.9%	60	78.3%
	2002	79	60.8%	79	73.4%	80	86.3%	79	73.4%	78	96.2%
	2003	78	80.8%	78	73.1%	78	78.2%	78	75.6%	78	91.0%
	2004	80	77.5%	80	78.8%	80	78.8%	80	86.3%	80	95.0%
CRESTHAVEN ES	2000	96	53.1%	96	52.1%	97	55.7%	96	72.9%	92	53.3%
	2001	98	46.9%	98	42.9%	98	50.0%	98	60.2%	92	48.9%
	2002	80	52.5%	80	57.5%	80	57.5%	80	76.3%	77	66.2%
	2003	94	42.6%	94	47.9%	94	59.6%	94	62.8%	91	64.8%
	2004	96	56.3%	96	59.4%	96	74.0%	96	80.2%	93	83.9%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
DALY (CAPT. JAMES E.) ES	2000	105	38.1%	105	42.9%	108	59.3%	106	64.2%	108	42.6%
	2001	106	46.2%	106	50.9%	104	51.9%	106	67.0%	105	47.6%
	2002	98	40.8%	98	39.8%	96	41.7%	84	59.5%	89	39.3%
	2003	89	43.8%	89	47.2%	89	64.0%	86	53.5%	86	68.6%
	2004	103	51.5%	103	63.1%	103	65.0%	103	72.8%	103	70.9%
DAMASCUS ES	2000	54	63.0%	54	57.4%	54	75.9%	54	74.1%	54	63.0%
	2001	47	72.3%	47	70.2%	47	72.3%	47	74.5%	45	51.1%
	2002	63	61.9%	63	50.8%	63	54.0%	63	77.8%	61	60.7%
	2003	66	60.6%	66	60.6%	66	62.1%	66	56.1%	66	62.1%
	2004	53	81.1%	53	71.7%	53	84.9%	53	75.5%	53	79.2%
DARNESTOWN ES	2000	61	78.7%	61	82.0%	61	83.6%	61	90.2%	57	64.9%
	2001	64	87.5%	64	68.8%	64	82.8%	64	92.2%	63	69.8%
	2002	64	92.2%	64	87.5%	64	96.9%	63	95.2%	63	92.1%
	2003	76	81.6%	76	77.6%	76	92.1%	76	86.8%	75	77.3%
	2004	76	86.8%	76	84.2%	75	96.0%	76	96.1%	75	94.7%
DIAMOND ES	2000	78	70.5%	78	62.8%	79	74.7%	78	78.2%	79	69.6%
	2001	82	52.4%	82	48.8%	82	63.4%	82	79.3%	80	70.0%
	2002	59	69.5%	59	69.5%	59	83.1%	59	83.1%	58	82.8%
	2003	64	71.9%	64	78.1%	62	80.6%	62	87.1%	61	83.6%
	2004	75	84.0%	75	86.7%	76	86.8%	71	84.5%	72	93.1%
DREW (DR. CHARLES R.) ES	2000	63	44.4%	63	54.0%	63	60.3%	63	66.7%	63	61.9%
	2001	58	43.1%	58	56.9%	58	60.3%	58	63.8%	56	73.2%
	2002	52	46.2%	52	55.8%	52	61.5%	52	65.4%	46	76.1%
	2003	53	52.8%	53	43.4%	53	56.6%	53	52.8%	49	69.4%
	2004	73	57.5%	73	63.0%	72	66.7%	73	69.9%	73	78.1%
DUFIEF ES	2000	71	88.7%	71	90.1%	70	94.3%	70	94.3%	70	94.3%
	2001	59	83.1%	59	72.9%	59	94.9%	59	84.7%	59	84.7%
	2002	71	83.1%	71	78.9%	71	84.5%	71	88.7%	69	89.9%
	2003	80	91.3%	80	85.0%	80	90.0%	80	83.7%	76	96.1%
	2004	90	87.8%	90	93.3%	90	91.1%	90	90.0%	89	93.3%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
EAST SILVER SPRING ES	2000	107	48.6%	107	47.7%	107	52.3%	107	60.7%	102	45.1%
	2001	92	34.8%	93	37.6%	93	37.6%	93	52.7%	88	38.6%
	2002	78	48.7%	78	56.4%	78	55.1%	78	65.4%	75	48.0%
	2003	86	47.7%	86	40.7%	86	53.5%	86	53.5%	85	65.9%
	2004	67	44.8%	67	50.7%	66	60.6%	60	75.0%	63	73.0%
FAIRLAND ES	2000	87	62.1%	87	60.9%	86	60.5%	86	90.7%	86	74.4%
	2001	82	37.8%	82	37.8%	82	41.5%	83	73.5%	82	61.0%
	2002	83	56.6%	83	59.0%	82	68.3%	83	71.1%	83	61.4%
	2003	73	49.3%	74	43.2%	74	59.5%	74	64.9%	73	69.9%
	2004	79	55.7%	79	54.4%	79	62.0%	79	58.2%	79	70.9%
FALLSMEAD ES	2000	85	75.3%	85	72.9%	85	78.8%	85	80.0%	84	78.6%
	2001	87	81.6%	87	80.5%	87	78.2%	87	89.7%	86	75.6%
	2002	92	79.3%	92	73.9%	91	81.3%	91	80.2%	91	80.2%
	2003	99	84.8%	99	82.8%	96	85.4%	99	86.9%	99	82.8%
	2004	82	85.4%	82	79.3%	82	86.6%	82	84.1%	82	80.5%
FARMLAND ES	2000	78	91.0%	78	89.7%	77	92.2%	78	97.4%	77	89.6%
	2001	92	81.5%	92	83.7%	92	91.3%	92	93.5%	91	95.6%
	2002	93	89.2%	93	90.3%	91	97.8%	92	97.8%	92	93.5%
	2003	86	87.2%	86	91.9%	86	89.5%	86	96.5%	86	90.7%
	2004	98	86.7%	98	82.7%	98	91.8%	98	88.8%	97	89.7%
FIELDS ROAD ES	2000	97	62.9%	97	66.0%	97	77.3%	97	80.4%	93	76.3%
	2001	77	62.3%	77	64.9%	77	71.4%	77	80.5%	76	68.4%
	2002	92	60.9%	92	65.2%	92	73.9%	92	78.3%	90	74.4%
	2003	83	71.1%	83	71.1%	83	71.1%	83	68.7%	83	74.7%
	2004	86	69.8%	86	76.7%	86	81.4%	86	83.7%	84	79.8%
FLOWER HILL ES	2000	98	51.0%	98	55.1%	97	47.4%	98	69.4%	94	42.6%
	2001	75	56.0%	75	58.7%	75	53.3%	54	74.1%	75	50.7%
	2002	91	47.3%	91	54.9%	91	48.4%	91	75.8%	90	33.3%
	2003	85	55.3%	85	58.8%	85	58.8%	85	74.1%	83	71.1%
	2004	91	47.3%	91	52.7%	91	70.3%	91	73.6%	89	71.9%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
FLOWER VALLEY ES	2000	84	71.4%	84	75.0%	84	78.6%	84	79.8%	84	81.0%
	2001	69	68.1%	69	72.5%	69	81.2%	67	76.1%	67	61.2%
	2002	71	76.1%	71	76.1%	71	74.6%	68	88.2%	66	75.8%
	2003	79	83.5%	79	87.3%	79	93.7%	80	90.0%	80	91.3%
	2004	80	78.7%	80	78.8%	80	86.2%	80	83.8%	80	91.3%
FOREST KNOLLS ES	2000	86	60.5%	86	61.6%	86	65.1%	86	75.6%	82	67.1%
	2001	97	69.1%	97	70.1%	96	72.9%	97	84.5%	95	73.7%
	2002	105	66.7%	105	72.4%	104	76.0%	105	81.0%	103	80.6%
	2003	89	65.2%	89	61.8%	89	68.5%	88	77.3%	88	78.4%
	2004	96	64.6%	96	78.1%	96	80.2%	96	86.5%	96	89.6%
FOX CHAPEL ES	2000	69	39.1%	69	33.3%	69	50.7%	69	63.8%	66	48.5%
	2001	77	45.5%	77	44.2%	77	51.9%	77	72.7%	73	47.9%
	2002	69	46.4%	69	46.4%	69	53.6%	69	60.9%	67	40.3%
	2003	83	59.0%	83	55.4%	82	58.5%	83	74.7%	80	56.3%
	2004	73	53.4%	73	63.0%	73	74.0%	73	69.9%	73	83.6%
GAITHERSBURG ES	2000	79	36.7%	79	48.1%	79	62.0%	79	75.9%	73	54.8%
	2001	86	41.9%	86	39.5%	86	43.0%	86	57.0%	86	64.0%
	2002	86	38.4%	86	51.2%	82	42.7%	86	65.1%	86	55.8%
	2003	79	45.6%	79	51.9%	79	57.0%	79	63.3%	78	69.2%
	2004	95	55.8%	95	61.1%	95	58.9%	95	69.5%	95	68.4%
GALWAY ES	2000	126	54.8%	126	59.5%	126	68.3%	126	77.0%	126	64.3%
	2001	108	63.9%	108	65.7%	108	81.5%	108	84.3%	108	77.8%
	2002	109	65.1%	109	69.7%	109	68.8%	109	80.7%	106	67.9%
	2003	120	42.5%	120	50.8%	120	52.5%	120	67.5%	120	63.3%
	2004	100	63.0%	100	59.0%	100	73.0%	98	80.6%	99	60.6%
GARRETT PARK ES	2000	57	66.7%	57	80.7%	58	72.4%	57	84.2%	58	65.5%
	2001	73	76.7%	73	76.7%	72	84.7%	72	81.9%	72	70.8%
	2002	95	87.4%	95	86.3%	95	87.4%	95	88.4%	95	77.9%
	2003	78	91.0%	78	87.2%	78	88.5%	78	88.5%	78	94.9%
	2004	68	82.4%	68	88.2%	68	85.3%	68	89.7%	68	83.8%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
GEORGIAN FOREST ES	2000	73	50.7%	73	47.9%	73	54.8%	73	54.8%	72	48.6%
	2001	68	52.9%	68	54.4%	68	64.7%	68	82.4%	66	71.2%
	2002	80	40.0%	80	42.5%	80	55.0%	80	57.5%	79	59.5%
	2003	59	54.2%	59	50.8%	59	50.8%	64	62.5%	64	57.8%
	2004	70	51.4%	70	51.4%	70	60.0%	70	60.0%	69	63.8%
GERMANTOWN ES	2000	67	59.7%	67	55.2%	67	59.7%	67	73.1%	67	53.7%
	2001	61	49.2%	61	44.3%	61	60.7%	61	72.1%	61	49.2%
	2002	78	60.3%	78	56.4%	78	60.3%	75	68.0%	78	52.6%
	2003	75	56.0%	75	57.3%	74	60.8%	75	70.7%	75	74.7%
	2004	76	60.5%	76	57.9%	76	56.6%	76	72.4%	76	76.3%
GLEN HAVEN ES	2000	72	31.9%	72	41.7%	72	34.7%	71	64.8%	70	25.7%
	2001	77	24.7%	77	27.3%	76	28.9%	77	45.5%	77	20.8%
	2002	78	32.1%	78	39.7%	78	57.7%	79	72.2%	75	36.0%
	2003	86	31.4%	86	39.5%	85	36.5%	86	51.2%	83	44.6%
	2004	77	53.2%	77	71.4%	77	76.6%	77	70.1%	76	84.2%
GLENALLAN ES	2000	80	52.5%	80	67.5%	79	62.0%	80	71.2%	75	64.0%
	2001	75	45.3%	75	60.0%	74	62.2%	74	64.9%	65	64.6%
	2002	66	60.6%	66	74.2%	66	66.7%	65	73.8%	64	78.1%
	2003	69	63.8%	69	68.1%	69	66.7%	69	82.6%	69	84.1%
	2004	64	59.4%	64	76.6%	64	81.2%	64	82.8%	63	74.6%
GOSHEN ES	2000	112	60.7%	112	58.9%	112	65.2%	112	79.5%	110	50.9%
	2001	118	70.3%	118	61.0%	117	66.7%	118	86.4%	117	70.1%
	2002	125	66.4%	125	61.6%	124	71.8%	124	83.9%	122	67.2%
	2003	120	68.3%	120	63.3%	120	77.5%	120	75.8%	119	74.8%
	2004	100	70.0%	100	67.0%	100	81.0%	100	80.0%	98	83.7%
GREENCASTLE ES	2000	114	37.7%	114	38.6%	116	44.8%	114	46.5%	115	60.9%
	2001	102	38.2%	102	33.3%	102	45.1%	102	54.9%	102	55.9%
	2002	104	47.1%	104	49.0%	104	52.9%	104	58.7%	103	67.0%
	2003	82	39.0%	82	32.9%	82	41.5%	70	54.3%	81	58.0%
	2004	131	44.3%	131	40.5%	131	59.5%	131	53.4%	131	70.2%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
GREENWOOD ES	2000	116	74.1%	116	66.4%	115	60.9%	115	75.7%	113	53.1%
	2001	99	83.8%	99	80.8%	98	84.7%	99	90.9%	96	80.2%
	2002	112	82.1%	112	83.0%	112	81.3%	112	93.8%	112	76.8%
	2003	106	80.2%	106	88.7%	106	90.6%	106	91.5%	104	93.3%
	2004	94	89.4%	94	86.2%	92	87.0%	90	88.9%	94	89.4%
HARMONY HILLS ES	2000	65	43.1%	65	53.8%	65	55.4%	65	75.4%	64	62.5%
	2001	68	19.1%	68	33.8%	68	42.6%	68	54.4%	62	53.2%
	2002	76	42.1%	76	51.3%	76	44.7%	76	63.2%	70	52.9%
	2003	70	31.4%	70	40.0%	70	60.0%	70	71.4%	70	67.1%
	2004	69	49.3%	69	56.5%	69	69.6%	69	72.5%	69	79.7%
HIGHLAND ES	2000	109	26.6%	109	37.6%	109	52.3%	109	58.7%	99	52.5%
	2001	97	33.0%	97	39.2%	97	35.1%	97	61.9%	95	45.3%
	2002	117	28.2%	117	31.6%	116	39.7%	117	47.9%	113	41.6%
	2003	98	41.8%	98	40.8%	98	51.0%	97	55.7%	97	73.2%
	2004	122	36.9%	122	48.4%	122	57.4%	122	50.0%	122	68.0%
HIGHLAND VIEW ES	2000	87	57.5%	87	43.7%	88	62.5%	88	54.5%	82	58.5%
	2001	57	35.1%	57	21.1%	56	60.7%	57	45.6%	56	62.5%
	2002	57	47.4%	57	47.4%	56	55.4%	57	45.6%	55	65.5%
	2003	52	69.2%	52	67.3%	51	88.2%	52	84.6%	52	94.2%
	2004	50	64.0%	50	68.0%	50	78.0%	50	82.0%	50	80.0%
JACKSON ROAD ES	2000	60	43.3%	60	48.3%	61	41.0%	60	53.3%	61	42.6%
	2001	68	48.5%	68	47.1%	68	55.9%	68	60.3%	66	54.5%
	2002	76	52.6%	76	51.3%	76	50.0%	76	71.1%	74	41.9%
	2003	72	40.3%	72	45.8%	72	45.8%	72	58.3%	71	66.2%
	2004	68	47.1%	68	60.3%	68	64.7%	68	72.1%	68	63.2%
JONES LANE ES	2000	88	78.4%	88	77.3%	88	81.8%	88	88.6%	84	81.0%
	2001	74	77.0%	74	79.7%	74	89.2%	74	94.6%	70	84.3%
	2002	79	83.5%	79	83.5%	79	91.1%	79	91.1%	75	93.3%
	2003	92	67.4%	92	67.4%	92	70.7%	88	81.8%	87	85.1%
	2004	91	71.4%	91	80.2%	91	78.0%	91	83.5%	91	82.4%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
KEMP MILL ES	2000	112	47.3%	112	50.0%	111	51.4%	112	67.0%	110	54.5%
	2001	106	40.6%	106	39.6%	106	47.2%	104	60.6%	104	48.1%
	2002	100	37.0%	100	35.0%	100	42.0%	100	56.0%	100	43.0%
	2003	102	35.3%	102	38.2%	101	50.5%	102	59.8%	102	60.8%
	2004	100	59.0%	100	71.0%	99	71.7%	100	79.0%	100	85.0%
KENSINGTON PARKWOOD ES	2000	54	75.9%	54	61.1%	53	79.2%	54	70.4%	49	73.5%
	2001	52	78.8%	52	76.9%	52	71.2%	52	67.3%	49	63.3%
	2002	68	83.8%	68	75.0%	68	82.4%	68	80.9%	63	77.8%
	2003	69	75.4%	69	76.8%	68	85.3%	68	88.2%	68	83.8%
	2004	77	80.5%	77	77.9%	77	79.2%	77	79.2%	73	76.7%
LAKE SENECA ES	2000	61	68.9%	61	63.9%	61	70.5%	61	65.6%	55	76.4%
	2001	54	66.7%	54	63.0%	54	66.7%	54	70.4%	51	72.5%
	2002	53	60.4%	53	50.9%	52	67.3%	53	64.2%	51	66.7%
	2003	71	50.7%	71	52.1%	70	52.9%	70	61.4%	70	67.1%
	2004	55	50.9%	55	49.1%	55	69.1%	55	63.6%	55	69.1%
LAKEWOOD ES	2000	104	77.9%	103	88.3%	103	85.4%	103	92.2%	99	81.8%
	2001	94	79.8%	94	83.0%	94	86.2%	94	88.3%	90	86.7%
	2002	86	87.2%	86	83.7%	86	89.5%	86	90.7%	85	89.4%
	2003	92	76.1%	92	83.7%	92	91.3%	92	88.0%	88	90.9%
	2004	108	88.9%	108	86.1%	108	92.6%	108	90.7%	104	97.1%
LAYTONSVILLE ES	2000	97	74.2%	97	73.2%	97	71.1%	97	66.0%	97	54.6%
	2001	89	76.4%	89	66.3%	89	75.3%	89	79.8%	89	62.9%
	2002	89	75.3%	89	68.5%	89	78.7%	89	91.0%	89	61.8%
	2003	96	75.0%	96	80.2%	96	86.5%	96	90.6%	95	88.4%
	2004	104	78.8%	104	85.6%	104	88.5%	104	94.2%	104	89.4%
LUXMANOR ES	2000	38	76.3%	38	84.2%	38	94.7%	38	84.2%	38	89.5%
	2001	39	87.2%	39	79.5%	39	89.7%	39	89.7%	39	87.2%
	2002	41	85.4%	41	78.0%	41	87.8%	41	90.2%	40	82.5%
	2003	48	79.2%	48	70.8%	48	91.7%	48	79.2%	48	85.4%
	2004	45	86.7%	45	93.3%	45	88.9%	46	91.3%	46	95.7%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
MARSHALL (THURGOOD) ES	2000	73	68.5%	73	61.6%	75	72.0%	73	79.5%	74	54.1%
	2001	87	59.8%	87	60.9%	87	59.8%	87	81.6%	87	54.0%
	2002	75	69.3%	75	60.0%	75	64.0%	75	72.0%	75	65.3%
	2003	90	73.3%	90	71.1%	90	74.4%	90	70.0%	90	77.8%
	2004	102	63.7%	102	54.9%	100	72.0%	101	60.4%	99	68.7%
MARYVALE ES	2000	68	26.5%	68	35.3%	68	48.5%	68	50.0%	68	32.4%
	2001	90	34.4%	90	30.0%	88	47.7%	88	29.5%	88	52.3%
	2002	89	34.8%	89	37.1%	90	50.0%	89	39.3%	89	68.5%
	2003	88	52.3%	88	51.1%	88	69.3%	88	53.4%	88	78.4%
	2004	101	44.6%	101	51.5%	101	64.4%	101	49.5%	101	74.3%
MATSUNAGA (SPARK M.) ES	2002	111	64.9%	111	68.5%	111	74.8%	111	84.7%	111	79.3%
	2003	161	67.7%	161	71.4%	161	72.0%	159	83.0%	156	81.4%
	2004	180	71.7%	180	73.9%	181	87.8%	180	85.6%	180	87.2%
MCAULIFFE (S. CHRISTA) ES	2000	122	50.8%	122	47.5%	122	55.7%	122	49.2%	122	49.2%
	2001	122	45.9%	122	50.0%	121	47.1%	120	65.8%	120	46.7%
	2002	114	53.5%	114	50.0%	113	67.3%	113	57.5%	111	69.4%
	2003	111	63.1%	111	66.7%	110	68.2%	108	57.4%	109	82.6%
	2004	119	58.8%	119	62.2%	119	67.2%	119	55.5%	115	67.8%
MCNAIR (RONALD A.) ES	2000	151	61.6%	151	63.6%	152	72.4%	152	80.9%	152	66.4%
	2001	160	63.1%	160	65.0%	161	74.5%	161	85.7%	159	74.2%
	2002	96	55.2%	96	64.6%	96	81.2%	96	90.6%	95	78.9%
	2003	104	68.3%	105	71.4%	105	71.4%	105	77.1%	102	71.6%
	2004	107	76.6%	107	76.6%	107	90.7%	107	93.5%	107	88.8%
MEADOW HALL ES	2000	56	44.6%	56	50.0%	56	46.4%	56	60.7%	54	33.3%
	2001	66	45.5%	66	51.5%	66	45.5%	66	59.1%	66	48.5%
	2002	63	30.2%	63	36.5%	63	46.0%	62	51.6%	62	46.8%
	2003	56	50.0%	56	46.4%	56	39.3%	55	50.9%	56	55.4%
	2004	58	53.4%	58	62.1%	58	69.0%	58	60.3%	58	65.5%



**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
MILL CREEK TOWNE ES	2000	62	56.5%	62	69.4%	62	66.1%	62	66.1%	56	60.7%
	2001	76	46.1%	76	51.3%	76	59.2%	74	64.9%	73	67.1%
	2002	50	56.0%	50	64.0%	50	74.0%	50	82.0%	48	85.4%
	2003	69	71.0%	69	71.0%	69	76.8%	69	79.7%	68	94.1%
	2004	83	79.5%	83	77.1%	83	90.4%	82	79.3%	79	94.9%
MONOCACY ES	2000	47	68.1%	47	63.8%	47	76.6%	47	72.3%	44	75.0%
	2001	43	58.1%	43	48.8%	43	58.1%	43	72.1%	43	48.8%
	2002	50	56.0%	50	60.0%	50	76.0%	50	74.0%	50	58.0%
	2003	46	58.7%	46	47.8%	46	73.9%	46	65.2%	46	71.7%
	2004	35	77.1%	35	80.0%	35	80.0%	35	88.6%	35	82.9%
MONTGOMERY KNOLLS ES	2000	80	53.8%	80	45.0%	79	60.8%	80	75.0%	79	51.9%
	2001	92	48.9%	92	48.9%	92	50.0%	92	70.7%	91	36.3%
	2002	90	44.4%	90	32.2%	89	51.7%	90	67.8%	90	48.9%
	2003	105	41.0%	105	41.9%	105	57.1%	107	59.8%	107	65.4%
	2004	93	41.9%	93	45.2%	93	57.0%	93	54.8%	93	60.2%
NEW HAMPSHIRE ESTATES ES	2000	111	27.0%	111	33.3%	112	29.5%	111	53.2%	112	36.6%
	2001	119	20.2%	119	32.8%	119	31.9%	119	39.5%	119	31.9%
	2002	100	35.0%	100	40.0%	100	58.0%	99	46.5%	99	48.5%
	2003	116	47.4%	116	50.0%	115	56.5%	115	67.0%	116	58.6%
	2004	87	40.2%	87	63.2%	86	69.8%	85	58.8%	84	88.1%
OAKLAND TERRACE ES	2000	108	52.8%	108	49.1%	109	58.7%	108	67.6%	109	55.0%
	2001	116	46.6%	116	43.1%	116	52.6%	115	67.0%	115	52.2%
	2002	112	61.6%	112	56.2%	112	67.9%	112	79.5%	111	66.7%
	2003	110	62.7%	110	61.8%	109	70.6%	109	70.6%	109	72.5%
	2004	124	60.5%	124	57.3%	124	66.9%	124	69.4%	124	67.7%
OLNEY ES	2000	88	65.9%	88	52.3%	87	70.1%	88	65.9%	84	58.3%
	2001	84	56.0%	84	64.3%	84	67.9%	84	65.5%	84	61.9%
	2002	90	70.0%	90	60.0%	90	71.1%	90	65.6%	87	66.7%
	2003	99	70.7%	99	67.7%	97	74.2%	98	65.3%	98	72.4%
	2004	96	62.5%	96	55.2%	96	67.7%	96	67.7%	96	62.5%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
PAGE (WILLIAM TYLER) ES	2000	49	46.9%	49	42.9%	49	57.1%	49	69.4%	45	48.9%
	2001	69	49.3%	69	52.2%	69	59.4%	69	65.2%	67	73.1%
	2002	52	53.8%	52	51.9%	52	67.3%	52	65.4%	52	73.1%
	2003	52	53.8%	52	44.2%	52	59.6%	52	71.2%	52	67.3%
	2004	62	53.2%	62	56.5%	62	77.4%	62	77.4%	56	83.9%
POOLESVILLE ES	2000	80	63.8%	80	53.8%	80	70.0%	80	65.0%	79	57.0%
	2001	75	58.7%	75	62.7%	75	72.0%	75	65.3%	75	45.3%
	2002	64	73.4%	64	70.3%	64	85.9%	64	87.5%	64	57.8%
	2003	77	59.7%	77	61.0%	76	75.0%	75	58.7%	77	70.1%
	2004	91	73.6%	91	68.1%	90	83.3%	90	66.7%	91	74.7%
POTOMAC ES	2000	102	74.5%	102	81.4%	102	87.3%	102	83.3%	101	77.2%
	2001	108	85.2%	108	82.4%	108	86.1%	107	89.7%	107	82.2%
	2002	116	82.8%	116	84.5%	116	90.5%	116	94.8%	117	84.6%
	2003	116	85.3%	116	84.5%	117	89.7%	116	89.7%	116	86.2%
	2004	102	92.2%	102	93.1%	102	93.1%	102	94.1%	102	89.2%
RESNIK (JUDITH A.) ES	2000	116	44.0%	116	45.7%	117	52.1%	116	69.0%	114	54.4%
	2001	95	53.7%	95	58.9%	95	61.1%	95	80.0%	95	58.9%
	2002	100	54.0%	100	57.0%	100	64.0%	100	78.0%	99	69.7%
	2003	81	53.1%	81	53.1%	81	67.9%	81	76.5%	81	72.8%
	2004	105	59.0%	105	63.8%	105	79.0%	105	76.2%	105	77.1%
RIDE (DR. SALLY K.) ES	2000	116	57.8%	116	61.2%	117	56.4%	117	71.8%	113	53.1%
	2001	128	47.7%	128	49.2%	129	48.1%	128	58.6%	128	39.8%
	2002	109	54.1%	109	56.9%	109	58.7%	109	69.7%	104	55.8%
	2003	110	56.4%	110	52.7%	110	62.7%	110	73.6%	109	72.5%
	2004	84	60.7%	85	62.4%	85	71.8%	85	76.5%	84	72.6%
RITCHIE PARK ES	2000	57	61.4%	57	57.9%	59	81.4%	57	80.7%	59	79.7%
	2001	55	69.1%	56	66.1%	56	64.3%	56	67.9%	56	71.4%
	2002	50	70.0%	50	68.0%	50	70.0%	50	82.0%	50	72.0%
	2003	61	68.9%	61	57.4%	61	67.2%	61	65.6%	61	68.9%
	2004	55	70.9%	55	76.4%	55	87.3%	55	76.4%	55	83.6%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
ROCK CREEK FOREST ES	2000	93	62.4%	93	67.7%	93	71.0%	93	78.5%	93	73.1%
	2001	83	69.9%	83	74.7%	83	79.5%	83	89.2%	83	83.1%
	2002	86	67.4%	86	61.6%	86	81.4%	86	72.1%	86	79.1%
	2003	86	65.1%	86	69.8%	86	79.1%	86	83.7%	86	77.9%
	2004	84	52.4%	84	52.4%	82	67.1%	84	76.2%	82	69.5%
ROCK CREEK VALLEY ES	2000	41	43.9%	41	41.5%	40	55.0%	40	45.0%	40	42.5%
	2001	57	47.4%	57	57.9%	56	58.9%	57	78.9%	53	54.7%
	2002	46	50.0%	46	67.4%	45	57.8%	46	76.1%	44	52.3%
	2003	43	44.2%	43	55.8%	43	46.5%	42	78.6%	41	68.3%
	2004	48	56.2%	48	50.0%	48	58.3%	48	72.9%	41	82.9%
ROCK VIEW ES	2000	75	44.0%	75	53.3%	75	48.0%	75	62.7%	74	47.3%
	2001	72	45.8%	72	48.6%	72	41.7%	72	58.3%	72	43.1%
	2002	84	41.7%	84	52.4%	84	48.8%	84	60.7%	80	55.0%
	2003	79	53.2%	79	58.2%	78	52.6%	79	73.4%	76	75.0%
	2004	71	59.2%	71	71.8%	71	64.8%	71	76.1%	67	74.6%
ROCKWELL (LOIS P.) ES	2000	83	63.9%	83	59.0%	82	72.0%	84	60.7%	69	56.5%
	2001	79	68.4%	79	63.3%	79	73.4%	79	77.2%	79	62.0%
	2002	82	72.0%	82	62.2%	82	76.8%	82	74.4%	82	62.2%
	2003	65	63.1%	65	69.2%	65	84.6%	51	74.5%	65	84.6%
	2004	66	84.8%	66	80.3%	66	84.8%	66	84.8%	66	81.8%
ROLLING TERRACE ES	2000	101	49.5%	101	57.4%	101	64.4%	101	64.4%	101	59.4%
	2001	107	47.7%	107	48.6%	107	53.3%	107	51.4%	107	60.7%
	2002	98	46.9%	98	46.9%	98	52.0%	98	66.3%	96	78.1%
	2003	122	49.2%	122	55.7%	122	58.2%	122	60.7%	121	76.0%
	2004	104	53.8%	104	60.6%	104	65.4%	104	72.1%	104	77.9%
ROSEMARY HILLS ES	2000	175	72.6%	175	70.9%	174	69.5%	175	76.6%	174	64.4%
	2001	193	72.5%	193	68.4%	194	76.8%	192	75.5%	181	71.8%
	2002	167	77.2%	167	74.3%	167	82.0%	167	87.4%	167	83.2%
	2003	169	76.9%	168	75.6%	169	78.7%	169	79.3%	169	83.4%
	2004	155	81.3%	155	85.2%	156	82.1%	156	88.5%	155	85.8%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
ROSEMONT ES	2000	84	27.4%	84	33.3%	83	26.5%	82	43.9%	82	24.4%
	2001	76	36.8%	76	51.3%	76	46.1%	75	54.7%	74	58.1%
	2002	76	36.8%	76	40.8%	76	27.6%	76	51.3%	75	32.0%
	2003	70	45.7%	70	50.0%	70	45.7%	58	67.2%	69	53.6%
	2004	72	50.0%	72	58.3%	72	63.9%	72	56.9%	68	69.1%
SEQUOYAH ES	2000	94	57.4%	94	64.9%	94	76.6%	94	83.0%	89	79.8%
	2001	98	48.0%	98	48.0%	98	67.3%	98	68.4%	96	74.0%
	2002	85	62.4%	85	72.9%	85	68.2%	85	81.2%	84	76.2%
	2003	77	54.5%	77	62.3%	76	64.5%	77	80.5%	74	62.2%
	2004	86	57.0%	86	58.1%	86	75.6%	86	67.4%	86	83.7%
SEVEN LOCKS ES	2000	50	82.0%	50	76.0%	50	88.0%	50	90.0%	50	88.0%
	2001	42	73.8%	42	66.7%	42	90.5%	42	81.0%	39	82.1%
	2002	40	85.0%	40	90.0%	40	92.5%	40	90.0%	40	90.0%
	2003	38	92.1%	38	89.5%	38	100.0%	38	94.7%	38	94.7%
	2004	45	82.2%	45	73.3%	45	91.1%	45	77.8%	44	88.6%
SHERWOOD ES	2000	74	63.5%	74	59.5%	75	77.3%	74	78.4%	75	73.3%
	2001	80	56.3%	80	55.0%	80	67.5%	80	80.0%	79	60.8%
	2002	86	69.8%	86	66.3%	86	75.6%	86	74.4%	86	72.1%
	2003	79	73.4%	79	59.5%	79	75.9%	79	70.9%	79	72.2%
	2004	69	63.8%	69	66.7%	70	70.0%	70	72.9%	70	65.7%
SLIGO CREEK ES	2000	47	57.4%	47	51.1%	54	64.8%	47	59.6%	54	64.8%
	2001	110	62.7%	110	58.2%	114	60.5%	110	65.5%	113	61.1%
	2002	109	55.0%	109	46.8%	113	60.2%	109	65.1%	112	64.3%
	2003	115	64.3%	115	54.8%	115	72.2%	115	63.5%	115	80.9%
	2004	121	61.2%	121	57.9%	122	74.6%	121	57.9%	122	79.5%
SOMERSET ES	2000	74	86.5%	74	87.8%	73	86.3%	73	90.4%	73	76.7%
	2001	74	81.1%	74	78.4%	74	74.3%	74	90.5%	74	75.7%
	2002	66	93.9%	66	87.9%	66	78.8%	66	87.9%	66	80.3%
	2003	78	92.3%	78	83.3%	77	89.6%	77	87.0%	77	80.5%
	2004	58	86.2%	58	81.0%	58	86.2%	58	86.2%	58	86.2%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
SOUTH LAKE ES	2000	80	42.5%	80	48.8%	80	38.7%	80	65.0%	80	48.7%
	2001	79	49.4%	79	48.1%	79	48.1%	78	56.4%	77	48.1%
	2002	75	42.7%	75	40.0%	75	33.3%	75	61.3%	73	42.5%
	2003	94	55.3%	94	54.3%	94	61.7%	94	69.1%	92	72.8%
	2004	91	56.0%	91	48.4%	91	58.2%	91	59.3%	90	75.6%
STEDWICK ES	2000	84	65.5%	84	65.5%	85	74.1%	84	78.6%	85	65.9%
	2001	84	64.3%	84	61.9%	84	69.0%	84	73.8%	84	44.0%
	2002	109	63.3%	109	60.6%	109	67.0%	109	86.2%	108	51.9%
	2003	95	53.7%	95	52.6%	95	62.1%	95	74.7%	94	75.5%
	2004	102	63.7%	102	63.7%	102	65.7%	102	72.5%	102	70.6%
STONE MILL ES	2000	129	84.5%	129	79.8%	129	89.1%	129	89.9%	126	77.8%
	2001	116	91.4%	116	81.0%	115	96.5%	116	94.8%	115	90.4%
	2002	128	85.9%	128	85.9%	126	92.1%	127	93.7%	125	88.8%
	2003	112	75.9%	112	83.9%	112	86.6%	109	94.5%	112	88.4%
	2004	106	90.6%	106	92.5%	106	92.5%	106	93.4%	106	96.2%
STONEGATE ES	2000	72	73.6%	72	77.8%	72	75.0%	72	88.9%	72	84.7%
	2001	80	77.5%	80	83.7%	80	87.5%	80	92.5%	80	93.7%
	2002	69	75.4%	69	56.5%	69	75.4%	69	88.4%	68	79.4%
	2003	76	75.0%	76	71.1%	76	82.9%	76	90.8%	76	92.1%
	2004	61	78.7%	61	85.2%	61	91.8%	62	88.7%	62	95.2%
STRAWBERRY KNOLL ES	2000	83	57.8%	83	61.4%	86	46.5%	82	79.3%	86	43.0%
	2001	87	47.1%	87	50.6%	87	44.8%	87	67.8%	86	38.4%
	2002	87	55.2%	87	63.2%	87	65.5%	87	79.3%	86	58.1%
	2003	94	56.4%	94	58.5%	94	69.1%	94	83.0%	94	71.3%
	2004	96	52.1%	96	72.9%	95	75.8%	96	77.1%	94	76.6%
SUMMIT HALL ES	2000	73	27.4%	73	32.9%	73	34.2%	73	50.7%	67	28.4%
	2001	81	44.4%	81	44.4%	80	43.8%	81	64.2%	78	42.3%
	2002	67	32.8%	67	28.4%	67	43.3%	67	62.7%	65	53.8%
	2003	93	44.1%	93	38.7%	93	60.2%	93	51.6%	91	67.0%
	2004	82	40.2%	82	52.4%	82	68.3%	82	70.7%	79	67.1%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
TAKOMA PARK ES	2000	163	70.6%	163	68.7%	166	69.3%	163	70.6%	165	66.7%
	2001	135	63.0%	135	67.4%	135	73.3%	135	65.9%	135	65.2%
	2002	121	62.0%	121	57.0%	121	73.6%	121	60.3%	121	71.9%
	2003	102	56.9%	102	51.0%	102	58.8%	102	56.9%	102	60.8%
	2004	118	76.3%	118	72.0%	118	78.8%	118	78.0%	117	79.5%
TRAVILAH ES	2000	91	82.4%	91	87.9%	91	92.3%	91	93.4%	91	73.6%
	2001	96	76.0%	96	79.2%	96	76.0%	96	83.3%	96	71.9%
	2002	86	89.5%	86	81.4%	86	83.7%	85	90.6%	85	71.8%
	2003	82	87.8%	82	85.4%	82	92.7%	81	96.3%	80	90.0%
	2004	73	89.0%	73	83.6%	73	87.7%	73	86.3%	73	87.7%
TWINBROOK ES	2000	67	55.2%	67	49.3%	67	67.2%	67	77.6%	65	67.7%
	2001	81	51.9%	81	45.7%	80	58.7%	80	71.2%	76	71.1%
	2002	92	39.1%	92	44.6%	91	51.6%	91	57.1%	87	69.0%
	2003	84	50.0%	84	65.5%	84	73.8%	84	81.0%	80	76.2%
	2004	87	55.2%	86	64.0%	86	69.8%	86	74.4%	82	73.2%
VIERS MILL ES	2000	106	44.3%	106	45.3%	106	54.7%	106	51.9%	106	48.1%
	2001	116	39.7%	116	47.4%	116	54.3%	116	58.6%	116	63.8%
	2002	86	53.5%	86	44.2%	86	66.3%	85	69.4%	85	77.6%
	2003	103	49.5%	103	49.5%	102	71.6%	103	74.8%	103	84.5%
	2004	103	62.1%	103	60.2%	103	80.6%	103	76.7%	103	96.1%
WASHINGTON GROVE ES	2000	53	50.9%	53	50.9%	53	56.6%	53	71.7%	46	63.0%
	2001	58	48.3%	58	44.8%	58	50.0%	58	55.2%	53	45.3%
	2002	63	52.4%	63	57.1%	63	46.0%	62	67.7%	58	56.9%
	2003	66	42.4%	66	42.4%	66	43.9%	66	37.9%	62	50.0%
	2004	63	69.8%	63	71.4%	61	72.1%	63	79.4%	57	78.9%
WATERS LANDING ES	2000	113	61.1%	113	58.4%	112	56.2%	110	74.5%	111	55.0%
	2001	84	52.4%	84	61.9%	84	51.2%	84	77.4%	84	48.8%
	2002	110	61.8%	110	63.6%	110	51.8%	109	72.5%	108	59.3%
	2003	96	71.9%	96	79.2%	95	70.5%	96	81.2%	94	75.5%
	2004	110	66.4%	110	69.1%	110	75.5%	110	74.5%	110	80.0%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
WATKINS MILL ES	2000	81	59.3%	81	59.3%	81	53.1%	81	69.1%	81	39.5%
	2001	93	48.4%	93	51.6%	92	62.0%	91	71.4%	91	59.3%
	2002	74	52.7%	74	56.8%	74	70.3%	74	60.8%	71	69.0%
	2003	83	63.9%	83	68.7%	83	68.7%	83	83.1%	79	81.0%
	2004	97	58.8%	97	61.9%	97	75.3%	97	75.3%	97	75.3%
WAYSIDE ES	2000	111	84.7%	111	83.8%	110	90.0%	111	92.8%	110	88.2%
	2001	97	83.5%	97	88.7%	96	84.4%	97	91.8%	96	83.3%
	2002	115	78.3%	115	79.1%	114	86.8%	115	90.4%	114	83.3%
	2003	110	87.3%	110	80.0%	109	87.2%	111	91.0%	111	87.4%
	2004	108	88.9%	108	87.0%	107	93.5%	107	95.3%	107	94.4%
WELLER ROAD ES	2000	99	38.4%	99	45.5%	99	48.5%	99	68.7%	98	54.1%
	2001	101	46.5%	101	48.5%	101	49.5%	101	81.2%	101	59.4%
	2002	98	36.7%	98	46.9%	97	53.6%	97	64.9%	97	53.6%
	2003	88	48.9%	88	56.8%	88	65.9%	88	73.9%	88	75.0%
	2004	95	44.2%	95	45.3%	95	68.4%	95	72.6%	95	82.1%
WESTBROOK ES	2000	54	85.2%	54	64.8%	54	81.5%	54	70.4%	52	65.4%
	2001	47	91.5%	47	85.1%	47	87.2%	47	85.1%	47	83.0%
	2002	56	87.5%	56	87.5%	56	85.7%	56	94.6%	55	81.8%
	2003	44	93.2%	44	93.2%	44	95.5%	44	88.6%	44	86.4%
	2004	48	91.7%	48	89.6%	48	93.8%	48	87.5%	48	91.7%
WESTOVER ES	2000	63	58.7%	63	58.7%	63	69.8%	62	75.8%	61	57.4%
	2001	43	60.5%	43	48.8%	43	65.1%	43	74.4%	42	66.7%
	2002	43	74.4%	43	58.1%	43	67.4%	43	72.1%	41	61.0%
	2003	54	72.2%	54	63.0%	54	61.1%	54	85.2%	52	53.8%
	2004	43	76.7%	43	60.5%	43	69.8%	43	86.0%	43	65.1%
WHEATON WOODS ES	2000	87	42.5%	87	49.4%	89	46.1%	87	64.4%	89	48.3%
	2001	90	34.4%	90	46.7%	89	57.3%	90	65.6%	89	57.3%
	2002	93	38.7%	93	45.2%	93	51.6%	93	60.2%	89	60.7%
	2003	87	51.7%	87	46.0%	87	71.3%	86	70.9%	85	89.4%
	2004	106	46.2%	106	65.1%	105	71.4%	106	70.8%	104	82.7%

**Attachment G**  
**Performance of Grade 2 Students on CTBS Subtests for each Elementary School**  
**Percentage of Scores At or Above the 50th National Percentile (NP)**

		Reading		Language		Mathematics		Language Mechanics		Math Computation	
		Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP	Number Tested	Pct. At/Above 50th NP
WHETSTONE ES	2000	90	47.8%	90	56.7%	89	66.3%	90	73.3%	89	71.9%
	2001	98	50.0%	98	62.2%	98	64.3%	98	75.5%	95	67.4%
	2002	85	49.4%	85	49.4%	85	56.5%	85	70.6%	81	71.6%
	2003	109	55.0%	109	53.2%	109	69.7%	109	71.6%	106	80.2%
	2004	91	67.0%	91	65.9%	91	79.1%	91	79.1%	91	84.6%
WOOD ACRES ES	2000	83	91.6%	83	88.0%	83	85.5%	83	89.2%	83	68.7%
	2001	102	89.2%	102	89.2%	102	91.2%	102	91.2%	102	73.5%
	2002	83	89.2%	83	88.0%	84	91.7%	83	95.2%	84	71.4%
	2003	98	82.7%	98	81.6%	97	86.6%	97	91.8%	97	75.3%
	2004	114	86.8%	114	76.3%	114	86.8%	114	87.7%	114	63.2%
WOODFIELD ES	2000	75	65.3%	75	65.3%	75	82.7%	75	76.0%	75	69.3%
	2001	78	73.1%	78	61.5%	78	87.2%	78	91.0%	78	89.7%
	2002	85	80.0%	85	67.1%	86	80.2%	86	87.2%	84	79.8%
	2003	86	70.9%	86	58.1%	86	74.4%	86	76.7%	86	80.2%
	2004	73	84.9%	73	67.1%	73	86.3%	73	76.7%	72	91.7%
WOODLIN ES	2000	91	60.4%	91	72.5%	91	74.7%	91	72.5%	91	63.7%
	2001	83	57.8%	83	63.9%	83	65.1%	82	70.7%	77	57.1%
	2002	72	62.5%	72	59.7%	72	70.8%	72	69.4%	72	56.9%
	2003	65	69.2%	65	69.2%	65	78.5%	65	64.6%	63	85.7%
	2004	68	80.9%	68	76.5%	68	77.9%	69	79.7%	69	85.5%
WYNGATE ES	2000	92	89.1%	92	78.3%	90	87.8%	92	90.2%	90	73.3%
	2001	74	78.4%	74	89.2%	74	82.4%	74	91.9%	74	78.4%
	2002	100	85.0%	100	84.0%	100	86.0%	100	94.0%	100	82.0%
	2003	87	81.6%	87	85.1%	87	73.6%	87	89.7%	87	82.8%
	2004	84	95.2%	84	94.0%	84	96.4%	84	97.6%	84	90.5%



**Attachment H**

**School by School Results**

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2  
 MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL  
 SPRING 2001 & 2002 & 2003 & 2004**

SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
ASHBURTON ES	2	2001	61	82	61	82	61	87	61	94	61	90
		2002	80	73	80	82	80	83	80	87	79	90
		2003	83	73	83	82	83	79	83	87	83	90
		2004	98	82	98	82	97	79	98	77	97	83
BANNOCKBURN ES	2	2001	56	90	56	95	56	87	56	94	56	90
		2002	62	90	62	82	62	87	62	77	62	83
		2003	81	90	81	82	81	87	81	87	80	76
		2004	66	90	66	82	66	94	66	87	65	90
LUCY V. BARNSLEY ES	2	2001	69	73	69	68	69	79	69	77	69	76
		2002	53	73	53	68	53	70	53	65	53	58
		2003	72	73	72	68	72	79	72	77	69	83
		2004	79	64	79	68	79	79	79	87	79	83
BEALL ES	2	2001	90	64	90	68	90	60	90	87	90	58
		2002	100	64	100	55	100	70	100	77	99	76
		2003	107	73	107	68	103	79	106	87	101	83
		2004	72	69	72	82	72	79	72	94	72	87
BEL PRE ES	2	2001	123	64	123	68	123	52	123	77	123	58
		2002	170	47	170	43	170	60	170	65	169	76
		2003	153	64	153	68	153	70	153	77	153	83
		2004	134	69	134	68	134	79	133	87	133	83
BELLS MILL ES	2	2001	82	82	82	82	82	87	82	87	82	90
		2002	76	82	76	82	76	79	75	87	75	90
		2003	75	82	75	82	74	79	73	87	73	90
		2004	84	90	84	95	84	87	84	94	83	90

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE	
BELMONT ES	2	2001	85	73	85	68	85	70	85	77	85	68	
		2002	62	73	62	68	62	75	62	77	62	76	
		2003	79	73	79	68	79	79	79	79	77	79	83
		2004	70	73	70	68	70	79	70	77	70	76	
BETHESDA ES	2	2001	54	82	54	68	53	79	54	77	54	90	
		2002	64	82	64	82	63	87	64	87	63	90	
		2003	61	90	61	82	61	87	61	94	61	94	
		2004	61	90	61	82	61	87	58	91	61	94	
BEVERLY FARMS ES	2	2001	78	82	78	82	79	79	78	94	79	83	
		2002	78	82	78	82	77	79	78	87	74	83	
		2003	89	82	89	68	89	87	89	94	86	83	
		2004	85	90	85	82	85	94	85	94	85	94	
BRADLEY HILLS ES	2	2001	85	90	85	82	85	94	85	87	85	83	
		2002	58	86	58	68	58	87	58	87	56	83	
		2003	72	90	72	82	72	94	72	94	72	83	
		2004	64	90	64	82	64	94	64	94	64	90	
BROAD ACRES ES	2	2001	80	29	80	27	81	22	80	36	81	24	
		2002	88	34	88	43	88	35	88	55	87	49	
		2003	95	47	95	55	95	52	95	65	95	49	
		2004	70	55	70	55	70	65	70	77	70	94	
BROOKE GROVE ES	2	2001	83	73	83	55	83	79	82	77	83	76	
		2002	100	73	100	68	100	70	100	77	91	68	
		2003	101	64	101	43	101	70	101	77	91	83	
		2004	87	73	87	68	87	79	87	77	87	83	
BROOKHAVEN ES	2	2001	45	47	45	43	45	43	45	77	45	40	
		2002	58	51	58	55	55	60	58	55	57	58	
		2003	39	55	39	55	39	60	39	65	39	76	
		2004	59	64	59	55	59	70	59	87	59	83	

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
BROWN STATION ES	2	2001	49	55	49	55	49	60	49	65	49	49
		2002	41	55	41	55	41	70	40	77	41	68
		2003	66	47	66	43	65	52	66	50	65	58
		2004	49	64	49	68	49	60	49	77	49	83
BURNING TREE ES	2	2001	75	90	75	82	75	87	75	94	75	83
		2002	78	86	78	82	78	87	78	87	73	83
		2003	88	90	88	82	88	87	88	87	82	90
		2004	83	90	83	82	83	87	83	87	75	90
BURNT MILLS ES	2	2001	90	40	90	35	90	43	90	65	90	40
		2002	87	47	87	43	87	52	87	65	81	83
		2003	99	47	99	43	99	52	99	65	96	58
		2004	66	47	66	55	66	52	66	65	66	68
BURTONSVILLE ES	2	2001	108	73	108	68	108	60	108	87	108	83
		2002	109	64	109	55	109	60	83	65	109	68
		2003	132	55	132	43	131	52	131	65	131	58
		2004	123	64	123	68	123	70	122	87	123	83
CANDLEWOOD ES	2	2001	61	73	61	68	61	70	61	87	61	76
		2002	71	73	71	68	71	70	71	87	71	83
		2003	55	82	55	82	55	70	55	87	55	90
		2004	61	82	61	82	61	87	61	87	61	83
CANNON ROAD ES	2	2001	45	55	45	55	45	43	45	65	45	49
		2002	70	64	70	68	70	52	70	65	64	68
		2003	67	55	67	43	67	60	67	65	64	68
		2004	53	73	53	68	53	79	53	77	53	76

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
CARDEROCK SPRINGS ES	2	2001	48	90	48	68	48	70	48	87	48	76
		2002	55	90	55	95	54	94	55	87	54	94
		2003	54	90	54	82	54	94	54	77	54	90
		2004	60	90	60	82	60	87	59	77	60	90
RACHEL CARSON ES	2	2001	117	73	117	68	117	79	117	77	117	76
		2002	113	73	113	68	113	60	113	87	113	68
		2003	121	73	121	68	121	79	121	77	115	76
		2004	110	82	110	82	110	79	110	77	108	76
CASHELL ES	2	2001	48	90	48	82	47	79	49	94	49	83
		2002	55	73	55	82	54	83	55	94	55	76
		2003	66	90	66	82	66	94	66	87	65	83
		2004	58	82	58	82	58	94	58	87	58	90
CEDAR GROVE ES	2	2001	89	73	89	55	89	70	89	87	89	68
		2002	92	60	92	68	92	70	92	77	90	68
		2003	103	73	103	68	102	87	103	77	99	90
		2004	90	82	90	82	90	87	90	94	90	90
CLARKSBURG ES	2	2001	50	64	50	68	49	70	50	77	50	83
		2002	55	64	55	68	55	79	55	87	49	83
		2003	52	40	52	55	52	60	52	65	49	68
		2004	76	90	76	82	76	94	76	94	70	94
CLEARSPRING ES	2	2001	66	40	66	43	66	43	66	65	66	40
		2002	58	60	58	68	57	70	58	77	56	72
		2003	69	64	69	68	68	79	68	77	65	83
		2004	71	73	71	55	70	70	70	87	70	83
CLOPPER MILL ES	2	2001	84	29	84	35	84	22	82	36	84	40
		2002	87	40	87	35	87	43	87	55	84	68
		2003	71	29	71	43	71	43	70	55	70	58
		2004	67	55	67	55	67	60	67	77	67	83

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
CLOVERLY ES	2	2001	73	82	73	82	73	87	73	87	73	90
		2002	68	73	68	82	68	83	68	87	68	90
		2003	68	82	68	82	68	87	68	94	68	90
		2004	64	82	64	95	63	87	64	94	64	94
COLD SPRING ES	2	2001	55	90	55	68	55	79	55	94	55	94
		2002	38	93	38	82	38	94	38	98	38	94
		2003	54	90	54	82	54	94	54	94	54	94
		2004	46	90	46	95	46	94	46	98	46	94
COLLEGE GARDENS ES	2	2001	58	73	58	68	58	87	58	77	58	90
		2002	80	64	80	68	81	70	80	77	79	90
		2003	78	73	78	68	78	87	78	77	78	94
		2004	80	82	80	82	80	87	80	87	80	94
CRESTHAVEN ES	2	2001	90	47	90	43	90	52	90	65	90	49
		2002	82	55	82	55	82	52	82	77	79	68
		2003	94	40	94	43	94	52	94	65	91	68
		2004	96	55	96	55	96	70	96	87	93	90
CAPT. JAMES DALY ES	2	2001	101	47	101	55	100	52	101	65	101	49
		2002	98	40	98	35	96	35	84	55	89	40
		2003	89	47	89	43	89	60	86	55	86	76
		2004	103	55	103	68	103	70	103	77	103	76
DAMASCUS ES	2	2001	43	73	43	82	43	70	43	77	43	49
		2002	63	55	63	55	63	52	63	77	61	68
		2003	66	64	66	55	66	65	66	55	66	80
		2004	53	82	53	68	53	79	53	77	53	90
DARNESTOWN ES	2	2001	64	90	64	68	64	79	64	87	64	76
		2002	64	90	64	95	64	87	63	94	63	90
		2003	76	82	76	82	76	87	76	87	75	83
		2004	76	90	76	95	75	94	76	94	75	90

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
DIAMOND ES	2	2001	80	64	80	43	80	70	80	87	80	76
		2002	59	82	59	68	59	87	59	87	58	83
		2003	64	73	64	68	62	79	62	87	61	83
		2004	75	73	75	82	76	87	71	87	72	90
CHARLES R. DREW ES	2	2001	50	47	50	68	50	79	50	77	50	90
		2002	52	47	52	55	52	60	52	77	47	76
		2003	53	55	53	43	53	52	53	55	49	76
		2004	73	55	73	68	72	60	73	87	73	83
DUFIEF ES	2	2001	55	82	55	82	55	79	55	77	55	94
		2002	71	82	71	68	71	87	71	87	69	90
		2003	80	90	80	82	80	94	80	94	76	94
		2004	90	82	90	95	90	94	90	94	89	94
EAST SILVER SPRING ES	2	2001	84	40	85	35	85	43	85	55	85	40
		2002	79	47	79	55	79	52	79	65	76	49
		2003	86	47	86	43	86	52	86	55	85	76
		2004	67	47	67	55	66	60	60	65	63	76
FAIRLAND ES	2	2001	80	47	80	35	80	43	81	77	81	58
		2002	84	55	84	55	83	60	84	77	84	68
		2003	73	47	74	43	74	60	74	65	73	76
		2004	79	64	79	55	79	60	79	55	79	76
FALLSMEAD ES	2	2001	81	82	81	82	81	87	81	87	81	90
		2002	93	82	93	82	92	87	92	87	92	87
		2003	99	82	99	82	96	87	99	87	99	90
		2004	82	82	82	82	82	94	82	87	82	87
FARMLAND ES	2	2001	87	82	87	82	87	87	87	94	87	90
		2002	93	90	93	82	91	87	92	94	92	94
		2003	86	82	86	95	86	87	86	94	86	94
		2004	98	90	98	82	98	87	98	94	97	90

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
FIELDS ROAD ES	2	2001	74	64	74	68	74	79	74	87	74	76
		2002	92	73	92	68	92	79	92	94	90	83
		2003	83	73	83	68	83	79	83	77	83	76
		2004	86	73	86	82	86	79	86	87	84	83
FLOWER HILL ES	2	2001	71	64	71	55	71	52	50	77	71	58
		2002	92	47	92	55	92	43	92	77	91	40
		2003	85	55	85	55	85	60	85	77	83	83
		2004	91	47	91	55	91	60	91	77	89	76
FLOWER VALLEY ES	2	2001	66	73	66	68	66	70	64	77	66	68
		2002	72	73	72	68	72	75	69	94	67	76
		2003	79	90	79	82	79	87	80	94	80	90
		2004	80	82	80	82	80	87	80	94	80	90
FOREST KNOLLS ES	2	2001	92	73	92	68	92	79	92	87	92	83
		2002	106	73	106	82	105	70	106	87	104	90
		2003	89	73	89	68	89	70	88	77	88	83
		2004	96	73	96	68	96	79	96	94	96	90
FOX CHAPEL ES	2	2001	70	47	70	43	70	52	70	65	70	49
		2002	71	47	71	43	71	52	71	55	69	40
		2003	83	64	83	55	82	60	83	65	80	58
		2004	73	55	73	68	73	70	73	77	73	90
GAITHERSBURG ES	2	2001	84	34	84	35	84	43	84	65	84	76
		2002	88	40	88	49	84	39	88	65	88	58
		2003	79	47	79	55	79	52	79	65	78	76
		2004	95	55	95	55	95	52	95	77	95	76
GALWAY ES	2	2001	103	64	103	68	103	87	103	94	103	90
		2002	109	64	109	68	109	70	109	87	106	68
		2003	120	47	120	55	120	52	120	77	120	68
		2004	100	64	100	55	100	70	98	82	99	68



**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
GARRETT PARK ES	2	2001	66	73	66	82	66	79	66	87	66	76
		2002	95	90	95	82	95	79	95	94	95	90
		2003	78	82	78	82	78	83	78	87	78	94
		2004	68	78	68	68	68	94	68	87	68	90
GEORGIAN FOREST ES	2	2001	64	55	64	55	64	60	64	87	64	83
		2002	80	47	80	43	80	52	80	55	79	68
		2003	59	55	59	55	59	52	64	65	64	68
		2004	70	55	70	55	70	60	70	55	69	83
GERMANTOWN ES	2	2001	55	55	55	43	55	60	55	77	55	58
		2002	78	55	78	55	78	60	75	65	78	58
		2003	75	55	75	55	74	60	75	65	75	83
		2004	76	64	76	68	76	52	76	77	76	76
GLEN HAVEN ES	2	2001	69	29	69	27	68	29	69	45	69	24
		2002	77	34	77	43	77	52	78	65	74	40
		2003	86	34	86	35	85	35	86	55	83	49
		2004	77	55	77	68	77	79	77	77	76	90
GLENALLAN ES	2	2001	64	47	64	68	64	60	64	77	64	58
		2002	66	55	66	68	66	65	65	77	64	80
		2003	69	64	69	68	69	70	69	77	69	83
		2004	64	64	64	82	64	83	64	91	63	90
GOSHEN ES	2	2001	114	73	114	68	113	70	114	87	114	76
		2002	126	69	126	55	125	79	125	77	122	68
		2003	120	73	120	68	120	79	120	77	119	83
		2004	100	82	100	82	100	79	100	87	98	90
GREENCASTLE ES	2	2001	101	40	101	35	101	43	100	55	101	58
		2002	105	47	105	43	105	52	105	65	104	68
		2003	82	40	82	35	82	39	70	55	81	58
		2004	131	40	131	43	131	52	131	55	131	76

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
GREENWOOD ES	2	2001	90	82	90	82	90	87	90	87	90	76
		2002	112	82	112	82	112	87	112	94	112	83
		2003	106	82	106	82	106	87	106	94	104	90
		2004	94	82	94	82	92	87	90	94	94	90
HARMONY HILLS ES	2	2001	61	34	61	35	61	43	61	55	61	58
		2002	75	47	75	55	75	43	75	65	69	58
		2003	70	40	70	43	70	52	70	71	70	83
		2004	69	47	69	55	69	70	69	65	69	83
HIGHLAND ES	2	2001	88	40	88	43	88	43	89	65	89	49
		2002	118	29	118	35	117	35	118	45	114	49
		2003	98	44	98	43	98	52	97	55	97	76
		2004	122	40	122	43	122	52	122	50	122	76
HIGHLAND VIEW ES	2	2001	55	34	55	35	54	60	55	45	55	76
		2002	56	44	56	43	55	60	56	41	54	76
		2003	52	82	52	68	51	87	52	77	52	83
		2004	50	73	50	68	50	79	50	82	50	83
JACKSON ROAD ES	2	2001	64	47	64	43	64	60	64	65	64	58
		2002	76	55	76	55	76	48	76	77	74	49
		2003	72	47	72	43	72	43	72	60	71	68
		2004	68	47	68	55	68	70	68	77	68	68
JONES LANE ES	2	2001	67	82	67	82	67	87	67	94	67	90
		2002	79	82	79	82	79	87	79	94	75	90
		2003	92	73	92	82	92	75	88	87	87	90
		2004	91	82	91	82	91	79	91	87	91	83
KEMP MILL ES	2	2001	102	40	102	35	102	43	102	55	102	49
		2002	100	40	100	35	100	35	100	55	100	49
		2003	102	34	102	39	101	52	102	55	102	68
		2004	100	55	100	68	99	60	100	82	100	83

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
KENSINGTON PARKWOOD ES	2	2001	40	90	40	82	40	79	40	87	40	83
		2002	68	82	68	82	68	87	68	82	63	83
		2003	69	82	69	82	68	87	68	87	68	83
		2004	77	82	77	82	77	87	77	77	73	90
LAKE SENECA ES	2	2001	49	64	49	55	49	70	49	77	49	83
		2002	53	55	53	55	52	70	53	65	51	68
		2003	71	55	71	55	70	52	70	65	70	72
		2004	55	55	55	43	55	70	55	55	55	68
LAKEWOOD ES	2	2001	84	82	84	82	84	87	84	94	84	83
		2002	86	82	86	82	86	87	86	94	85	90
		2003	92	82	92	82	92	87	92	87	88	94
		2004	108	82	108	82	108	87	108	87	104	94
LAYTONSVILLE ES	2	2001	87	73	87	68	87	70	87	87	87	58
		2002	89	73	89	68	89	70	89	87	89	58
		2003	96	73	96	68	96	87	96	87	95	83
		2004	104	78	104	68	104	87	104	94	104	94
LUXMANOR ES	2	2001	39	90	39	82	39	87	39	87	39	83
		2002	41	90	41	82	41	87	41	94	40	83
		2003	48	82	48	68	48	79	48	77	48	76
		2004	45	82	45	82	45	94	46	87	46	94
THURGOOD MARSHALL ES	2	2001	84	64	84	55	84	60	84	77	84	58
		2002	75	73	75	68	75	60	75	77	75	76
		2003	90	82	90	68	90	70	90	77	90	72
		2004	102	64	102	55	100	70	101	65	99	76
MARYVALE ES	2	2001	87	34	87	35	87	43	86	36	87	58
		2002	91	34	91	35	91	43	90	36	90	76
		2003	88	55	88	55	88	79	88	55	88	90
		2004	101	47	101	55	101	70	101	45	101	83

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
SPARK M. MATSUNAGA ES	2	2002	112	73	112	68	112	79	112	87	112	83
		2003	161	73	161	68	161	70	159	87	156	90
		2004	180	73	180	75	181	79	180	87	180	90
S. CHRISTA MCAULIFFE ES	2	2001	116	47	116	55	116	43	116	65	116	49
		2002	113	55	113	55	112	60	112	55	110	76
		2003	111	64	111	68	110	70	108	55	109	90
		2004	119	64	119	68	119	60	119	55	115	76
RONALD A. MCNAIR ES	2	2001	155	64	155	68	155	79	155	87	155	83
		2002	96	64	96	68	96	79	96	87	95	83
		2003	104	73	105	68	105	60	105	77	102	76
		2004	107	73	107	82	107	87	107	87	107	90
MEADOW HALL ES	2	2001	60	47	60	55	60	43	60	65	60	58
		2002	63	34	63	35	63	43	62	55	62	49
		2003	56	51	56	43	56	39	55	55	56	58
		2004	58	60	58	68	58	65	58	65	58	72
MILL CREEK TOWNE ES	2	2001	68	47	68	55	68	60	67	65	68	76
		2002	49	55	49	68	49	79	49	87	48	90
		2003	69	82	69	68	69	87	69	94	68	94
		2004	83	82	83	82	83	87	82	94	79	94
MONOCACY ES	2	2001	34	55	34	55	34	52	34	65	34	58
		2002	50	64	50	55	50	70	50	65	50	72
		2003	46	64	46	43	46	70	46	65	46	76
		2004	35	73	35	82	35	79	35	87	35	90
MONTGOMERY KNOLLS ES	2	2001	89	47	89	43	89	52	89	65	89	40
		2002	90	47	90	35	89	52	90	77	90	49
		2003	105	40	105	35	105	60	107	55	107	68
		2004	93	40	93	43	93	52	93	55	93	58

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
NEW HAMPSHIRE ESTATES ES	2	2001	115	29	115	35	115	29	115	45	115	31
		2002	100	34	100	43	100	52	99	45	99	49
		2003	116	47	116	49	115	52	115	65	116	58
		2004	87	40	87	68	86	70	85	65	84	87
OAKLAND TERRACE ES	2	2001	112	47	112	43	112	52	112	65	112	58
		2002	112	60	112	55	112	70	112	77	111	68
		2003	110	64	110	62	109	60	109	65	109	76
		2004	124	64	124	55	124	65	124	71	124	68
OLNEY ES	2	2001	80	55	80	55	80	60	80	55	80	68
		2002	90	64	90	62	90	70	90	65	87	76
		2003	99	82	99	68	97	79	98	77	98	76
		2004	96	73	96	55	96	70	96	77	96	68
WILLIAM TYLER PAGE ES	2	2001	64	47	64	55	64	60	64	77	64	68
		2002	52	55	52	55	52	60	52	60	52	90
		2003	52	55	52	43	52	60	52	77	52	76
		2004	62	55	62	55	62	70	62	87	56	83
POOLESVILLE ES	2	2001	69	73	69	68	69	70	69	77	69	49
		2002	65	73	65	68	65	70	65	87	65	58
		2003	77	64	77	55	76	70	75	55	77	76
		2004	91	73	91	68	90	87	90	65	91	76
POTOMAC ES	2	2001	107	82	107	82	107	87	107	94	107	83
		2002	116	82	116	82	116	94	116	94	117	83
		2003	116	82	116	82	117	87	116	94	116	87
		2004	102	90	102	82	102	94	102	98	102	90
JUDITH A. RESNIK ES	2	2001	92	55	92	55	92	52	92	77	92	68
		2002	102	55	102	55	102	70	102	77	101	76
		2003	81	55	81	55	81	70	81	77	81	83
		2004	105	55	105	68	105	79	105	77	105	83

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
SALLY K. RIDE ES	2	2001	117	55	117	55	118	43	117	65	118	40
		2002	109	55	109	55	109	70	109	77	104	58
		2003	110	55	110	55	110	60	110	82	109	76
		2004	84	64	85	68	85	79	85	87	84	83
RITCHIE PARK ES	2	2001	52	73	53	68	53	70	53	87	53	76
		2002	50	73	50	68	50	79	50	77	50	76
		2003	61	64	61	55	61	60	61	77	61	83
		2004	55	73	55	82	55	79	55	87	55	83
ROCK CREEK FOREST ES	2	2001	78	82	78	82	78	87	78	94	78	90
		2002	85	64	85	68	85	70	85	77	85	83
		2003	86	73	86	68	86	87	86	87	86	90
		2004	84	55	84	55	82	65	84	87	82	76
ROCK CREEK VALLEY ES	2	2001	51	55	51	68	51	60	51	77	51	58
		2002	46	51	46	68	45	52	46	77	44	58
		2003	43	47	43	55	43	43	42	77	41	76
		2004	48	60	48	49	48	60	48	71	41	90
ROCK VIEW ES	2	2001	63	55	63	55	63	43	63	65	63	49
		2002	86	40	86	55	86	48	86	65	82	58
		2003	79	55	79	55	78	52	79	77	76	80
		2004	71	64	71	68	71	60	71	77	67	83
ROCKWELL ES	2	2001	78	73	78	55	78	70	78	65	78	68
		2002	82	78	82	55	82	70	82	77	82	68
		2003	65	64	65	68	65	79	51	77	65	83
		2004	66	73	66	75	66	79	66	87	66	83
ROLLING TERRACE ES	2	2001	105	47	105	43	105	52	105	55	105	68
		2002	98	47	98	43	98	52	98	65	96	83
		2003	122	47	122	55	122	60	122	65	121	83
		2004	104	55	104	68	104	65	104	77	104	76

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE	
ROSEMARY HILLS ES	2	2001	171	82	171	82	172	79	170	77	172	76	
		2002	167	82	167	82	167	87	167	87	167	90	
		2003	169	82	168	68	169	79	169	77	169	90	
		2004	155	82	155	82	156	79	156	87	155	90	
ROSEMONT ES	2	2001	72	40	72	55	72	43	71	55	72	68	
		2002	77	34	77	35	77	29	77	55	76	40	
		2003	70	47	70	49	70	43	58	65	69	58	
		2004	72	51	72	55	72	60	72	55	68	68	
SEQUOYAH ES	2	2001	93	55	93	55	93	79	93	65	93	83	
		2002	86	64	86	68	86	79	86	87	85	83	
		2003	77	55	77	55	76	60	77	77	74	68	
		2004	86	64	86	68	86	70	86	65	86	83	
SEVEN LOCKS ES	2	2001	38	82	38	68	38	87	38	87	38	83	
		2002	40	82	40	82	40	87	40	94	40	90	
		2003	38	86	38	82	38	87	38	87	38	90	
		2004	45	82	45	82	45	94	45	77	44	90	
SHERWOOD ES	2	2001	73	64	73	55	73	70	73	87	73	76	
		2002	86	73	86	68	86	79	86	77	86	76	
		2003	79	73	79	55	79	79	79	79	65	79	76
		2004	69	64	69	68	70	70	70	87	70	72	
SLIGO CREEK ES	2	2001	102	73	102	55	106	70	102	65	106	76	
		2002	109	64	109	43	113	70	109	65	112	68	
		2003	115	73	115	55	115	70	115	65	115	90	
		2004	121	64	121	55	122	79	121	55	122	90	
SOMERSET ES	2	2001	72	90	72	82	72	79	72	94	72	83	
		2002	66	90	66	82	66	75	66	87	66	83	
		2003	78	90	78	82	77	79	77	94	77	90	
		2004	58	82	58	82	58	87	58	87	58	90	

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
SOUTH LAKE ES	2	2001	74	55	74	43	74	43	73	65	74	49
		2002	75	47	75	43	75	35	75	65	73	49
		2003	94	55	94	55	94	60	94	65	92	76
		2004	91	55	91	43	91	52	91	65	90	83
STEDWICK ES	2	2001	79	73	79	68	79	70	79	87	79	49
		2002	109	64	109	55	110	70	110	87	109	58
		2003	95	55	95	55	95	60	95	77	94	83
		2004	102	64	102	68	102	70	102	77	102	76
STONE MILL ES	2	2001	113	82	113	82	113	94	113	94	113	90
		2002	129	82	129	82	127	87	128	98	126	90
		2003	112	90	112	82	112	87	109	94	112	90
		2004	106	82	106	82	106	94	106	94	106	94
STONEGATE ES	2	2001	74	73	74	82	74	87	74	94	74	94
		2002	69	82	69	68	69	79	69	87	68	94
		2003	76	82	76	75	76	79	76	94	76	94
		2004	61	73	61	82	61	87	62	87	62	94
STRAWBERRY KNOLL ES	2	2001	81	55	81	55	81	43	81	65	81	40
		2002	87	55	87	55	87	70	87	87	86	58
		2003	94	55	94	55	94	60	94	77	94	76
		2004	96	60	96	68	95	70	96	77	94	80
SUMMIT HALL ES	2	2001	78	47	78	43	77	43	78	65	78	49
		2002	67	34	67	35	67	35	67	65	65	58
		2003	93	47	93	43	93	60	93	55	91	76
		2004	82	47	82	55	82	70	82	71	79	76
TAKOMA PARK ES	2	2001	135	73	135	68	135	79	135	77	135	83
		2002	121	73	121	55	121	79	121	65	121	83
		2003	102	60	102	55	102	60	102	65	102	72
		2004	118	82	118	75	118	79	118	77	117	83



**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
TRAVILAH ES	2	2001	91	82	91	82	91	79	91	94	91	76
		2002	86	90	86	82	86	87	85	94	85	83
		2003	82	90	82	82	82	87	81	94	80	90
		2004	73	90	73	82	73	87	73	87	73	90
TWINBROOK ES	2	2001	72	55	72	43	71	60	71	65	72	76
		2002	92	44	92	43	91	52	91	55	87	76
		2003	84	51	84	68	84	60	84	77	80	83
		2004	87	55	86	68	86	70	86	87	82	87
VIERS MILL ES	2	2001	110	40	110	43	110	52	110	55	110	68
		2002	87	55	87	43	87	60	86	65	86	76
		2003	103	47	103	43	102	70	103	77	103	90
		2004	103	64	103	68	103	79	103	87	103	94
WASHINGTON GROVE ES	2	2001	52	47	52	43	52	43	52	55	52	49
		2002	63	55	63	55	63	43	62	77	58	58
		2003	66	44	66	43	66	43	66	36	62	54
		2004	63	73	63	82	61	70	63	77	57	76
WATERS LANDING ES	2	2001	82	55	82	68	82	52	82	77	82	49
		2002	110	64	110	55	110	52	109	77	108	68
		2003	96	73	96	82	95	70	96	87	94	90
		2004	110	64	110	68	110	70	110	77	110	76
WATKINS MILL ES	2	2001	89	47	89	55	89	60	88	65	89	58
		2002	76	55	76	55	76	60	76	55	73	68
		2003	83	73	83	68	83	79	83	87	79	83
		2004	97	64	97	68	97	79	97	87	97	83
WAYSIDE ES	2	2001	93	82	93	82	92	87	93	94	93	83
		2002	115	82	115	82	114	79	115	87	114	87
		2003	110	90	110	82	109	87	111	87	111	90
		2004	108	86	108	82	107	87	107	94	107	90

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ NO. TSTED	READ MDIAN %TILE	LANG NO. TSTED	LANG MDIAN %TILE	MATH NO. TSTED	MATH MDIAN %TILE	LANG MECH NO. TSTED	LANG MECH MDIAN %TILE	MATH COMP NO. TSTED	MATH COMP MDIAN %TILE
WELLER ROAD ES	2	2001	96	47	96	55	96	52	96	77	96	68
		2002	101	40	101	43	100	52	100	65	100	58
		2003	88	47	88	55	88	60	88	77	88	76
		2004	95	47	95	43	95	60	95	65	95	83
WESTBROOK ES	2	2001	46	90	46	82	46	87	46	87	46	76
		2002	56	86	56	82	56	87	56	87	55	76
		2003	44	90	44	82	44	87	44	87	44	90
		2004	48	90	48	82	48	87	48	87	48	90
WESTOVER ES	2	2001	37	73	37	55	37	70	37	77	37	76
		2002	43	73	43	55	43	70	43	77	41	76
		2003	54	73	54	55	54	56	54	87	52	58
		2004	43	73	43	55	43	70	43	87	43	68
WHEATON WOODS ES	2	2001	88	40	88	43	88	52	88	77	88	58
		2002	92	40	92	39	92	52	92	65	88	68
		2003	87	55	87	43	87	60	86	77	85	90
		2004	106	47	106	68	105	70	106	77	104	80
WHETSTONE ES	2	2001	94	55	94	68	94	60	94	77	94	76
		2002	85	47	85	43	85	52	85	77	81	76
		2003	109	64	109	55	109	79	109	77	106	83
		2004	91	73	91	68	91	79	91	87	91	90
WOOD ACRES ES	2	2001	100	90	100	82	100	87	100	87	100	83
		2002	84	90	84	82	85	87	84	87	85	76
		2003	98	86	98	89	97	79	97	87	97	76
		2004	114	82	114	82	114	79	114	77	114	68
WOODFIELD ES	2	2001	77	73	77	68	77	79	77	77	77	90
		2002	85	73	85	68	86	79	86	87	84	83
		2003	86	78	86	55	86	70	86	77	86	83
		2004	73	82	73	68	73	87	73	77	72	94

**TERRANOVA COMPREHENSIVE TESTS OF BASIC SKILLS: GRADE 2**  
**MEDIAN NATIONAL PERCENTILE RANKS BY SCHOOL**  
**SPRING 2001 & 2002 & 2003 & 2004**

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SCHOOL	GRADE	YEAR	READ	READ	LANG	LANG	MATH	MATH	LANG	LANG	MATH	MATH
			NO.	MDIAN	NO.	MDIAN	NO.	MDIAN	MECH	MECH	COMP	COMP
-----	-----	-----	TSTED	%TILE	TSTED	%TILE	TSTED	%TILE	TSTED	%TILE	TSTED	%TILE
WOODLIN ES	2	2001	77	73	77	68	77	60	76	77	77	68
		2002	72	64	72	68	72	70	72	65	72	58
		2003	65	73	65	68	65	79	65	65	63	83
		2004	68	82	68	68	68	79	69	65	69	90
WYNGATE ES	2	2001	69	90	69	82	69	79	69	87	69	76
		2002	100	90	100	82	100	87	100	87	100	83
		2003	87	82	87	68	87	79	87	94	87	90
		2004	84	90	84	82	84	94	84	94	84	94
<b>COUNTY OVERALL</b>	2	2001	9238	64	9240	68	9226	70	9201	77	9227	68
		2002	9826	64	9826	68	9801	70	9764	77	9623	76
		2003	10060	64	10061	68	10028	70	9995	77	9902	83
		2004	9953	73	9953	68	9938	79	9928	87	9846	83