



**Report on the System of Shared Accountability
Performance Indicators for the TerraNova
Comprehensive Tests of Basic Skills, and the
TerraNova California Achievement Tests,
FY 2000 through FY 2003**

Office of Shared Accountability

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April 2004



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Executive Summary

This report summarizes the FY 2000 through FY 2003 district- and school-level results of the TerraNova assessments—Comprehensive Tests of Basic Skills (CTBS) and California Achievement Tests (CAT)—for Grades 2, 4, and 6. Previous reports summarized results from these tests with the median national percentile rank, which is how the Maryland State Department of Education (MSDE) reported results from these tests. This report uses a metric that is similar to the ones required by the *No Child Left Behind* (NCLB) legislation, namely, the percentage of students who performed at or above a designated cut point. The cut point used for these assessments is the 60th national percentile (NP) rank, as approved by the Board of Education on June 25, 2001, along with school standards and targets as part of the System of Shared Accountability.

To summarize district overall performance on these tests, performance trends on the grade-level composite indices as well as trends in the demographic composition of the cohorts are reported. The grade-level composite index is the percentage of scores that are at or above the cut point (60th NP) across the five subtests at a grade level. The Montgomery County Public Schools (MCPS) has been making progress in the past four years on the CTBS/CAT, as evidenced by the following:

- Grade 2 cohorts showed positive performance trends among entire successive cohorts and for nearly all the subgroups across successive cohorts between FY 2000 and FY 2003.
- Four demographic trends were observed among successive cohorts for Grades 2, 4, and 6. The percentages of White students and students not receiving ESOL services decreased, while the percentages of Hispanic students and students receiving ESOL services increased across successive cohorts at each grade level.
- Grade 4 cohorts showed positive performance trends for several subgroups. However, these subgroup trends did not translate into positive trends for the entire cohort, because confluent demographic composition trends muted the performance increase from cohort to cohort.
- In general, Grade 6 cohorts showed performance trends with a down-up-down pattern. However, net increases in performance were sustained by several subgroups.

To summarize a school's overall performance on these tests, the school composite index is reported. The school composite index is the percentage of scores that are at or above the cut point (60th NP) across the five subtests and across the grade levels. For the school composite index, schools had a uniform school performance standard but individual school performance targets set according to the System of Shared Accountability target schedule. The school performance standard is that at least 70% of all student subtest scores are at or above the 60th NP. School performance targets vary depending of schools' prior performance. In addition, school improvement targets are cumulative, and thus that the FY 2003 targets are higher than the FY 2002 targets. The results on performance targets are reported with the confidence intervals, similar to how MSDE reports schools' results on the annual measurable objectives (AMO) for the Maryland School Assessments (MSA). Using a similar decision rule as MSDE, schools are acknowledged as having met a performance target when the school composite index is above or

within the confidence interval centered on the target. The performance of schools compared with the standard and their targets for FY2003 is summarized below:

- At the elementary school level, 32 percent of schools (40/125) met the standard of having at least 70% of all student subtest scores at or above the 60th NP.
- At the elementary school level, 70% (87/125) of the schools met their most recent FY 2003 target, 18% (22/125) did not meet their most recent target, and 13% (16/125) did not meet their targets for the past two years.
- At the middle school level, 16.7% of schools (6/36) met the standard of having at least 70% of all student subtest scores at or above the 60th NP.
- At the middle school level, 57% (20/35) of the middle schools met their most recent FY 2003 target, 29% (10/35) did not meet their most recent target, and 14% (5/35) did not meet their targets for the past two years.¹

Finally, individual school results compared with the System of Shared Accountability performance standards and targets are shown for elementary and middle schools in Appendices B and C, respectively. Individual school results on the CTBS/CAT subtests for each grade level are shown for elementary and middle schools in Appendices D and E.

¹ No targets were set for Newport Middle School, which reopened in 2003, because data for prior years were unavailable.

Introduction

In 2001, the Montgomery County Public Schools (MCPS) System of Shared Accountability incorporated performance indicators and school performance target schedules for the CTB/McGraw-Hill TerraNova assessments. The Maryland State Department of Education (MSDE) required administration of TerraNova assessments in reading, language, mathematics, language mechanics, and mathematics computation in Grades 2, 4, and 6, for FY 2000 through FY 2002. In FY 2003, MCPS chose to administer the TerraNova assessments to Grades 2, 4, and 6. The TerraNova Comprehensive Tests of Basic Skills (CTBS) was administered to Grades 2 and 4 each year of the four-year period. The CTBS was administered to Grade 6 in FY 2000 and FY 2001. For FY 2002 and FY 2003, the TerraNova California Achievement Tests (CAT) were administered to Grade 6 students. This report summarizes the district's and schools' performance and progress on the CTBS/CAT assessments for FY 2000 through FY 2003.

The CTBS/CAT performance indicator for the System of Shared Accountability is the composite index, or the percentage of scores at or above the 60th national percentile (NP). The grade-level composite index is the percentage of scores that are at or above the 60th NP across the five subtests at a grade level. Subtest performance indicators are calculated as the percentage of scores at or above the 60th NP for each subtest. Finally, a school-level composite index is calculated as the percentage of scores at or above the 60th NP across subtests and across grade levels at a school.

To facilitate valid comparisons across years in the System of Shared Accountability, performance indicators were calculated using the same method each year. All student scores are included when calculating the performance indicators, except the mathematics computation scores of students using a calculator accommodation, as specified in their Individualized Education Program or Section 504 Plan. For Grade 6, indicators for FY 2000 and FY 2001 were calculated from CTBS scores that had been converted to the CAT norms. Thus, all Grade 6 indicators for FY 2000 through FY 2003 are in reference to the CAT norms, to facilitate valid comparisons across years.

District-level Questions

With data from four years of the census administration of the CTBS/CAT in Grades 2, 4, and 6, this report addresses questions about performance improvement and demographic changes for the student population at each grade level.

Four district-level questions are addressed:

1. For each grade level, did the percentages of scores at or above the 60th NP across the subtests (i.e., the composite index) increase across the years FY 2000 to FY 2003?
2. For each grade level, did the composite index of student subgroups show improvement across the years FY 2000 to FY 2003?
3. For each grade level, did the composition of cohorts taking the CTBS/CAT change across the years FY 2000 to FY 2003?

4. For each subtest and grade level, did percentages of scores at or above the 60th NP increase across the years FY 2000 to FY 2003?

Method

District-level questions are investigating changes in demographic composition or performance among different cohorts over time. To address these questions, four years of student-level demographic and performance variables are analyzed for trends across years. The analyses tested for linear, quadratic, and cubic trends across years.² Positive linear trend effects indicate that the scores increased across successive years. Negative linear trend effects indicate that the scores decreased across successive years. Positive quadratic trend effects indicate that the rate of change in the scores accelerated across successive years. Negative quadratic trend effects indicate that the rate of change in the scores decelerated across successive years. Positive cubic effects indicate that the scores went up, then down, and then back up across successive years. Negative cubic effects indicate that the scores went down, then up, and then back down across successive years. The rate of change for the cubic effects is more pronounced than for the quadratic effects.

There are about 50,000 subtest scores each year for each grade level at the district level. When examining grade-level trends across four years, there are approximately 200,000 scores in the analyses. Statistical analyses with such large numbers of scores have the power to detect extremely small effects, effects so small that they have no practical significance. For this reason, published psychological research generally requires the effect size as well as probability level to be reported for findings (APA, 2001). This permits the reader to evaluate the robustness and practical significance of the reported effects. For the purposes of this report, reported findings have a probability of $p < .0009$ and a minimum effect size as measured by the correlation coefficient of at least $r = \pm 0.023$.^{3,4} Effects with this minimum size correspond with $r^2 = 0.0005$, and account for at least 0.05 % of the observed total variance of the scores. The effect sizes are reported in Appendix A in terms of the correlation coefficient, r , since that statistic is more familiar to the public. Correlation coefficients vary from -1.00 to $+1.00$, and coefficients larger in magnitude (closer to -1 or to $+1$) indicate stronger relationships between two variables.

District-level Trends in Performance and Demographics for Grade 2

Across the past four years, Table 1 shows that overall performance on the Grade 2 CTBS, as measured by the composite index, has increased for all students—females, males, Asian

² With four years of data, orthogonal linear, quadratic, and cubic effects can be coded as follows. For each successive year, the linear effect is coded with $-3, -1, +1, +3$, the quadratic effect is coded with $+1, -1, -1, +1$, and the cubic effect is coded with $-1, +3, -3, +1$ (Hays, 1981). Orthogonal effects are independent, i.e., they maintain the same effect size with or without the presence of the other orthogonal effects. Therefore, the trend effect sizes can be communicated with the simple correlation coefficient, r .

³ Since there are 57 statistical tests for performance trends for each grade level, the Type I error rate is limited by using $p < (.05/57)$, which corresponds to $p < .0009$.

⁴ For reference, Cohen (1988) indicates the magnitudes of r corresponding to small, medium, and large effect sizes for many areas of psychological research are $r = .10, .30, \text{ and } .50$, respectively. However, investigating changes in demographic composition or performance among different cohorts over time is an area of research in which effect sizes are typically quite small.

Americans, African Americans, Whites, Hispanics, students receiving English for Speakers of Other Languages (ESOL) services, students not receiving ESOL services, students receiving special education services, students not receiving special education services, students receiving Free and Reduced-price Meal System (FARMS) services, and students not receiving FARMS services. The increase in performance accelerated across the years for Hispanic students and for students receiving ESOL and/or FARMS services, as indicated by the positive linear and positive quadratic effects for those groups. At the same time, Table 2 shows that the proportion of scores contributed by Hispanic students and by students receiving ESOL services increased over the four years, while the proportion of scores contributed by White students and by students not receiving ESOL services decreased.

Table 1. Total and Disaggregated Results for the Number of Students Tested and the CTBS Composite Index: Performance Trends for the Montgomery County Public Schools, Grade 2

Composite Index (C.I.)		Test Year								Performance Trend Results
		2000		2001		2002		2003		
		<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	
All Grade 2 students		9,947	56.0	9,851	56.1	9,812	58.9	10,076	61.8	Positive Linear
Gender	Female	4,831	57.9	4,804	57.9	4,754	60.8	4,897	65.1	Positive Linear
	Male	5,116	54.2	5,047	54.4	5,058	57.2	5,179	58.7	Positive Linear
Race/ Ethnicity	Am. Indian	28	62.9	31	52.6	33	67.7	35	53.7	--
	Asian Am.	1,290	67.9	1,228	69.6	1,362	72.3	1,409	75.8	Positive Linear
	African Am.	2,120	35.8	2,141	36.3	2,063	39.3	2,143	43.0	Positive Linear
	White	5,023	67.7	4,800	69.4	4,602	72.6	4,570	74.2	Positive Linear
	Hispanic	1,486	34.4	1,651	32.8	1,752	35.4	1,919	43.1	Positive Linear Positive Quadratic
ESOL Services	Yes	764	27.5	832	27.5	911	29.4	1,277	38.6	Positive Linear Positive Quadratic
	No	9,183	58.3	9,019	58.7	8,901	62.0	8,799	65.2	Positive Linear
Special Education	Yes	988	31.9	878	31.2	924	33.5	1,027	35.1	Positive Linear
	No	8,959	58.5	8,973	58.4	8,888	61.5	9,049	64.8	Positive Linear
FARMS Services	Yes	2,702	31.0	2,615	30.2	2,608	32.3	2,771	38.8	Positive Linear Positive Quadratic
	No	7,245	65.2	7,236	65.4	7,204	68.5	7,305	70.5	Positive Linear

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP.
--No reportable finding.

Table 2. Total Number of CTBS Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 2

		Test Year				Demographic Trend Results
		2000	2001	2002	2003	
Total Number of Scores		49,253	48,917	48,710	50,046	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	48.6	48.8	48.5	48.7	--
	Male	51.4	51.2	51.5	51.3	--
Race /Ethnicity	Am. Indian	0.3	0.3	0.3	0.3	--
	Asian Am.	13.0	12.5	13.9	14.0	--
	African Am.	21.3	21.7	21.0	21.2	--
	White	50.6	48.8	46.9	45.4	Negative Linear
	Hispanic	14.9	16.7	17.8	19.0	Positive Linear
ESOL Services	Yes	7.6	8.4	9.3	12.6	Positive Linear
	No	92.4	91.6	90.7	87.4	Negative Linear
Special Education	Yes	9.6	8.6	9.1	9.9	--
	No	90.4	91.4	90.9	90.1	--
FARMS Services	Yes	27.0	26.4	26.5	27.4	--
	No	73.0	73.6	73.5	72.6	--

Note: Total number of scores is the number of subtest scores in the Composite Index calculation. Each student may contribute up to five subtest scores.

--No reportable finding.

Examination of subtest performance trends on the Grade 2 CTBS shows performance increases on the Reading, Language, Math, and Math Computation subtests for successive cohorts across the past four years (Table 3). The composite index is shown for reference in the first row. The increase in performance for successive cohorts on the Math Computation subtest accelerated across the four years, as indicated by the positive linear and positive quadratic effects.

Table 3. Total Number and Percentage of CTBS Subtest scores at or above the 60th National Percentile for the Montgomery County Public Schools, Grade 2

CTBS Subtest	Test Year								Performance Trend Results
	2000		2001		2002		2003		
	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	
Composite Index	49,253	56.0	48,917	56.1	48,710	58.9	50,046	61.8	Positive Linear
Reading	9,900	52.9	9,835	52.7	9,800	54.9	10,060	57.1	Positive Linear
Language	9,900	49.6	9,836	48.8	9,800	50.9	10,061	52.3	Positive Linear
Mathematics	9,908	59.0	9,818	58.3	9,775	61.6	10,028	64.4	Positive Linear
Language Mechanics	9,840	63.8	9,792	64.9	9,738	66.5	9,995	66.0	--
Math Computation	9,705	54.5	9,636	55.8	9,597	61.0	9,902	69.3	Positive Linear Positive Quadratic

--No reportable finding.

District-level Trends in Performance and Demographics for Grade 4

Table 4 shows that overall performance on the Grade 4 CTBS, as measured by the composite index, has increased for Asian Americans, African Americans, Whites, Hispanics, students receiving ESOL services, students not receiving ESOL services, students receiving special education services, and students receiving FARMS service, across the past four years. The performance of students receiving ESOL or special education services dipped and then accelerated across the years, as indicated by the positive quadratic effects for those groups. These data also illustrate how improvements occurring among the subgroups may not be reflected in the results for the entire cohort when demographic changes are occurring from cohort to cohort. Table 5 shows that the proportion of scores contributed by Hispanic students and by students receiving ESOL services increased over the four years while the proportion of scores contributed by White students and by students not receiving ESOL services decreased. Thus, White students, with group performance levels ranging from 75 to 78, and students not receiving ESOL services, with group performance levels ranging from 63 to 66, contributed proportionately fewer scores across the four years. At the same time, Hispanic and ESOL students, with group performance levels ranging from 40 to 43, and 30 to 35, respectively, contributed proportionately more scores across the four years. Thus, when examining results of the entire Grade 4 cohort across time, the increase from cohort to cohort was muted by the confluence of demographic changes taking place.

Table 4. Total and Disaggregated Results for the Number of Students Tested and the CTBS Composite Index: Performance Trends for the Montgomery County Public Schools, Grade 4

Composite Index (C.I.)		Test Year								Performance Trend Results
		2000		2001		2002		2003		
		<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	
All Grade 4 students		10,198	61.6	10,032	61.7	10,321	62.3	10,083	64.0	--
Gender	Female	4,936	64.0	4,906	64.5	4,991	64.6	4,941	66.6	--
	Male	5,262	59.4	5,126	58.9	5,330	60.1	5,142	61.5	--
Race/ Ethnicity	Am. Indian	26	66.9	23	53.0	31	74.5	34	72.2	--
	Asian Am.	1,249	73.9	1,240	75.7	1,403	75.3	1,349	78.1	Positive Linear
	African Am.	2,212	37.3	2,196	38.1	2,268	38.7	2,236	43.0	Positive Linear
	White	5,226	74.9	5,070	74.6	4,927	76.4	4,625	78.1	Positive Linear
	Hispanic	1,485	39.7	1,503	40.5	1,692	41.2	1,839	43.0	Positive Linear
ESOL Services	Yes	475	31.7	315	31.3	565	30.3	795	35.2	Positive Quadratic
	No	9,723	63.1	9,717	62.6	9,756	64.1	9,288	66.4	Positive Linear
Special Education	Yes	1,340	33.4	1,274	33.1	1,313	29.6	1,294	34.9	Positive Quadratic Positive Cubic
	No	8,858	65.5	8,758	65.5	9,008	66.6	8,789	68.0	--
FARMS Services	Yes	2,753	33.7	2,541	33.4	2,694	35.2	2,752	38.5	Positive Linear
	No	7,445	71.7	7,491	71.1	7,627	71.7	7,331	73.5	--

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP. --No reportable finding.

Table 5. Total Number of CTBS Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 4

		Test Year				Demographic Trend Results
		2000	2001	2002	2003	
Total Number of Scores		49,903	49,380	50,926	49,812	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	48.6	49.0	48.5	49.1	--
	Male	51.4	51.0	51.5	50.9	--
Race /Ethnicity	Am. Indian	0.3	0.2	0.3	0.3	--
	Asian Am.	12.4	12.5	13.7	13.5	--
	African Am.	21.4	21.7	21.8	22.0	--
	White	51.5	50.7	47.8	46.0	Negative Linear
	Hispanic	14.4	14.9	16.3	18.2	Positive Linear
ESOL Services	Yes	4.6	3.1	5.4	7.8	Positive Linear Positive Quadratic
	No	95.4	96.9	94.6	92.2	Negative Linear Negative Quadratic
Special Education	Yes	12.0	11.8	11.7	12.0	--
	No	88.0	88.2	88.3	88.0	--
FARMS Services	Yes	26.5	25.1	25.9	27.1	--
	No	73.5	74.9	74.1	72.9	--

--No reportable finding.

Even with demographic changes occurring across successive cohorts, Grade 4 CTBS subtest performance trends show performance increases on the Language Mechanics, Math, and Math Computation subtests across the past four years (Table 6). The composite index is shown for reference in the first row.

Table 6. Total Number and Percentage of CTBS Subtest scores at or above the 60th National Percentile for the Montgomery County Public Schools, Grade 4

CTBS Subtest	Test Year								Performance Trend Results
	2000		2001		2002		2003		
	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	
Composite Index	49,903	61.6	49,380	61.7	50,926	62.3	49,812	64.0	--
Reading	10,165	62.7	10,022	63.4	10,308	61.3	10,074	63.2	--
Language	10,164	60.1	10,021	60.1	10,308	59.4	10,074	61.9	--
Mathematics	10,169	61.9	9,996	59.7	10,296	60.9	10,065	63.3	Positive Quadratic
Language Mechanics	9,975	60.6	9,959	63.2	10,296	64.9	10,058	65.4	Positive Linear
Math Computation	9,430	63.0	9,382	61.8	9,718	64.9	9,541	66.3	Positive Linear

--No reportable finding.

District-level Trends in Performance and Demographics for Grade 6

Across the past four years, Table 7 shows that overall performance on the Grade 6 CTBS/CAT as measured by the composite index has shown a down-up-down pattern (negative cubic effect) for all students—males, Asian Americans, Whites, Hispanics, students not receiving ESOL services, students receiving special education services, students not receiving special education services, students receiving FARMS services, and students not receiving FARMS services. However, despite the widespread down-up-down pattern, increases in performance across the four years (positive linear effects) were sustained by Asian American, African American, White, and Hispanic students, as well as students receiving FARMS services. At the same time, Table 8 shows that the proportion of scores contributed by Hispanic students and by students receiving ESOL services increased over the four years, while the proportion of scores contributed by White students and by students not receiving ESOL services decreased.

Table 7. Total and Disaggregated Results for the Number of Students Tested and the CTBS Composite Index: Performance Trends for the Montgomery County Public Schools, Grade 6

Composite Index (C.I.)		Test Year								Performance Trend Results
		2000		2001		2002		2003		
		<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	<i>n</i>	C.I.	
All Grade 6 students		9,798	57.9	10,049	56.5	10,527	60.3	10,437	58.6	Negative Cubic
Gender	Female	4,851	60.6	4,829	59.4	5,104	62.8	5,085	61.2	--
	Male	4,947	55.3	5,220	53.9	5,423	58.0	5,352	56.1	Negative Cubic
Race/ Ethnicity	Am. Indian	13	46.0	28	36.0	33	55.8	23	56.6	--
	Asian Am.	1,294	71.4	1,258	68.5	1,356	74.7	1,408	73.2	Positive Linear Negative Cubic
	African Am.	2,031	31.8	2,183	31.1	2,349	35.0	2,273	34.6	Positive Linear
	White	5,176	71.2	5,121	70.8	5,089	75.6	4,887	74.1	Positive Linear Negative Cubic
	Hispanic	1,284	31.7	1,459	33.2	1,700	37.5	1,846	35.4	Positive Linear Negative Cubic
ESOL Services	Yes	285	24.6	284	25.1	453	21.8	500	22.5	--
	No	9,513	58.9	9,765	57.4	10,074	62.1	9,937	60.4	Negative Cubic
Special Education	Yes	1,310	25.7	1,301	20.7	1,338	26.0	1,358	25.3	Positive Quadratic Negative Cubic
	No	8,488	62.3	8,748	61.2	9,189	64.8	9,079	63.1	Negative Cubic
FARMS Services	Yes	2,291	27.0	2,304	26.4	2,558	32.3	2,637	29.0	Positive Linear Negative Cubic
	No	7,507	67.2	7,745	65.2	7,969	69.2	7,800	68.4	Negative Cubic

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP.
--No reportable finding.

Table 8. Total Number of CTBS/CAT Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 6

		Test Year				Demographic Trend Results
		2000	2001	2002	2003	
Total Number of Scores		47,245	48,588	51,645	51,364	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	49.6	48.3	48.7	48.9	--
	Male	50.4	51.7	51.3	51.1	--
Race /Ethnicity	Am. Indian	0.1	0.3	0.3	0.2	--
	Asian Am.	13.3	12.8	13.0	13.6	--
	African Am.	20.6	21.5	22.1	21.5	--
	White	53.0	51.3	48.5	47.0	Negative Linear
	Hispanic	13.0	14.2	16.0	17.6	Positive Linear
ESOL Services	Yes	2.9	2.8	4.3	4.8	Positive Linear
	No	97.1	97.2	95.7	95.2	Negative Linear
Special Education	Yes	12.0	11.5	11.4	12.0	--
	No	88.0	88.5	88.6	88.0	--
FARMS Services	Yes	23.0	22.4	24.0	24.9	--
	No	77.0	77.6	76.0	75.1	--

--No reportable finding.

Examination of Grade 6 CTBS/CAT subtest performance trends (Table 9) show the down-up-down performance pattern for the Language, Math, and Math Computation subtests across the past four years (negative cubic effects). An increase in performance was sustained on the Language subtest across the four years, as indicated by the positive linear effect.

Table 9. Total Number and Percentage of CTBS Subtest Scores at or Above the 60th National Percentile for the Montgomery County Public Schools, Grade 6

CTBS Subtest	Test Year								Performance Trend Results
	2000		2001		2002		2003		
	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	<i>n</i>	%≥60NP	
Composite Index	47,245	57.9	48,588	56.5	51,645	60.3	51,364	58.6	Negative Cubic
Reading	9,736	56.5	10,023	55.4	10,491	59.2	10,406	58.3	--
Language	9,735	54.9	10,023	53.6	10,490	60.2	10,403	59.6	Positive Linear Negative Cubic
Mathematics	9,766	58.5	9,725	58.4	10,488	62.6	10,401	59.9	Negative Cubic
Language Mechanics	9,300	60.7	9,897	58.8	10,480	57.3	10,385	58.9	--
Math Computation	8,708	59.4	8,920	56.5	9,696	62.6	9,769	56.1	Negative Cubic

--No reportable finding.

School-level Questions

At the school level, questions address whether schools met the System of Shared Accountability performance standards and targets, and the performance of each school by subtest and grade level.

The specific questions addressed are as follows:

1. How did the school composite indices for FY 2000 through FY 2003 compare to the System of Shared Accountability performance standard of 70.0?
2. How did each school's composite index compare to its System of Shared Accountability performance target for FY 2002 and for FY 2003?
3. For each school, what are the percentages of scores at or above the 60th NP for each subtest by grade level for FY 2000 through FY 2003?

Method

System of Shared Accountability performance standards were set at 70.0 for the school composite index by the Board of Education in 2001. The school composite index provides an overall indicator of the school's performance on the CTBS/CAT and it is calculated as the percentage of scores at or above the 60th NP across subtests and across grade levels at a school.

System of Shared Accountability targets were set for the school composite index according to a schedule of annual target increases approved by the Board of Education in 2001 (see Table 10). Each school was expected to improve from its baseline performance, which was established from the average of the school's composite indices from FY 2000 and FY 2001.

Table 10. System of Shared Accountability
Target Schedule for CTBS/CAT

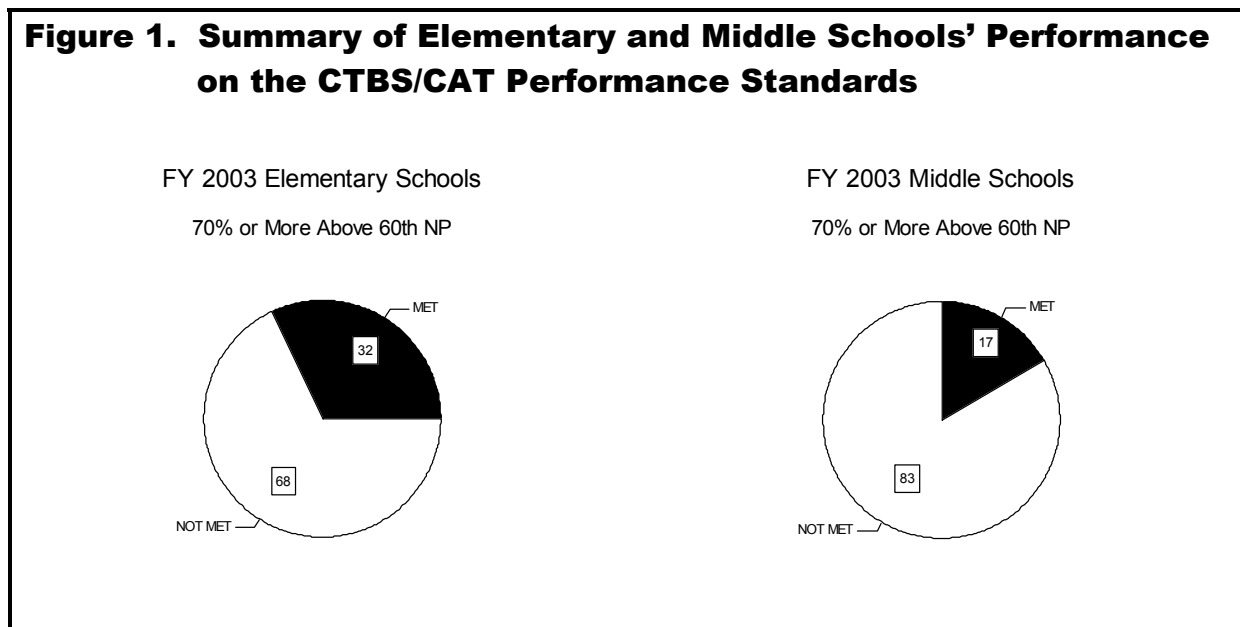
Baseline Performance OR Previous Year's Performance Target (%)	Annual Target Increase
0 – 39.9	+4
40 – 54.9	+3
55 – 69.9	+2
70 – 84.9	+1
85 – 99.9	+0.5

The schedule of target increases was applied in a cumulative manner from the school's baseline. For example, a school with a 2000 and 2001 baseline performance of 38% has a +4 target increase for 2002. The 2002 performance target would be 42% (38 + 4). The target increase for 2003 is based on the 2002 performance target of 42%, which, from Table 10, is a +3 increase. Thus, the performance target for 2003 would be 45% (42 + 3).

MSDE acknowledges that a school has met its performance target, or annual measurable objective (AMO), when its performance indicator is above or within the confidence interval centered on the AMO. The System of Shared Accountability will use a similar decision rule to determine whether a school met its performance target. Thus, as long as the school's performance indicator is not significantly below the target, i.e., is above or within the 90% confidence interval⁵ centered on the target, the System of Shared Accountability will acknowledge that a school has met its performance target.

School Performance Compared with Performance Standards

Data presented in Figure 1 summarize the most recent results for MCPS schools. In FY 2003, 32.0% (40/125) of the elementary and 16.7% (6/36) of the middle schools met the performance standard of having 70% or more of their student subtest scores at or above the 60th NP. The number of elementary schools meeting the standard of 70.0 for the school composite index has steadily increased from 31 to 40 since FY 2000. The number of middle schools meeting the 70.0 standard for the school composite index has remained steady at 6 schools since FY 2000, except when 7 middle schools met the standard in FY 2002.



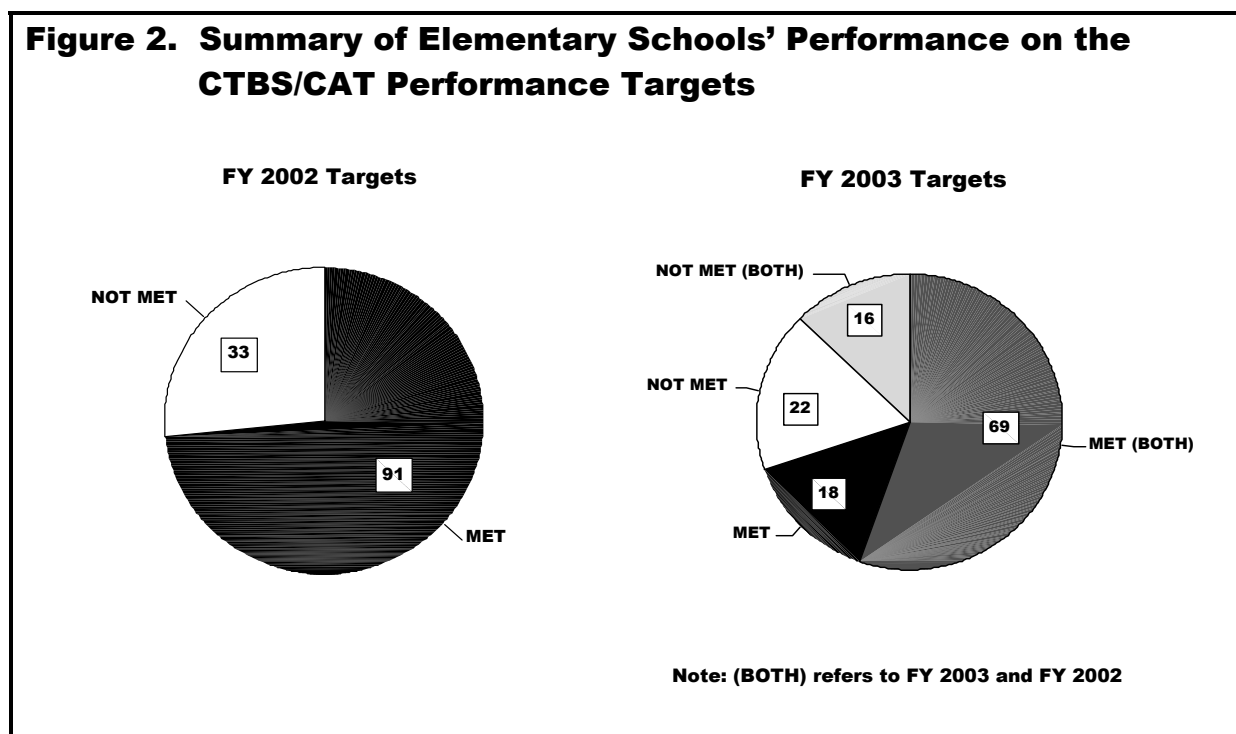
Appendix B provides data for elementary schools that shows the number of test takers in each school, the overall (students of all grade levels combined) composite indices for each school, and decisions about whether elementary schools met the performance standard for the years FY 2000 through FY 2003.

⁵ The 90% confidence interval is the range of values that has a 90% probability of including the school's true value of the school composite index. Small confidence intervals are desirable when determining if a school met its performance target. The school composite index has the smallest confidence interval of the CTBS/CAT school performance indicators, because it incorporates all of the school's CTBS/CAT data.

Appendix C provides data for middle schools that shows the number of test takers in each school, the composite indices for each school, and decisions about whether middle schools met the performance standard for the years FY 2000 through FY 2003.

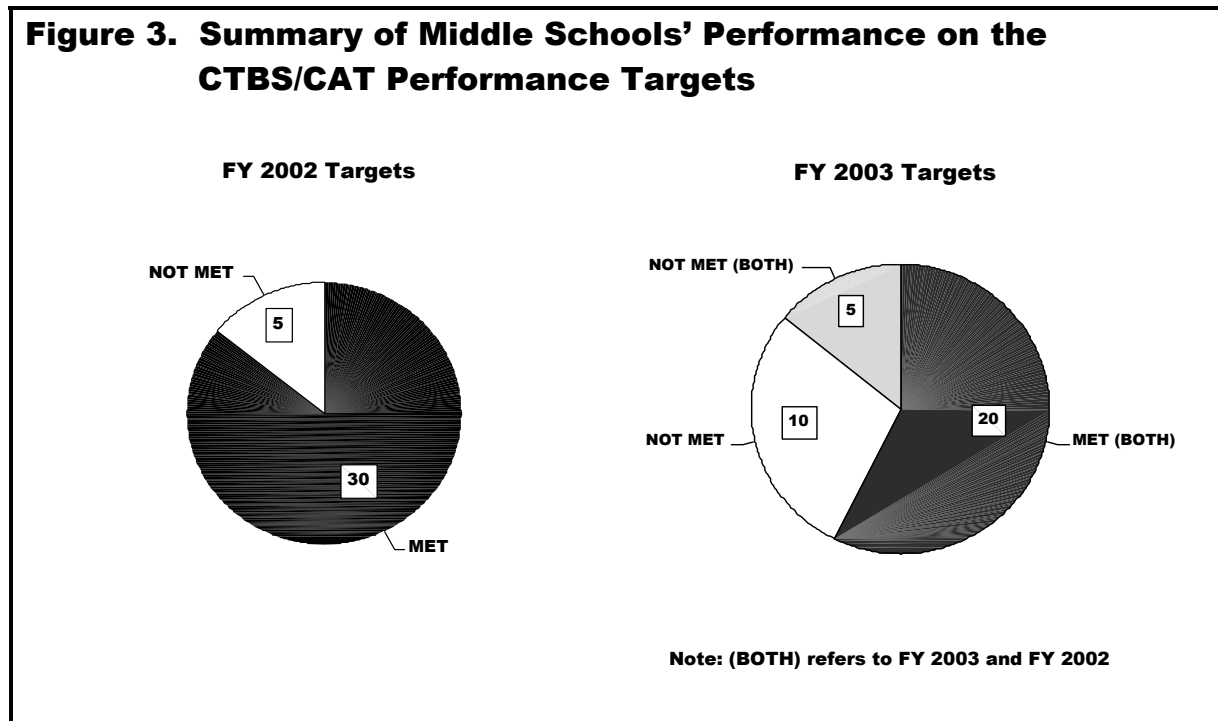
School Performance Compared with Performance Targets

Elementary Schools. School composite indices, performance targets, confidence intervals, and decisions about whether elementary schools met their targets for FY 2002 and FY 2003 are shown in Appendix B. Elementary school performance compared with the CTBS/CAT targets is summarized in Figure 2.



In FY 2002, 73.4% (91/124) of the elementary schools met their performance targets, while in FY 2003, a total of 69.6% (87/125) of the elementary schools met their performance targets, with 69 schools having met targets for the past two years and 18 schools having met the target for the most recent year. Thus, combined data for FY 2002 and FY 2003 indicated that 55.2% (69/125) of the elementary schools met their targets for both years, 14.4% (18/125) met their most recent target, 17.6% (22/125) did not meet their most recent target, and 12.8% (16/125) did not meet their targets for either year.

Middle Schools. School composite indices, performance targets, confidence intervals, and decisions about whether middle schools met their targets for FY 2002 and FY 2003 are shown in Appendix C. Middle school performance compared with the CTBS/CAT targets is summarized in Figure 3.



In FY 2002, 85.7% (30/35) of the middle schools met their performance targets, while in FY 2003, only 57.1% (20/35) met their performance targets. Combined data for FY 2002 and FY 2003 indicated that 57.1% (20/35) of the middle schools met their targets for both years, no schools (0/35) met their target for FY 2003 but not for FY 2002, 28.6% (10/35) did not meet their most recent target, and 14.3% (5/35) did not meet their targets for either year.

School Subtest Performance by Grade Level, for FY 2000 through FY 2003

Appendices D and E show subtest results for each grade level of the elementary school, or middle school, respectively, for FY 2000 through FY 2003. For each subtest, the number of students with valid test scores and the percentage of students with scores at or above the 60th NP are displayed.

Discussion of Results

Overall student performance increases among successive Grade 2 cohorts at the district level on the TerraNova assessments from FY 2000 through FY 2003 have coincided with the incremental implementation of the MCPS Early Success Performance Plan (ESPP). The ESPP is a comprehensive set of early childhood initiatives that incorporate several strategies, including balanced literacy instruction, teacher training, formative assessments, more time for reading and math instruction, smaller class size, full-day kindergarten, standards-based curriculum, and extended learning opportunities. Performance increases for successive Grade 2 cohorts withstood demographic shifts, and were observed for overall CTBS performance, as well as for the subtests for Reading, Language, Mathematics, and Math Computation. Subgroup performance increases for overall CTBS performance across cohorts were seen for boys and girls; Asian American, African American, White, and Hispanic students; and students who received ESOL services, special education services, and/or FARMS services.

Also, Grade 4 cohorts across FY 2000 through FY 2003 experienced progressively more of the ESPP early childhood initiatives. FY 2002 Grade 4 students who were enrolled in MCPS schools for Grade 2 received balanced literacy instruction with those in the 54 schools most impacted by poverty also receiving Grade 2 formative assessments in reading. FY 2003 Grade 4 students who were enrolled in MCPS schools for earlier grades received balanced literacy instruction in both Grades 1 and 2, with small class sizes for Grade 2 balanced literacy instruction, Grade 2 formative assessments in reading in 54 schools, and small Grade 2 class sizes for students in the 17 schools with the largest number of students living in poverty.

Subgroup performance on the Grade 4 TerraNova assessments increased across FY 2000 through FY 2003 for Asian American, African American, White, and Hispanic students; and for students receiving ESOL services, special education services, and/or FARMS services. Performance improvements were taking place among student subgroups in successive Grade 4 cohorts. However, overall performance improvement of the entire Grade 4 cohorts across years was muted by the simultaneous changes in cohort demographics across years. These trends are similar to those observed for Grade 2 students, with the proportions of students receiving ESOL services and of Hispanic students increasing, and the proportions of students not receiving ESOL services and of White students decreasing. However, positive trends in Grade 4 CTBS Mathematics, Language Mechanics, and Math Computation subtest performances were detected across entire cohorts, despite the demographic shifts.

Overall performance on the Grade 6 CTBS/CAT in general showed a down-up-down pattern. However, net increases in performance were sustained by several subgroups—Asian American, African American, White, and Hispanic students, as well as students receiving FARMS services. At the same time, cohort demographic trends were similar to those observed for Grade 2 and Grade 4 students, with the proportions of students receiving ESOL services and of Hispanic students increasing, and the proportion of students not receiving ESOL services and of White students decreasing. Performance trends on the Grade 6 subtests showed an increase on Language, but the down-up-down pattern on Mathematics and Math Computation.

School performance compared with the System of Shared Accountability school performance standards showed that 32% of elementary schools and 17% of middle schools met the 70.0 standard for the school composite index in FY 2003. School performance compared with the cumulative FY 2003 school performance targets of the System of Shared Accountability showed that about 70% of elementary schools and 57% of middle schools met their targets.

Recommendations

This report summarizes the Grade 2, 4, and 6 CTBS/CAT performance indicators for the System of Shared Accountability, as approved by the Board of Education in 2001. The summary includes indicators for FY 2000 through FY 2003. In FY 2004, the CTBS was administered to Grade 2, while the MSA was administered to Grades 4 and 6 for the first time.

Regarding the use of the CTBS for Grade 2, there are two recommendations:

1. Continue using Grade 2 CTBS performance as an evaluation outcome for the MCPS Early Success Performance Plan (ESPP). The ESPP evaluation studies have found steady improvements with each subsequent cohort of students. Keeping the same outcome measure will permit consistency for evaluation questions concerning performance improvements from cohort to cohort.
2. Use Grade 2 CTBS performance scores for guiding school improvement. For example, Grade 2 data may be most useful and supportive of school improvement, if they are linked to Grade 3 performance on the MSA. This information could be used by schools to help identify Grade 3 students at the beginning of the school year at risk for performing at the Basic level on the Grade 3 MSA. Schools can then provide programs to support these students and increase their performance level.

References

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: American Psychological Association.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

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Appendix A District-level Results with Effect Sizes

With about 50,000 subtest scores for each grade level at the district level each year, there are approximately 200,000 scores in analyses of grade-level trends across four years. Statistical analyses with such large numbers of scores have the power to detect extremely small effects, effects so small that they have no practical significance. For this reason, published psychological research generally requires the effect size as well as probability level to be reported for findings (APA, 2001). This permits the reader to evaluate the robustness and practical significance of the reported effects. For the purposes of this report, reported findings have a probability of $p < .0009$ and a minimum effect size as measured by the correlation coefficient of at least $r = \pm 0.023$.^{1,2} Effects with this minimum size correspond with $r^2 = 0.0005$, and account for at least 0.05 % of the observed total variance of the scores. Effect sizes are reported in terms of the correlation coefficient, r , which can vary from -1.00 to $+1.00$, with coefficients larger in magnitude (closer to -1 or to $+1$) indicating stronger relationships between two variables.

Table 1. Percentage of CTBS Scores at or Above the 60th NP Disaggregated Results by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 2

Composite Index		Test Year				Performance Trend Results
		2000	2001	2002	2003	
All Grade 2 students		56.0	56.1	58.9	61.8	Positive Linear ($r = .046, p = .000$)
Gender	Female	57.9	57.9	60.8	65.1	Positive Linear ($r = .057, p = .000$)
	Male	54.2	54.4	57.2	58.7	Positive Linear ($r = .037, p = .000$)
Race /Ethnicity	Am. Indian	62.9	52.6	67.7	53.7	--
	Asian Am.	67.9	69.6	72.3	75.8	Positive Linear ($r = .066, p = .000$)
	African Am.	35.8	36.3	39.3	43.0	Positive Linear ($r = .056, p = .000$)
	White	67.7	69.4	72.6	74.2	Positive Linear ($r = .056, p = .000$)
	Hispanic	34.4	32.8	35.4	43.1	Positive Linear ($r = .071, p = .000$) Positive Quadratic ($r = .054, p = .000$)
ESOL Services	Yes	27.5	27.5	29.4	38.6	Positive Linear ($r = .094, p = .000$) Positive Quadratic ($r = .064, p = .000$)
	No	58.3	58.7	62.0	65.2	Positive Linear ($r = .054, p = .000$)
Special Education	Yes	31.9	31.2	33.5	35.1	Positive Linear ($r = .029, p = .000$)
	No	58.5	58.4	61.5	64.8	Positive Linear ($r = .050, p = .000$)
FARMS Services	Yes	31.0	30.2	32.3	38.8	Positive Linear ($r = .061, p = .000$) Positive Quadratic ($r = .039, p = .000$)
	No	65.2	65.4	68.5	70.5	Positive Linear ($r = .046, p = .000$)

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP. --No reportable finding.

¹ Since there are 57 statistical tests for performance trends for each grade level, the Type I error rate is limited by using $p < (.05/57)$, which corresponds to $p < .0009$.

² For reference, Cohen (1988) indicates the magnitudes of r corresponding to small, medium, and large effect sizes for many areas of psychological research are $r = .10, .30, \text{ and } .50$, respectively. However, investigating changes in demographic composition or performance among different cohorts over time is an area of research in which effect sizes are typically quite small.

Appendix A
District-level Results with Effect Sizes

Table 2. Total Number of CTBS Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 2

		Test Year				Demographic Trend Results
		2000	2001	2002	2003	
Total Number of Scores		49,253	48,917	48,710	50,046	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	48.6	48.8	48.5	48.7	--
	Male	51.4	51.2	51.5	51.3	--
Race /Ethnicity	Am. Indian	0.3	0.3	0.3	0.3	--
	Asian Am.	13.0	12.5	13.9	14.0	--
	African Am.	21.3	21.7	21.0	21.2	--
	White	50.6	48.8	46.9	45.4	Negative Linear ($r = -.039, p = .000$)
	Hispanic	14.9	16.7	17.8	19.0	Positive Linear ($r = .040, p = .000$)
ESOL Services	Yes	7.6	8.4	9.3	12.6	Positive Linear ($r = .061, p = .000$)
	No	92.4	91.6	90.7	87.4	Negative Linear ($r = -.061, p = .000$)
Special Education	Yes	9.6	8.6	9.1	9.9	--
	No	90.4	91.4	90.9	90.1	--
FARMS Services	Yes	27.0	26.4	26.5	27.4	--
	No	73.0	73.6	73.5	72.6	--

Note: Total number of scores is the number of subtest scores in the composite index calculation. Each student may contribute up to five subtest scores.

--No reportable finding.

Table 3. Percentage of CTBS scores at or above the 60th NP for the Montgomery County Public Schools, Grade 2

CTBS Subtest	Test Year				Performance Trend Results
	2000	2001	2002	2003	
Composite Index	56.0	56.1	58.9	61.8	Positive Linear ($r = .046, p = .000$)
Reading	52.9	52.7	54.9	57.1	Positive Linear ($r = .034, p = .000$)
Language	49.6	48.8	50.9	52.3	Positive Linear ($r = .023, p = .000$)
Mathematics	59.0	58.3	61.6	64.4	Positive Linear ($r = .045, p = .000$)
Language Mechanics	63.8	64.9	66.5	66.0	--
Math Computation	54.5	55.8	61.0	69.3	Positive Linear ($r = .114, p = .000$) Positive Quadratic ($r = .037, p = .000$)

--No reportable finding.

Appendix A
District-level Results with Effect Sizes

Table 4. Percentage of CTBS Scores at or Above the 60th NP Disaggregated Results by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 4

Composite Index		Test Year				Performance Trend Results
		2000	2001	2002	2003	
All Grade 4 students		61.6	61.7	62.3	64.0	--
Gender	Female	64.0	64.5	64.6	66.6	--
	Male	59.4	58.9	60.1	61.5	--
Race /Ethnicity	Am. Indian	66.9	53.0	74.5	72.2	--
	Asian Am.	73.9	75.7	75.3	78.1	Positive Linear ($r = .032, p = .000$)
	African Am.	37.3	38.1	38.7	43.0	Positive Linear ($r = .040, p = .000$)
	White	74.9	74.6	76.4	78.1	Positive Linear ($r = .030, p = .000$)
	Hispanic	39.7	40.5	41.2	43.0	Positive Linear ($r = .024, p = .000$)
ESOL Services	Yes	31.7	31.3	30.3	35.2	Positive Quadratic ($r = .034, p = .000$)
	No	63.1	62.6	64.1	66.4	Positive Linear ($r = .027, p = .000$)
Special Education	Yes	33.4	33.1	29.6	34.9	Positive Quadratic ($r = .031, p = .000$) Positive Cubic ($r = .028, p = .000$)
	No	65.5	65.5	66.6	68.0	--
FARMS Services	Yes	33.7	33.4	35.2	38.5	Positive Linear ($r = .038, p = .000$)
	N	71.7	71.1	71.7	73.5	--

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP.
--No reportable finding.

Appendix A
District-level Results with Effect Sizes

Table 5. Total Number of CTBS Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 4

		Test Year				Demographic Trend Results
		2000	2001	2002	2003	
Total Number of Scores ¹		49,903	49,380	50,926	49,812	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	48.6	49.0	48.5	49.1	--
	Male	51.4	51.0	51.5	50.9	--
Race /Ethnicity	Am. Indian	0.3	0.2	0.3	0.3	--
	Asian Am.	12.4	12.5	13.7	13.5	--
	African Am.	21.4	21.7	21.8	22.0	--
	White	51.5	50.7	47.8	46.0	Negative Linear ($r = -.044, p = .000$)
	Hispanic	14.4	14.9	16.3	18.2	Positive Linear ($r = .039, p = .000$)
ESOL Services	Yes	4.6	3.1	5.4	7.8	Positive Linear ($r = .060, p = .000$) Positive Quadratic ($r = .043, p = .000$)
	No	95.4	96.9	94.6	92.2	Negative Linear ($r = -.060, p = .000$) Negative Quadratic ($r = -.043, p = .000$)
Special Education	Yes	12.0	11.8	11.7	12.0	--
	No	88.0	88.2	88.3	88.0	--
FARMS Services	Yes	26.5	25.1	25.9	27.1	--
	No	73.5	74.9	74.1	72.9	--

--No reportable finding.

Table 6. Percentage of CTBS scores at or above the 60th NP for the Montgomery County Public Schools, Grade 4

CTBS Subtest	Test Year				Performance Trend Results
	2000	2001	2002	2003	
Composite Index	61.6	61.7	62.3	64.0	--
Reading	62.7	63.4	61.3	63.2	--
Language	60.1	60.1	59.4	61.9	--
Mathematics	61.9	59.7	60.9	63.3	Positive Quadratic ($r = .023, p = .000$)
Language Mechanics	60.6	63.2	64.9	65.4	Positive Linear ($r = .037, p = .000$)
Math Computation	63.0	61.8	64.9	66.3	Positive Linear ($r = .031, p = .000$)

--No reportable finding.

Appendix A
District-level Results with Effect Sizes

Table 7. Percentage of CTBS/CAT scores at or above the 60th NP Disaggregated Results by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 6

Composite Index		Test Year				Performance Trend Results
		2000	2001	2002	2003	
All Grade 6 students		57.9	56.5	60.3	58.6	Negative Cubic ($r = -.025, p = .000$)
Gender	Female	60.6	59.4	62.8	61.2	--
	Male	55.3	53.9	58.0	56.1	Negative Cubic ($r = -.026, p = .000$)
Race /Ethnicity	Am. Indian	46.0	36.0	55.8	56.6	--
	Asian Am.	71.4	68.5	74.7	73.2	Positive Linear ($r = .029, p = .000$) Negative Cubic ($r = -.042, p = .000$)
	African Am.	31.8	31.1	35.0	34.6	Positive Linear ($r = .030, p = .000$)
	White	71.2	70.8	75.6	74.1	Positive Linear ($r = .034, p = .000$) Negative Cubic ($r = -.030, p = .000$)
	Hispanic	31.7	33.2	37.5	35.4	Positive Linear ($r = .033, p = .000$) Negative Cubic ($r = -.024, p = .000$)
ESOL Services	Yes	24.6	25.1	21.8	22.5	--
	No	58.9	57.4	62.1	60.4	Negative Cubic ($r = -.029, p = .000$)
Special Education	Yes	25.7	20.7	26.0	25.3	Positive Quadratic ($r = .024, p = .000$) Negative Cubic ($r = -.041, p = .000$)
	No	62.3	61.2	64.8	63.1	Negative Cubic ($r = -.023, p = .000$)
FARMS Services	Yes	27.0	26.4	32.3	29.0	Positive Linear ($r = .029, p = .000$) Negative Cubic ($r = -.040, p = .000$)
	No	67.2	65.2	69.2	68.4	Negative Cubic ($r = -.025, p = .000$)

Note: Composite Index is the percentage of scores across the five subtests that are at or above the 60th NP.
--No reportable finding.

Appendix A
District-level Results with Effect Sizes

Table 8. Total Number of CTBS/CAT Subtest Scores and Percentage of Scores Contributed by Student Subgroups: Trends for the Montgomery County Public Schools, Grade 6

		Test Year				Trend Test Results
		2000	2001	2002	2003	
Total Number of Scores		47,245	48,588	51,645	51,364	Not Applicable
Percentage (%) of scores contributed by each subgroup:						
Gender	Female	49.6	48.3	48.7	48.9	--
	Male	50.4	51.7	51.3	51.1	--
Race /Ethnicity	Am. Indian	0.1	0.3	0.3	0.2	--
	Asian Am.	13.3	12.8	13.0	13.6	--
	African Am.	20.6	21.5	22.1	21.5	--
	White	53.0	51.3	48.5	47.0	Negative Linear ($r = -.046, p = .000$)
	Hispanic	13.0	14.2	16.0	17.6	Positive Linear ($r = .049, p = .000$)
ESOL Services	Yes	2.9	2.8	4.3	4.8	Positive Linear ($r = .043, p = .000$)
	No	97.1	97.2	95.7	95.2	Negative Linear ($r = -.043, p = .000$)
Special Education	Yes	12.0	11.5	11.4	12.0	--
	No	88.0	88.5	88.6	88.0	--
FARMS Services	Yes	23.0	22.4	24.0	24.9	--
	No	77.0	77.6	76.0	75.1	--

--No reportable finding.

Table 9. Percentage of CTBS/CAT scores at or above the 60th NP for the Montgomery County Public Schools, Grade 6

CTBS/CAT Subtest	Test Year				Trend Test Results
	2000	2001	2002	2003	
Composite Index	57.9	56.5	60.3	58.6	Negative Cubic ($r = -.025, p = .000$)
Reading	56.5	55.4	59.2	58.3	--
Language	54.9	53.6	60.2	59.6	Positive Linear ($r = .047, p = .000$) Negative Cubic ($r = -.034, p = .000$)
Mathematics	58.5	58.4	62.6	59.9	Negative Cubic ($r = -.026, p = .000$)
Language Mechanics	60.7	58.8	57.3	58.9	--
Math Computation	59.4	56.5	62.6	56.1	Negative Cubic ($r = -.050, p = .000$)

--No reportable finding.

Appendix B

CTBS/CAT Performance of Elementary Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
ASHBURTON ES	2 & 4	2000	164	.	65.7	No	.	.	.
		2001	142	.	72.9	Yes	.	.	.
		2002	149	71.3	72.3	Yes	67.9	74.7	Met
		2003	161	72.3	74.4	Yes	69.0	75.7	Met
BANNOCKBURN ES	2 & 4	2000	140	.	84.1	Yes	.	.	.
		2001	116	.	83.4	Yes	.	.	.
		2002	142	84.8	83.9	Yes	81.1	88.4	Met
		2003	135	85.8	80.8	Yes	82.1	89.4	Not Met
BARNESLEY (LUCY V.) ES	2 & 4	2000	206	.	71.2	Yes	.	.	.
		2001	194	.	71.2	Yes	.	.	.
		2002	187	72.2	67.6	No	68.9	75.5	Not Met
		2003	200	73.2	74.9	Yes	70.1	76.3	Met
BEALL ES	2 & 4	2000	188	.	57.4	No	.	.	.
		2001	186	.	55.9	No	.	.	.
		2002	198	58.7	58.1	No	55.7	61.7	Met
		2003	205	60.7	69.1	No	57.7	63.6	Met
BEL PRE ES	2	2000	142	.	47.9	No	.	.	.
		2001	129	.	51.2	No	.	.	.
		2002	171	52.5	48.9	No	49.2	55.9	Not Met
		2003	153	55.5	62.7	No	52.1	59.0	Met
BELLS MILL ES	2 & 4	2000	128	.	74.8	Yes	.	.	.
		2001	165	.	75.3	Yes	.	.	.
		2002	134	76.1	73.2	Yes	72.5	79.6	Met
		2003	162	77.1	75.6	Yes	73.7	80.4	Met

Notes: Number of test takers is calculated as the number of scores across the five subtests, divided by five, and rounded to the nearest whole number. Composite Index is the percentage of scores across the five subtests and grade levels that are at or above the 60th national percentile.

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CTBS/CAT Performance of Elementary Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
BELMONT ES	2 & 4	2000	126	.	67.5	No	.	.	.
		2001	180	.	69.7	No	.	.	.
		2002	131	70.6	76.9	Yes	67.0	74.2	Met
		2003	171	71.6	67.8	No	68.3	74.9	Not Met
BETHESDA ES	2 & 4	2000	140	.	67.5	No	.	.	.
		2001	116	.	71.8	Yes	.	.	.
		2002	140	71.6	68.2	No	68.0	75.3	Met
		2003	129	72.6	81.6	Yes	68.9	76.4	Met
BEVERLY FARMS ES	2 & 4	2000	202	.	78.7	Yes	.	.	.
		2001	193	.	74.9	Yes	.	.	.
		2002	190	77.8	80.4	Yes	74.7	80.8	Met
		2003	188	78.8	77.3	Yes	75.7	81.8	Met
BRADLEY HILLS ES	2 & 4	2000	128	.	74.1	Yes	.	.	.
		2001	152	.	78.8	Yes	.	.	.
		2002	114	77.5	78.0	Yes	73.7	81.3	Met
		2003	157	78.5	83.9	Yes	75.0	81.9	Met
BROAD ACRES ES	2 & 4	2000	143	.	26.2	No	.	.	.
		2001	164	.	22.5	No	.	.	.
		2002	159	28.3	31.7	No	24.9	31.7	Met
		2003	163	32.3	39.6	No	29.0	35.7	Met
BROOKE GROVE ES	2 & 4	2000	200	.	63.3	No	.	.	.
		2001	198	.	61.0	No	.	.	.
		2002	198	64.1	66.0	No	61.1	67.1	Met
		2003	185	66.1	64.6	No	63.1	69.2	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
BROOKHAVEN ES	2 & 4	2000	118	.	38.9	No	.	.	.
		2001	112	.	39.5	No	.	.	.
		2002	123	43.2	44.3	No	39.4	47.1	Met
		2003	88	46.2	45.8	No	41.9	50.6	Met
BROWN STATION ES	2 & 4	2000	117	.	50.6	No	.	.	.
		2001	108	.	43.1	No	.	.	.
		2002	104	49.8	48.4	No	45.7	54.0	Met
		2003	108	52.8	45.7	No	48.8	56.9	Not Met
BURNING TREE ES	2 & 4	2000	175	.	86.3	Yes	.	.	.
		2001	159	.	85.3	Yes	.	.	.
		2002	158	86.3	83.8	Yes	83.0	89.6	Met
		2003	177	86.8	80.5	Yes	83.6	90.0	Not Met
BURNT MILLS ES	2 & 4	2000	182	.	40.5	No	.	.	.
		2001	187	.	37.3	No	.	.	.
		2002	172	42.9	40.6	No	39.8	46.1	Met
		2003	190	45.9	48.4	No	42.9	49.0	Met
BURTONSVILLE ES	2 & 4	2000	273	.	58.4	No	.	.	.
		2001	240	.	60.8	No	.	.	.
		2002	246	61.6	56.9	No	58.9	64.3	Not Met
		2003	257	63.6	49.3	No	61.0	66.2	Not Met
CANDLEWOOD ES	2 & 4	2000	147	.	67.6	No	.	.	.
		2001	133	.	66.0	No	.	.	.
		2002	128	68.8	69.2	No	65.1	72.5	Met
		2003	116	70.8	65.8	No	67.0	74.6	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
CANNON ROAD ES	2 & 4	2000	140	.	51.7	No	.	.	.
		2001	114	.	53.0	No	.	.	.
		2002	133	55.4	53.6	No	51.7	59.0	Met
		2003	115	57.4	53.6	No	53.5	61.2	Met
CARDEROCK SPRINGS ES	2 & 4	2000	119	.	84.2	Yes	.	.	.
		2001	105	.	80.9	Yes	.	.	.
		2002	115	83.5	89.2	Yes	79.6	87.5	Met
		2003	103	84.5	89.4	Yes	80.5	88.6	Met
CARSON (RACHEL) ES	2 & 4	2000	224	.	60.8	No	.	.	.
		2001	217	.	64.0	No	.	.	.
		2002	230	64.4	57.8	No	61.6	67.2	Not Met
		2003	214	66.4	68.1	No	63.6	69.3	Met
CASHELL ES	2 & 4	2000	149	.	70.6	Yes	.	.	.
		2001	128	.	74.5	Yes	.	.	.
		2002	124	73.6	78.0	Yes	69.8	77.3	Met
		2003	123	74.6	82.8	Yes	70.8	78.3	Met
CEDAR GROVE ES	2 & 4	2000	171	.	58.6	No	.	.	.
		2001	173	.	60.7	No	.	.	.
		2002	203	61.7	59.6	No	58.6	64.7	Met
		2003	184	63.7	68.9	No	60.5	66.8	Met
CHEVY CHASE ES	4 & 6	2000	186	.	76.8	Yes	.	.	.
		2001	163	.	73.8	Yes	.	.	.
		2002	170	76.3	78.8	Yes	73.1	79.6	Met
		2003	165	77.3	76.2	Yes	74.1	80.6	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
CLARKSBURG ES	2 & 4	2000	111	.	48.2	No	.	.	.
		2001	112	.	62.4	No	.	.	.
		2002	107	57.3	62.1	No	53.3	61.3	Met
		2003	110	59.3	56.6	No	55.3	63.3	Met
CLEARSPRING ES	2 & 4	2000	152	.	54.2	No	.	.	.
		2001	157	.	45.1	No	.	.	.
		2002	142	52.6	59.4	No	49.1	56.1	Met
		2003	189	55.6	66.3	No	52.4	58.9	Met
CLOPPER MILL ES	2 & 4	2000	159	.	44.5	No	.	.	.
		2001	167	.	31.5	No	.	.	.
		2002	173	42.0	44.4	No	38.8	45.2	Met
		2003	155	45.0	37.0	No	41.7	48.3	Not Met
CLOVERLY ES	2 & 4	2000	164	.	76.2	Yes	.	.	.
		2001	153	.	75.1	Yes	.	.	.
		2002	144	76.6	76.5	Yes	73.2	80.1	Met
		2003	158	77.6	76.0	Yes	74.3	81.0	Met
COLD SPRING ES	2 & 4	2000	138	.	86.4	Yes	.	.	.
		2001	150	.	88.7	Yes	.	.	.
		2002	128	88.0	94.4	Yes	84.1	92.0	Met
		2003	157	88.5	90.6	Yes	84.9	92.1	Met
COLLEGE GARDENS ES	2 & 4	2000	160	.	60.3	No	.	.	.
		2001	142	.	64.5	No	.	.	.
		2002	162	64.4	70.3	Yes	61.0	67.7	Met
		2003	131	66.4	71.7	Yes	62.7	70.0	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
CRESTHAVEN ES	2 & 4	2000	189	.	49.4	No	.	.	.
		2001	211	.	46.8	No	.	.	.
		2002	174	51.1	49.5	No	48.0	54.2	Met
		2003	185	54.1	38.9	No	51.1	57.2	Not Met
DALY (CAPT. JAMES E.) ES	2 & 4	2000	207	.	44.7	No	.	.	.
		2001	210	.	46.6	No	.	.	.
		2002	197	48.6	39.2	No	45.7	51.6	Not Met
		2003	184	51.6	49.0	No	48.6	54.7	Met
DAMASCUS ES	2 & 4	2000	114	.	56.1	No	.	.	.
		2001	95	.	60.8	No	.	.	.
		2002	119	60.5	60.0	No	56.6	64.4	Met
		2003	112	62.5	60.7	No	58.4	66.5	Met
DARNESTOWN ES	2 & 4	2000	120	.	78.5	Yes	.	.	.
		2001	121	.	79.9	Yes	.	.	.
		2002	122	80.2	88.4	Yes	76.4	84.0	Met
		2003	142	81.2	78.4	Yes	77.6	84.8	Met
DIAMOND ES	2 & 4	2000	150	.	66.0	No	.	.	.
		2001	146	.	63.2	No	.	.	.
		2002	131	66.6	68.8	No	63.0	70.2	Met
		2003	136	68.6	69.6	No	65.1	72.2	Met
DREW (DR. CHARLES R.) ES	2 & 4	2000	180	.	61.7	No	.	.	.
		2001	158	.	67.0	No	.	.	.
		2002	176	66.4	66.1	No	62.9	69.8	Met
		2003	146	68.4	68.7	No	64.8	71.9	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
DUFIEF ES	2 & 4	2000	135	.	86.3	Yes	.	.	.
		2001	132	.	83.2	Yes	.	.	.
		2002	147	85.7	80.9	Yes	82.2	89.2	Not Met
		2003	154	86.2	83.1	Yes	82.7	89.7	Met
EAST SILVER SPRING ES	2	2000	106	.	40.9	No	.	.	.
		2001	92	.	33.8	No	.	.	.
		2002	77	41.4	45.5	No	36.7	46.0	Met
		2003	86	44.4	45.0	No	39.9	48.8	Met
FAIRLAND ES	2 & 4	2000	186	.	57.1	No	.	.	.
		2001	183	.	47.2	No	.	.	.
		2002	161	55.1	49.9	No	51.9	58.3	Not Met
		2003	152	57.1	45.2	No	53.8	60.4	Not Met
FALLSMEAD ES	2 & 4	2000	157	.	72.4	Yes	.	.	.
		2001	165	.	79.2	Yes	.	.	.
		2002	175	76.8	73.7	Yes	73.6	80.0	Met
		2003	179	77.8	77.7	Yes	74.6	81.0	Met
FARMLAND ES	2 & 4	2000	146	.	83.1	Yes	.	.	.
		2001	151	.	82.3	Yes	.	.	.
		2002	175	83.7	89.4	Yes	80.4	86.9	Met
		2003	175	84.7	85.1	Yes	81.4	87.9	Met
FIELDS ROAD ES	2 & 4	2000	158	.	65.0	No	.	.	.
		2001	139	.	64.3	No	.	.	.
		2002	185	66.6	63.1	No	63.4	69.8	Not Met
		2003	161	68.6	63.9	No	65.3	72.0	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
FLOWER HILL ES	2 & 4	2000	201	.	45.4	No	.	.	.
		2001	155	.	45.0	No	.	.	.
		2002	180	48.2	44.6	No	45.1	51.4	Not Met
		2003	154	51.2	49.6	No	47.9	54.5	Met
FLOWER VALLEY ES	2 & 4	2000	148	.	69.5	No	.	.	.
		2001	149	.	65.6	No	.	.	.
		2002	146	69.6	70.9	Yes	66.1	73.0	Met
		2003	142	71.6	80.6	Yes	68.0	75.1	Met
FOREST KNOLLS ES	2 & 4	2000	190	.	64.2	No	.	.	.
		2001	184	.	64.9	No	.	.	.
		2002	195	66.5	65.0	No	63.5	69.6	Met
		2003	176	68.5	64.3	No	65.4	71.7	Not Met
FOX CHAPEL ES	2 & 4	2000	184	.	57.2	No	.	.	.
		2001	189	.	58.4	No	.	.	.
		2002	191	59.8	58.4	No	56.6	62.9	Met
		2003	203	61.8	58.8	No	58.7	64.8	Met
GAITHERSBURG ES	2 & 4	2000	174	.	42.2	No	.	.	.
		2001	169	.	40.7	No	.	.	.
		2002	162	44.4	41.4	No	41.2	47.7	Met
		2003	153	47.4	49.3	No	44.1	50.8	Met
GALWAY ES	2 & 4	2000	236	.	54.0	No	.	.	.
		2001	220	.	57.1	No	.	.	.
		2002	241	57.6	54.4	No	54.8	60.3	Not Met
		2003	231	59.6	52.5	No	56.8	62.3	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
GARRETT PARK ES	2 & 4	2000	142	.	71.6	Yes	.	.	.
		2001	146	.	78.1	Yes	.	.	.
		2002	172	75.9	74.4	Yes	72.6	79.2	Met
		2003	140	76.9	77.9	Yes	73.3	80.4	Met
GEORGIAN FOREST ES	2 & 4	2000	125	.	46.3	No	.	.	.
		2001	129	.	55.1	No	.	.	.
		2002	146	53.7	48.8	No	50.1	57.3	Not Met
		2003	137	56.7	51.9	No	53.0	60.3	Not Met
GERMANTOWN ES	2 & 4	2000	143	.	49.9	No	.	.	.
		2001	145	.	44.0	No	.	.	.
		2002	149	50.0	48.3	No	46.5	53.4	Met
		2003	141	53.0	50.9	No	49.4	56.5	Met
GLEN HAVEN ES	2 & 4	2000	134	.	39.3	No	.	.	.
		2001	144	.	28.4	No	.	.	.
		2002	158	37.9	37.7	No	34.5	41.3	Met
		2003	160	41.9	35.7	No	38.5	45.2	Not Met
GLENALLAN ES	2 & 4	2000	150	.	52.8	No	.	.	.
		2001	148	.	46.1	No	.	.	.
		2002	156	52.4	54.9	No	49.0	55.8	Met
		2003	133	55.4	63.2	No	51.9	59.0	Met
GOSHEN ES	2 & 4	2000	259	.	67.7	No	.	.	.
		2001	233	.	65.3	No	.	.	.
		2002	227	68.5	61.4	No	65.7	71.2	Not Met
		2003	237	70.5	65.2	No	67.8	73.2	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
GREENCASTLE ES	2 & 4	2000	237	.	38.7	No	.	.	.
		2001	204	.	38.3	No	.	.	.
		2002	219	42.5	40.1	No	39.7	45.3	Met
		2003	169	45.5	36.4	No	42.4	48.6	Not Met
GREENWOOD ES	2 & 4	2000	198	.	62.2	No	.	.	.
		2001	195	.	71.1	Yes	.	.	.
		2002	231	68.7	75.1	Yes	65.8	71.5	Met
		2003	209	70.7	77.5	Yes	67.7	73.6	Met
HARMONY HILLS ES	2 & 4	2000	117	.	41.0	No	.	.	.
		2001	132	.	36.7	No	.	.	.
		2002	142	42.8	44.4	No	39.2	46.4	Met
		2003	134	45.8	43.7	No	42.1	49.5	Met
HIGHLAND ES	2 & 4	2000	211	.	40.8	No	.	.	.
		2001	187	.	38.8	No	.	.	.
		2002	220	43.8	33.6	No	41.0	46.7	Not Met
		2003	202	46.8	42.0	No	43.9	49.8	Not Met
HIGHLAND VIEW ES	2 & 4	2000	154	.	49.1	No	.	.	.
		2001	118	.	47.6	No	.	.	.
		2002	139	51.4	46.8	No	47.7	55.0	Not Met
		2003	99	54.4	60.9	No	50.3	58.4	Met
JACKSON ROAD ES	2 & 4	2000	152	.	47.2	No	.	.	.
		2001	142	.	43.7	No	.	.	.
		2002	157	48.4	44.4	No	45.0	51.8	Not Met
		2003	152	51.4	45.5	No	48.0	54.8	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
JONES LANE ES	2 & 4	2000	174	.	76.8	Yes	.	.	.
		2001	163	.	75.5	Yes	.	.	.
		2002	167	77.2	80.3	Yes	73.9	80.4	Met
		2003	171	78.2	66.7	No	74.9	81.4	Not Met
KEMP MILL ES	2 & 4	2000	217	.	45.4	No	.	.	.
		2001	209	.	41.8	No	.	.	.
		2002	192	46.6	42.9	No	43.7	49.6	Not Met
		2003	208	49.6	45.8	No	46.7	52.5	Not Met
KENSINGTON PARKWOOD ES	2 & 4	2000	107	.	65.7	No	.	.	.
		2001	108	.	70.7	Yes	.	.	.
		2002	118	70.2	75.0	Yes	66.3	74.1	Met
		2003	118	71.2	73.9	Yes	67.3	75.2	Met
LAKE SENECA ES	2 & 4	2000	138	.	56.9	No	.	.	.
		2001	111	.	59.0	No	.	.	.
		2002	113	59.9	61.9	No	56.0	63.8	Met
		2003	129	61.9	57.3	No	58.2	65.6	Not Met
LAKEWOOD ES	2 & 4	2000	200	.	79.7	Yes	.	.	.
		2001	188	.	79.1	Yes	.	.	.
		2002	191	80.4	83.8	Yes	77.4	83.4	Met
		2003	181	81.4	83.4	Yes	78.3	84.5	Met
LAYTONSVILLE ES	2 & 4	2000	192	.	63.4	No	.	.	.
		2001	173	.	64.1	No	.	.	.
		2002	194	65.7	71.5	Yes	62.7	68.8	Met
		2003	193	67.7	74.1	Yes	64.7	70.8	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
LUXMANOR ES	2 & 4	2000	91	.	72.6	Yes	.	.	.
		2001	83	.	81.8	Yes	.	.	.
		2002	77	78.2	78.1	Yes	73.5	82.9	Met
		2003	93	79.2	80.8	Yes	74.8	83.6	Met
MARSHALL (THURGOOD) ES	2 & 4	2000	158	.	61.9	No	.	.	.
		2001	172	.	63.3	No	.	.	.
		2002	152	64.6	62.9	No	61.2	67.9	Met
		2003	197	66.6	67.7	No	63.5	69.6	Met
MARYVALE ES	2 & 4	2000	129	.	38.1	No	.	.	.
		2001	157	.	36.6	No	.	.	.
		2002	156	41.4	41.6	No	37.9	44.8	Met
		2003	175	44.4	49.1	No	41.0	47.7	Met
MATSUNAGA (SPARK M.) ES	2 & 4	2000	.	.	.	.	.	.	.
		2001	.	.	.	.	.	.	.
		2002	206	.	67.4	No	.	.	.
		2003	267	69.4	69.4	No	66.2	72.6	Met
MCAULIFFE (S. CHRISTA) ES	2 & 4	2000	231	.	48.7	No	.	.	.
		2001	220	.	46.5	No	.	.	.
		2002	236	50.6	47.8	No	47.8	53.3	Not Met
		2003	215	53.6	57.9	No	50.7	56.4	Met
MCNAIR (RONALD A.) ES	2 & 4	2000	293	.	63.8	No	.	.	.
		2001	311	.	65.6	No	.	.	.
		2002	186	66.7	66.7	No	63.8	69.5	Met
		2003	191	68.7	64.2	No	65.8	71.5	Not Met

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CTBS/CAT Performance of Elementary Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
MEADOW HALL ES	2 & 4	2000	126	.	41.7	No	.	.	.
		2001	120	.	49.7	No	.	.	.
		2002	122	48.7	37.7	No	44.9	52.5	Not Met
		2003	123	51.7	39.8	No	47.9	55.5	Not Met
MILL CREEK TOWNE ES	2 & 4	2000	135	.	61.8	No	.	.	.
		2001	149	.	53.5	No	.	.	.
		2002	118	59.7	57.6	No	55.9	63.4	Met
		2003	136	61.7	70.6	Yes	58.1	65.2	Met
MONOCACY ES	2 & 4	2000	95	.	70.1	Yes	.	.	.
		2001	89	.	55.7	No	.	.	.
		2002	94	64.9	58.6	No	60.6	69.2	Not Met
		2003	86	66.9	56.5	No	62.4	71.4	Not Met
MONTGOMERY KNOLLS ES	2	2000	80	.	46.7	No	.	.	.
		2001	92	.	43.4	No	.	.	.
		2002	90	48.0	39.4	No	43.6	52.5	Not Met
		2003	106	51.0	43.1	No	46.8	55.3	Not Met
NEW HAMPSHIRE ESTATES ES	2	2000	111	.	27.6	No	.	.	.
		2001	119	.	25.4	No	.	.	.
		2002	100	30.5	35.3	No	26.4	34.6	Met
		2003	116	34.5	46.5	No	30.6	38.4	Met
NORTH CHEVY CHASE ES	4 & 6	2000	171	.	77.7	Yes	.	.	.
		2001	152	.	76.3	Yes	.	.	.
		2002	146	78.0	73.9	Yes	74.6	81.4	Not Met
		2003	153	79.0	76.2	Yes	75.6	82.4	Met

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CTBS/CAT Performance of Elementary Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
OAK VIEW ES	4	2000	87	.	27.9	No	.	.	.
		2001	86	.	46.0	No	.	.	.
		2002	100	41.0	41.8	No	36.7	45.3	Met
		2003	103	44.0	39.0	No	39.8	48.2	Not Met
OAKLAND TERRACE ES	2 & 4	2000	226	.	55.7	No	.	.	.
		2001	234	.	50.9	No	.	.	.
		2002	210	56.3	59.9	No	53.4	59.1	Met
		2003	212	58.3	55.3	No	55.5	61.1	Not Met
OLNEY ES	2 & 4	2000	182	.	58.1	No	.	.	.
		2001	171	.	54.5	No	.	.	.
		2002	190	58.3	61.1	No	55.2	61.4	Met
		2003	198	60.3	62.7	No	57.3	63.4	Met
PAGE (WILLIAM TYLER) ES	2 & 4	2000	94	.	54.4	No	.	.	.
		2001	125	.	53.1	No	.	.	.
		2002	102	56.8	53.8	No	52.7	60.9	Met
		2003	124	58.8	50.3	No	54.9	62.7	Not Met
PINE CREST ES	4	2000	76	.	46.0	No	.	.	.
		2001	99	.	50.7	No	.	.	.
		2002	80	51.4	64.8	No	46.8	56.0	Met
		2003	131	54.4	73.6	Yes	50.4	58.3	Met
PINEY BRANCH ES	4	2000	198	.	47.6	No	.	.	.
		2001	164	.	47.4	No	.	.	.
		2002	208	50.5	47.9	No	47.5	53.5	Met
		2003	192	53.5	47.4	No	50.5	56.5	Not Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
POOLESVILLE ES	2 & 4	2000	80	.	54.1	No	.	.	.
		2001	157	.	63.2	No	.	.	.
		2002	155	60.7	65.0	No	57.0	64.3	Met
		2003	152	62.7	61.8	No	59.0	66.3	Met
POTOMAC ES	2 & 4	2000	199	.	74.8	Yes	.	.	.
		2001	229	.	79.0	Yes	.	.	.
		2002	230	77.9	82.6	Yes	75.1	80.7	Met
		2003	240	78.9	81.5	Yes	76.1	81.7	Met
RESNIK (JUDITH A.) ES	2 & 4	2000	212	.	47.4	No	.	.	.
		2001	187	.	48.7	No	.	.	.
		2002	229	51.0	51.9	No	48.2	53.9	Met
		2003	189	54.0	51.9	No	51.0	57.1	Met
RIDE (DR. SALLY K.) ES	2 & 4	2000	240	.	48.5	No	.	.	.
		2001	252	.	48.8	No	.	.	.
		2002	205	51.7	55.0	No	48.8	54.5	Met
		2003	200	54.7	54.9	No	51.8	57.6	Met
RITCHIE PARK ES	2 & 4	2000	100	.	67.2	No	.	.	.
		2001	104	.	58.5	No	.	.	.
		2002	109	64.8	71.3	Yes	60.8	68.9	Met
		2003	118	66.8	65.3	No	62.9	70.8	Met
ROCK CREEK FOREST ES	2 & 4	2000	170	.	60.1	No	.	.	.
		2001	165	.	71.2	Yes	.	.	.
		2002	164	67.7	65.5	No	64.4	70.9	Met
		2003	170	69.7	68.7	No	66.4	72.9	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
ROCK CREEK VALLEY ES	2 & 4	2000	93	.	45.6	No	.	.	.
		2001	122	.	60.8	No	.	.	.
		2002	94	56.2	52.8	No	51.9	60.4	Met
		2003	93	58.2	54.2	No	53.9	62.5	Met
ROCK VIEW ES	2 & 4	2000	144	.	50.3	No	.	.	.
		2001	126	.	41.7	No	.	.	.
		2002	148	49.0	45.5	No	45.5	52.5	Not Met
		2003	150	52.0	48.5	No	48.5	55.5	Not Met
ROCKWELL (LOIS P.) ES	2 & 4	2000	179	.	60.6	No	.	.	.
		2001	178	.	67.9	No	.	.	.
		2002	167	66.3	66.6	No	63.0	69.5	Met
		2003	138	68.3	72.1	Yes	64.8	71.7	Met
ROLLING TERRACE ES	2 & 4	2000	225	.	44.9	No	.	.	.
		2001	188	.	52.3	No	.	.	.
		2002	205	51.6	51.6	No	48.7	54.5	Met
		2003	221	54.6	51.0	No	51.7	57.5	Not Met
ROSEMARY HILLS ES	2	2000	175	.	62.0	No	.	.	.
		2001	191	.	65.0	No	.	.	.
		2002	167	65.5	75.1	Yes	62.3	68.7	Met
		2003	169	67.5	71.1	Yes	64.3	70.7	Met
ROSEMONT ES	2 & 4	2000	150	.	34.4	No	.	.	.
		2001	138	.	42.4	No	.	.	.
		2002	147	42.4	28.8	No	39.0	45.9	Not Met
		2003	135	45.4	46.1	No	41.9	49.0	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
SEQUOYAH ES	2 & 4	2000	195	.	64.0	No	.	.	.
		2001	214	.	61.8	No	.	.	.
		2002	184	64.9	64.4	No	61.9	67.9	Met
		2003	171	66.9	58.5	No	63.8	70.0	Not Met
SEVEN LOCKS ES	2 & 4	2000	99	.	79.6	Yes	.	.	.
		2001	88	.	76.5	Yes	.	.	.
		2002	83	79.1	88.4	Yes	74.6	83.6	Met
		2003	84	80.1	88.3	Yes	75.6	84.6	Met
SHERWOOD ES	2 & 4	2000	150	.	68.5	No	.	.	.
		2001	156	.	57.5	No	.	.	.
		2002	157	65.0	65.9	No	61.7	68.4	Met
		2003	151	67.0	65.9	No	63.6	70.4	Met
SLIGO CREEK ES	2 & 4	2000	138	.	50.6	No	.	.	.
		2001	191	.	50.1	No	.	.	.
		2002	194	53.3	49.0	No	50.2	56.5	Not Met
		2003	227	56.3	64.3	No	53.3	59.3	Met
SOMERSET ES	2 & 4	2000	123	.	81.2	Yes	.	.	.
		2001	145	.	76.3	Yes	.	.	.
		2002	148	79.8	79.2	Yes	76.2	83.3	Met
		2003	145	80.8	82.5	Yes	77.2	84.3	Met
SOUTH LAKE ES	2 & 4	2000	144	.	38.8	No	.	.	.
		2001	166	.	46.6	No	.	.	.
		2002	154	45.7	39.1	No	42.3	49.1	Not Met
		2003	179	48.7	48.3	No	45.5	51.9	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
STEDWICK ES	2 & 4	2000	185	.	56.5	No	.	.	.
		2001	182	.	48.7	No	.	.	.
		2002	195	55.6	55.6	No	52.6	58.7	Met
		2003	190	57.6	49.6	No	54.6	60.7	Not Met
STONE MILL ES	2 & 4	2000	251	.	77.0	Yes	.	.	.
		2001	245	.	77.7	Yes	.	.	.
		2002	261	78.3	80.3	Yes	75.7	80.9	Met
		2003	234	79.3	83.1	Yes	76.6	82.0	Met
STONEGATE ES	2 & 4	2000	157	.	70.2	Yes	.	.	.
		2001	166	.	76.9	Yes	.	.	.
		2002	153	74.6	72.1	Yes	71.2	77.9	Met
		2003	166	75.6	72.3	Yes	72.3	78.8	Met
STRATHMORE ES	4	2000	170	.	42.3	No	.	.	.
		2001	137	.	37.9	No	.	.	.
		2002	130	43.1	36.2	No	39.6	46.7	Not Met
		2003	139	46.1	50.8	No	42.6	49.6	Met
STRAWBERRY KNOLL ES	2 & 4	2000	163	.	51.7	No	.	.	.
		2001	160	.	47.5	No	.	.	.
		2002	163	52.6	53.4	No	49.3	55.9	Met
		2003	172	55.6	57.7	No	52.3	58.8	Met
SUMMIT HALL ES	2 & 4	2000	155	.	32.2	No	.	.	.
		2001	173	.	36.6	No	.	.	.
		2002	135	38.4	39.0	No	34.9	41.9	Met
		2003	167	42.4	47.3	No	39.1	45.6	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
TAKOMA PARK ES	2	2000	164	.	61.3	No	.	.	.
		2001	135	.	59.1	No	.	.	.
		2002	121	62.2	58.3	No	58.5	65.9	Not Met
		2003	102	64.2	49.8	No	60.3	68.2	Not Met
TRAVILAH ES	2 & 4	2000	184	.	81.1	Yes	.	.	.
		2001	196	.	80.2	Yes	.	.	.
		2002	187	81.7	76.5	Yes	78.6	84.7	Not Met
		2003	173	82.7	83.4	Yes	79.5	85.8	Met
TWINBROOK ES	2 & 4	2000	152	.	51.4	No	.	.	.
		2001	171	.	46.3	No	.	.	.
		2002	157	51.9	46.8	No	48.5	55.2	Not Met
		2003	171	54.9	62.5	No	51.6	58.1	Met
VIERS MILL ES	2 & 4	2000	197	.	38.0	No	.	.	.
		2001	200	.	44.4	No	.	.	.
		2002	182	44.2	55.0	No	41.1	47.2	Met
		2003	217	47.2	59.4	No	44.3	50.1	Met
WASHINGTON GROVE ES	2 & 4	2000	107	.	57.2	No	.	.	.
		2001	117	.	45.6	No	.	.	.
		2002	123	54.4	47.6	No	50.6	58.2	Not Met
		2003	116	57.4	43.2	No	53.5	61.3	Not Met
WATERS LANDING ES	2 & 4	2000	209	.	59.3	No	.	.	.
		2001	195	.	54.0	No	.	.	.
		2002	213	58.7	58.5	No	55.8	61.6	Met
		2003	186	60.7	61.8	No	57.6	63.7	Met

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SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
WATKINS MILL ES	2 & 4	2000	166	.	46.1	No	.	.	.
		2001	174	.	53.5	No	.	.	.
		2002	151	52.8	55.6	No	49.5	56.1	Met
		2003	176	55.8	63.8	No	52.6	59.0	Met
WAYSIDE ES	2 & 4	2000	199	.	81.7	Yes	.	.	.
		2001	202	.	80.7	Yes	.	.	.
		2002	232	82.2	83.0	Yes	79.4	85.0	Met
		2003	206	83.2	84.6	Yes	80.3	86.2	Met
WELLER ROAD ES	2 & 4	2000	186	.	50.3	No	.	.	.
		2001	202	.	49.7	No	.	.	.
		2002	189	53.0	44.9	No	49.9	56.0	Not Met
		2003	186	56.0	56.9	No	52.9	59.0	Met
WESTBROOK ES	2 & 4	2000	105	.	77.8	Yes	.	.	.
		2001	99	.	83.2	Yes	.	.	.
		2002	107	81.5	83.8	Yes	77.4	85.6	Met
		2003	91	82.5	88.1	Yes	78.2	86.8	Met
WESTOVER ES	2 & 4	2000	115	.	57.2	No	.	.	.
		2001	104	.	61.7	No	.	.	.
		2002	106	61.5	69.7	No	57.3	65.6	Met
		2003	92	63.5	59.6	No	59.2	67.7	Met
WHEATON WOODS ES	2 & 4	2000	176	.	40.3	No	.	.	.
		2001	189	.	42.9	No	.	.	.
		2002	185	44.6	40.3	No	41.5	47.7	Not Met
		2003	165	47.6	53.1	No	44.4	50.8	Met

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CTBS/CAT Performance of Elementary Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
WHETSTONE ES	2 & 4	2000	170	.	53.4	No	.	.	.
		2001	178	.	56.1	No	.	.	.
		2002	164	57.7	56.2	No	54.5	61.0	Met
		2003	209	59.7	53.6	No	56.8	62.7	Not Met
WOOD ACRES ES	2 & 4	2000	182	.	80.7	Yes	.	.	.
		2001	181	.	80.4	Yes	.	.	.
		2002	170	81.6	81.9	Yes	78.4	84.8	Met
		2003	197	82.6	83.8	Yes	79.6	85.6	Met
WOODFIELD ES	2 & 4	2000	164	.	67.4	No	.	.	.
		2001	159	.	77.6	Yes	.	.	.
		2002	158	73.5	73.1	Yes	70.2	76.8	Met
		2003	167	74.5	69.8	No	71.2	77.7	Not Met
WOODLIN ES	2 & 4	2000	167	.	59.9	No	.	.	.
		2001	163	.	64.3	No	.	.	.
		2002	164	64.1	59.1	No	60.8	67.4	Not Met
		2003	152	66.1	61.8	No	62.7	69.5	Not Met
WYNGATE ES	2 & 4	2000	194	.	80.4	Yes	.	.	.
		2001	147	.	80.6	Yes	.	.	.
		2002	198	81.5	83.5	Yes	78.4	84.6	Met
		2003	155	82.5	82.0	Yes	79.2	85.8	Met

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CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
ARGYLE MS	6	2000	184	.	40.4	No	.	.	.
		2001	199	.	39.7	No	.	.	.
		2002	217	43.0	39.3	No	40.1	46.0	Not Met
		2003	201	46.0	38.8	No	43.0	49.1	Not Met
BAKER (JOHN T.) MS	6	2000	227	.	59.8	No	.	.	.
		2001	263	.	49.6	No	.	.	.
		2002	232	57.7	63.6	No	54.9	60.5	Met
		2003	224	59.7	65.2	No	56.9	62.5	Met
BANNEKER (BENJAMIN) MS	6	2000	296	.	50.0	No	.	.	.
		2001	271	.	51.7	No	.	.	.
		2002	359	53.9	52.5	No	51.5	56.2	Met
		2003	336	56.9	44.8	No	54.5	59.2	Not Met
BRIGGS CHANEY MS	6	2000	237	.	52.5	No	.	.	.
		2001	252	.	46.1	No	.	.	.
		2002	246	52.3	57.8	No	49.6	55.0	Met
		2003	247	55.3	54.3	No	52.6	58.0	Met
CABIN JOHN MS	6	2000	301	.	79.0	Yes	.	.	.
		2001	271	.	77.2	Yes	.	.	.
		2002	326	79.1	81.2	Yes	76.7	81.5	Met
		2003	316	80.1	80.6	Yes	77.7	82.5	Met
CLEMENTE (ROBERTO W.) MS	6	2000	235	.	42.4	No	.	.	.
		2001	257	.	44.5	No	.	.	.
		2002	286	46.5	60.1	No	43.9	49.1	Met
		2003	277	49.5	41.7	No	46.9	52.1	Not Met

Notes: Number of test takers is calculated as the number of scores across the five subtests, divided by five, and rounded to the nearest whole number. Composite Index is the percentage of scores across the five subtests and grade levels that are at or above the 60th national percentile.

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CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
EASTERN MS	6	2000	163	.	35.1	No	.	.	.
		2001	273	.	56.3	No	.	.	.
		2002	283	48.7	54.4	No	46.0	51.3	Met
		2003	297	51.7	54.0	No	49.0	54.3	Met
FARQUHAR MS	6	2000	223	.	66.5	No	.	.	.
		2001	220	.	61.9	No	.	.	.
		2002	213	66.2	67.3	No	63.3	69.1	Met
		2003	225	68.2	60.0	No	65.3	71.0	Not Met
FOREST OAK MS	6	2000	259	.	52.8	No	.	.	.
		2001	302	.	47.8	No	.	.	.
		2002	332	53.3	52.0	No	50.9	55.7	Met
		2003	316	56.3	43.9	No	53.8	58.7	Not Met
FROST MS	6	2000	314	.	85.0	Yes	.	.	.
		2001	348	.	84.9	Yes	.	.	.
		2002	349	86.0	83.7	Yes	83.7	88.3	Met
		2003	385	86.5	86.0	Yes	84.2	88.7	Met
GAITHERSBURG MS	6	2000	212	.	52.2	No	.	.	.
		2001	211	.	55.0	No	.	.	.
		2002	246	56.6	55.1	No	53.8	59.4	Met
		2003	240	58.6	52.8	No	55.8	61.4	Not Met
HOOVER MS	6	2000	318	.	79.5	Yes	.	.	.
		2001	364	.	77.5	Yes	.	.	.
		2002	308	79.5	82.2	Yes	77.1	81.9	Met
		2003	353	80.5	82.3	Yes	78.2	82.8	Met

Appendix C

CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
KEY (FRANCIS S.) MS	6	2000	311	.	45.8	No	.	.	.
		2001	311	.	36.7	No	.	.	.
		2002	298	44.2	47.6	No	41.8	46.7	Met
		2003	298	47.2	46.2	No	44.8	49.7	Met
KING (MARTIN L.) MS	6	2000	283	.	58.5	No	.	.	.
		2001	320	.	50.9	No	.	.	.
		2002	320	57.7	52.3	No	55.3	60.1	Not Met
		2003	331	59.7	49.2	No	57.3	62.1	Not Met
KINGSVIEW MS	6	2000	383	.	57.9	No	.	.	.
		2001	383	.	61.5	No	.	.	.
		2002	418	61.7	64.0	No	59.6	63.8	Met
		2003	392	63.7	65.1	No	61.5	65.9	Met
LEE (COL. E. BROOKE) MS	6	2000	289	.	60.7	No	.	.	.
		2001	203	.	39.4	No	.	.	.
		2002	224	53.0	43.9	No	50.2	55.8	Not Met
		2003	215	56.0	38.0	No	53.2	58.9	Not Met
MONTGOMERY VILLAGE MS	6	2000	230	.	44.8	No	.	.	.
		2001	212	.	39.5	No	.	.	.
		2002	225	45.2	37.0	No	42.3	48.0	Not Met
		2003	226	48.2	38.9	No	45.3	51.0	Not Met
NEELSVILLE MS	6	2000	271	.	41.8	No	.	.	.
		2001	277	.	51.9	No	.	.	.
		2002	254	49.8	52.3	No	47.2	52.5	Met
		2003	267	52.8	48.3	No	50.2	55.4	Not Met

Appendix C

CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
NEWPORT MILLS MS	6	2000	.	.	.	.	.	.	.
		2001	.	.	.	.	.	.	.
		2002	.	.	.	.	.	.	.
		2003	197	.	54.6	No	.	.	.
NORTH BETHESDA MS	6	2000	204	.	74.5	Yes	.	.	.
		2001	180	.	72.6	Yes	.	.	.
		2002	235	74.6	77.0	Yes	71.7	77.5	Met
		2003	222	75.6	77.2	Yes	72.6	78.5	Met
PARKLAND MS	6	2000	349	.	33.0	No	.	.	.
		2001	392	.	32.9	No	.	.	.
		2002	375	37.0	38.6	No	34.8	39.2	Met
		2003	390	41.0	29.9	No	38.8	43.2	Not Met
PARKS (ROSA) MS	6	2000	296	.	70.0	No	.	.	.
		2001	320	.	66.5	No	.	.	.
		2002	295	70.2	70.1	Yes	67.8	72.7	Met
		2003	326	71.2	69.2	No	68.9	73.6	Met
POOLE (JOHN) MS	6	2000	137	.	57.3	No	.	.	.
		2001	129	.	59.0	No	.	.	.
		2002	160	60.2	66.9	No	56.7	63.6	Met
		2003	130	62.2	68.3	No	58.4	65.9	Met
PYLE MS	6	2000	404	.	82.3	Yes	.	.	.
		2001	374	.	84.4	Yes	.	.	.
		2002	417	84.4	85.3	Yes	82.3	86.5	Met
		2003	381	85.4	85.4	Yes	83.2	87.6	Met

Appendix C

CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
REDLAND MS	6	2000	256	.	59.3	No	.	.	.
		2001	278	.	58.1	No	.	.	.
		2002	305	60.7	61.7	No	58.2	63.2	Met
		2003	293	62.7	60.8	No	60.1	65.2	Met
RIDGEVIEW MS	6	2000	299	.	56.7	No	.	.	.
		2001	297	.	62.5	No	.	.	.
		2002	329	61.6	65.3	No	59.1	64.1	Met
		2003	314	63.6	64.6	No	61.0	66.1	Met
ROCKY HILL MS	6	2000	253	.	59.1	No	.	.	.
		2001	217	.	54.8	No	.	.	.
		2002	237	59.0	63.5	No	56.2	61.7	Met
		2003	255	61.0	62.6	No	58.3	63.7	Met
SHADY GROVE MS	6	2000	256	.	56.8	No	.	.	.
		2001	231	.	46.2	No	.	.	.
		2002	251	54.5	55.8	No	51.8	57.2	Met
		2003	246	57.5	51.9	No	54.8	60.2	Not Met
SIL. SP. INTER. MD	6	2000	260	.	40.2	No	.	.	.
		2001	274	.	42.9	No	.	.	.
		2002	315	44.6	41.1	No	41.9	47.2	Not Met
		2003	269	47.6	43.7	No	44.8	50.3	Not Met
SLIGO MS	6	2000	388	.	41.2	No	.	.	.
		2001	375	.	40.9	No	.	.	.
		2002	381	44.0	44.2	No	41.9	46.2	Met
		2003	211	47.0	47.7	No	44.3	49.8	Met

Appendix C

CTBS/CAT Performance of Middle Schools Compared with System of Shared Accountability Standards and Targets, FY 2000 - FY 2003

SCHOOL - GRADES - YEAR			No. of Test Takers	CTBS/CAT Performance			Confidence Interval		Did School Meet Target?
				SSA Target	Composite Index	Did School Meet 70.0 Standard?	Low Band	High Band	
TAKOMA PARK MS	6	2000	290	.	60.9	No	.	.	.
		2001	298	.	66.4	No	.	.	.
		2002	315	65.6	67.8	No	63.2	68.0	Met
		2003	285	67.6	67.0	No	65.1	70.1	Met
TILDEN MS	6	2000	211	.	69.1	No	.	.	.
		2001	194	.	74.4	Yes	.	.	.
		2002	206	72.7	74.9	Yes	69.7	75.7	Met
		2003	222	73.7	74.8	Yes	70.8	76.6	Met
WEST (JULIUS) MS	6	2000	291	.	55.2	No	.	.	.
		2001	328	.	55.2	No	.	.	.
		2002	328	57.2	60.4	No	54.8	59.6	Met
		2003	341	59.2	55.3	No	56.9	61.5	Not Met
WESTLAND MS	6	2000	209	.	70.5	Yes	.	.	.
		2001	235	.	66.0	No	.	.	.
		2002	236	70.3	67.6	No	67.4	73.1	Met
		2003	218	71.3	69.8	No	68.4	74.1	Met
WHITE OAK MS	6	2000	254	.	52.3	No	.	.	.
		2001	271	.	44.4	No	.	.	.
		2002	306	51.4	54.6	No	48.9	53.9	Met
		2003	310	54.4	51.5	No	51.9	56.9	Not Met
WOOD (EARLE B.) MS	6	2000	288	.	55.9	No	.	.	.
		2001	310	.	55.3	No	.	.	.
		2002	329	57.6	55.7	No	55.2	60.0	Met
		2003	344	59.6	59.4	No	57.3	62.0	Met

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
ASHBURTON ES	2	2000	84	47.6%	84	47.6%	84	63.1%	84	60.7%	84	53.6%
		2001	70	71.4%	70	71.4%	70	77.1%	70	84.3%	69	73.9%
		2002	80	71.3%	80	65.0%	80	73.7%	80	77.5%	79	83.5%
	4	2003	83	65.1%	83	63.9%	83	77.1%	83	78.3%	83	77.1%
		2000	82	78.0%	82	74.4%	82	78.0%	80	72.5%	74	85.1%
		2001	73	67.1%	73	68.5%	73	67.1%	73	75.3%	68	73.5%
		2002	71	70.4%	71	67.6%	71	64.8%	71	69.0%	61	80.3%
BANNOCKBURN ES	2	2003	79	77.2%	79	75.9%	79	72.2%	79	74.7%	74	83.8%
		2000	82	87.8%	82	79.3%	82	80.5%	82	84.1%	82	81.7%
		2001	57	87.7%	57	75.4%	57	89.5%	57	87.7%	57	77.2%
	4	2002	62	85.5%	62	79.0%	62	85.5%	62	79.0%	62	67.7%
		2003	81	79.0%	81	76.5%	81	85.2%	81	74.1%	80	71.3%
		2000	59	89.8%	59	86.4%	59	81.4%	59	89.8%	52	82.7%
		2001	60	90.0%	60	78.3%	60	83.3%	60	78.3%	54	87.0%
BARNESLEY (LUCY V.) ES	2	2002	80	91.3%	80	85.0%	80	88.8%	80	91.3%	78	80.8%
		2003	55	89.1%	55	81.8%	55	85.5%	55	83.6%	52	90.4%
		2000	80	58.7%	81	46.9%	81	63.0%	80	60.0%	76	57.9%
	4	2001	71	56.3%	70	62.9%	70	68.6%	71	69.0%	70	61.4%
		2002	53	60.4%	53	54.7%	53	54.7%	53	56.6%	53	47.2%
		2003	72	63.9%	72	63.9%	72	73.6%	72	69.4%	69	72.5%
		2000	128	82.0%	128	78.9%	128	76.6%	128	80.5%	122	82.0%
BEALL ES	2	2001	125	76.8%	125	76.0%	125	76.8%	125	76.8%	118	71.2%
		2002	136	75.7%	136	68.4%	136	72.1%	136	73.5%	128	73.4%
		2003	130	80.0%	130	77.7%	130	77.7%	130	77.7%	122	78.7%
	4	2000	96	63.5%	96	51.0%	95	64.2%	96	71.9%	95	62.1%
		2001	95	53.7%	95	50.5%	95	56.8%	95	66.3%	94	46.8%
		2002	100	55.0%	100	45.0%	100	64.0%	100	69.0%	99	59.6%
		2003	107	62.6%	107	57.9%	103	68.9%	106	73.6%	101	69.3%
BEL PRE ES	2	2000	92	48.9%	92	45.7%	94	56.4%	92	46.7%	94	62.8%
		2001	91	52.7%	91	64.8%	91	58.2%	91	50.5%	90	58.9%
		2002	100	58.0%	100	58.0%	100	61.0%	100	53.0%	92	58.7%
	4	2003	101	72.3%	101	74.3%	101	71.3%	101	68.3%	96	74.0%
		2000	142	35.9%	142	38.0%	142	47.2%	142	66.2%	142	52.1%
		2001	129	51.9%	129	51.2%	129	46.5%	129	62.8%	129	43.4%
		2002	171	40.9%	171	33.3%	171	59.1%	171	52.6%	170	58.8%
BELLS MILL ES	2	2003	153	56.2%	153	52.9%	153	65.4%	153	65.4%	153	73.9%
		2000	61	63.9%	61	65.6%	61	68.9%	61	73.8%	61	73.8%
		2001	86	67.4%	86	69.8%	85	75.3%	85	81.2%	85	70.6%
	2002	76	71.1%	76	72.4%	76	72.4%	75	81.3%	75	73.3%	
2003	75	76.0%	75	68.0%	74	75.7%	73	82.2%	73	71.2%		

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
BELLS MILL ES	4	2000	67	77.6%	67	79.1%	67	80.6%	67	80.6%	67	82.1%
		2001	80	81.2%	80	76.2%	80	82.5%	79	83.5%	79	65.8%
		2002	59	71.2%	59	67.8%	59	76.3%	59	64.4%	58	81.0%
		2003	89	76.4%	90	72.2%	89	75.3%	88	78.4%	86	80.2%
BELMONT ES	2	2000	54	63.0%	54	50.0%	51	54.9%	51	66.7%	51	37.3%
		2001	88	60.2%	88	53.4%	88	64.8%	88	61.4%	86	53.5%
		2002	62	75.8%	62	54.8%	62	79.0%	62	77.4%	62	64.5%
		2003	79	68.4%	79	53.2%	79	70.9%	79	60.8%	79	72.2%
	4	2000	75	77.3%	75	73.3%	75	80.0%	75	76.0%	70	77.1%
		2001	93	83.9%	93	74.2%	93	82.8%	93	78.5%	91	81.3%
		2002	70	78.6%	70	77.1%	70	84.3%	70	85.7%	67	88.1%
		2003	93	67.7%	93	68.8%	93	73.1%	93	67.7%	86	73.3%
BETHESDA ES	2	2000	54	59.3%	54	59.3%	54	68.5%	54	46.3%	54	75.9%
		2001	56	73.2%	56	66.1%	55	72.7%	56	71.4%	55	80.0%
		2002	64	75.0%	64	70.3%	63	71.4%	64	71.9%	63	79.4%
		2003	61	88.5%	61	78.7%	61	83.6%	61	90.2%	61	93.4%
	4	2000	89	69.7%	89	70.8%	89	70.8%	89	68.5%	75	76.0%
		2001	62	79.0%	62	79.0%	62	74.2%	61	68.9%	57	52.6%
		2002	76	63.2%	76	61.8%	76	65.8%	76	63.2%	76	64.5%
		2003	69	75.4%	69	72.5%	69	78.3%	69	76.8%	65	81.5%
BEVERLY FARMS ES	2	2000	103	81.6%	103	70.9%	104	78.8%	103	82.5%	101	75.2%
		2001	91	69.2%	91	62.6%	92	67.4%	91	72.5%	81	69.1%
		2002	78	78.2%	78	61.5%	77	70.1%	78	80.8%	74	81.1%
		2003	89	78.7%	89	64.0%	89	78.7%	89	83.1%	86	76.7%
	4	2000	102	81.4%	102	74.5%	102	80.4%	102	78.4%	86	83.7%
		2001	106	77.4%	106	75.5%	105	82.9%	106	84.0%	98	83.7%
		2002	115	85.2%	115	84.3%	115	80.9%	115	81.7%	107	90.7%
		2003	101	81.2%	101	78.2%	101	74.3%	101	77.2%	93	80.6%
BRADLEY HILLS ES	2	2000	62	72.6%	62	61.3%	61	83.6%	62	66.1%	61	75.4%
		2001	89	86.5%	89	76.4%	89	87.6%	89	75.3%	89	77.5%
		2002	57	78.9%	57	66.7%	57	82.5%	57	78.9%	55	76.4%
		2003	72	90.3%	72	77.8%	72	90.3%	72	93.1%	72	75.0%
	4	2000	68	80.9%	68	69.1%	68	79.4%	68	73.5%	61	78.7%
		2001	65	84.6%	65	84.6%	65	73.8%	65	67.7%	56	69.6%
		2002	58	82.8%	58	75.9%	58	82.8%	58	75.9%	53	79.2%
		2003	86	77.9%	86	87.2%	86	83.7%	86	83.7%	80	81.2%
BROAD ACRES ES	2	2000	73	15.1%	73	16.4%	73	21.9%	30	26.7%	68	32.4%
		2001	82	15.9%	82	19.5%	83	16.9%	82	29.3%	83	16.9%
		2002	89	18.0%	89	28.1%	89	31.5%	89	36.0%	88	27.3%
		2003	95	33.7%	95	44.2%	95	40.0%	95	57.9%	95	33.7%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
BROAD ACRES ES	4	2000	82	25.6%	82	23.2%	81	24.7%	80	28.7%	73	47.9%
		2001	82	23.2%	82	25.6%	82	23.2%	81	32.1%	79	22.8%
		2002	70	38.6%	70	30.0%	70	34.3%	70	27.1%	70	51.4%
		2003	68	27.9%	68	29.4%	68	29.4%	68	26.5%	68	69.1%
BROOKE GROVE ES	2	2000	99	53.5%	99	55.6%	99	78.8%	98	70.4%	93	74.2%
		2001	89	64.0%	89	43.8%	89	73.0%	88	73.9%	85	58.8%
		2002	101	64.4%	101	53.5%	101	65.3%	101	75.2%	92	54.3%
		2003	101	52.5%	101	44.6%	101	59.4%	101	62.4%	91	73.6%
	4	2000	106	61.3%	106	54.7%	107	61.7%	105	59.0%	87	65.5%
		2001	114	57.9%	114	55.3%	115	53.9%	111	63.1%	98	69.4%
		2002	101	62.4%	101	58.4%	101	74.3%	101	74.3%	88	78.4%
		2003	87	64.4%	87	64.4%	87	73.6%	87	79.3%	80	78.8%
BROOKHAVEN ES	2	2000	67	38.8%	67	38.8%	65	40.0%	65	52.3%	65	29.2%
		2001	55	40.0%	55	32.7%	54	33.3%	54	50.0%	49	28.6%
		2002	58	39.7%	58	44.8%	55	52.7%	58	48.3%	57	43.9%
		2003	39	48.7%	39	38.5%	39	56.4%	39	56.4%	39	64.1%
	4	2000	53	47.2%	53	41.5%	53	30.2%	0	.	49	30.6%
		2001	61	52.5%	61	39.3%	59	39.0%	59	42.4%	52	34.6%
		2002	67	41.8%	67	41.8%	68	35.3%	68	57.4%	58	37.9%
		2003	51	47.1%	51	41.2%	51	31.4%	51	41.2%	42	40.5%
BROWN STATION ES	2	2000	58	50.0%	58	43.1%	59	50.8%	58	60.3%	59	50.8%
		2001	55	41.8%	55	45.5%	55	52.7%	55	49.1%	55	38.2%
		2002	41	43.9%	41	36.6%	41	63.4%	40	65.0%	41	61.0%
		2003	66	36.4%	66	40.9%	65	44.6%	66	42.4%	65	47.7%
	4	2000	59	47.5%	59	45.8%	59	52.5%	59	54.2%	57	50.9%
		2001	54	42.6%	54	38.9%	54	37.0%	54	50.0%	50	34.0%
		2002	64	37.5%	64	42.2%	64	48.4%	64	48.4%	59	47.5%
		2003	43	44.2%	43	46.5%	43	60.5%	43	62.8%	41	39.0%
BURNING TREE ES	2	2000	84	81.0%	84	71.4%	84	86.9%	82	84.1%	77	84.4%
		2001	83	75.9%	83	74.7%	83	85.5%	83	81.9%	79	81.0%
		2002	77	83.1%	77	72.7%	77	79.2%	77	74.0%	72	76.4%
		2003	88	81.8%	88	68.2%	88	83.0%	88	65.9%	82	80.5%
	4	2000	95	88.4%	95	85.3%	95	89.5%	94	91.5%	83	98.8%
		2001	78	92.3%	78	89.7%	78	93.6%	78	85.9%	74	94.6%
		2002	83	92.8%	83	84.3%	83	89.2%	83	91.6%	77	92.2%
		2003	91	82.4%	91	83.5%	91	86.8%	90	80.0%	86	93.0%
BURNT MILLS ES	2	2000	78	26.9%	78	30.8%	78	42.3%	78	39.7%	78	47.4%
		2001	93	26.9%	93	20.4%	93	38.7%	93	50.5%	93	31.2%
		2002	87	37.9%	87	28.7%	87	46.0%	87	52.9%	81	64.2%
		2003	99	35.4%	99	35.4%	99	48.5%	99	55.6%	96	49.0%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
BURNT MILLS ES	4	2000	108	49.1%	108	47.2%	107	43.9%	103	35.0%	94	38.3%
		2001	97	39.2%	97	39.2%	97	36.1%	97	44.3%	83	47.0%
		2002	88	38.6%	88	31.8%	89	33.7%	89	30.3%	76	44.7%
		2003	92	48.9%	92	48.9%	92	50.0%	92	53.3%	91	60.4%
BURTONSVILLE ES	2	2000	132	56.8%	132	52.3%	132	55.3%	132	65.2%	131	54.2%
		2001	110	54.5%	110	51.8%	111	54.1%	110	76.4%	110	57.3%
		2002	108	51.9%	108	40.7%	108	52.8%	82	57.3%	108	51.9%
		2003	132	47.0%	132	27.3%	131	38.9%	131	51.1%	131	44.3%
	4	2000	141	69.5%	141	66.0%	141	58.2%	141	57.4%	141	48.2%
		2001	130	62.3%	130	64.6%	130	60.0%	130	58.5%	130	66.9%
		2002	143	65.0%	143	56.6%	143	59.4%	143	65.7%	142	60.6%
		2003	126	51.6%	126	50.8%	126	47.6%	126	68.3%	125	68.0%
CANDLEWOOD ES	2	2000	64	70.3%	64	64.1%	64	68.8%	64	87.5%	63	68.3%
		2001	61	62.3%	61	50.8%	61	68.9%	61	75.4%	61	52.5%
		2002	70	64.3%	70	64.3%	70	68.6%	70	72.9%	70	65.7%
		2003	55	78.2%	55	65.5%	55	65.5%	55	70.9%	55	72.7%
	4	2000	86	69.8%	86	53.5%	86	65.1%	84	63.1%	74	71.6%
		2001	73	65.8%	73	63.0%	73	68.5%	73	71.2%	67	79.1%
		2002	59	76.3%	59	71.2%	58	63.8%	59	72.9%	54	74.1%
		2003	62	62.9%	62	69.4%	61	59.0%	62	58.1%	57	57.9%
CANNON ROAD ES	2	2000	65	46.2%	65	49.2%	64	48.4%	64	57.8%	59	39.0%
		2001	55	41.8%	55	40.0%	55	32.7%	55	60.0%	48	33.3%
		2002	71	52.1%	71	54.9%	71	49.3%	71	62.0%	65	58.5%
		2003	67	49.3%	67	31.3%	67	50.7%	67	55.2%	64	54.7%
	4	2000	78	52.6%	78	53.8%	77	48.1%	77	57.1%	71	62.0%
		2001	61	59.0%	61	50.8%	61	62.3%	61	77.0%	56	66.1%
		2002	64	42.2%	64	43.8%	64	46.9%	64	62.5%	61	63.9%
		2003	50	62.0%	50	58.0%	50	56.0%	50	64.0%	43	65.1%
CARDEROCK SPRINGS ES	2	2000	62	82.3%	62	77.4%	62	87.1%	62	77.4%	62	79.0%
		2001	51	86.3%	51	62.7%	51	72.5%	50	80.0%	50	58.0%
		2002	55	90.9%	55	87.3%	54	92.6%	55	90.9%	54	90.7%
		2003	54	87.0%	54	79.6%	54	100.0%	54	75.9%	54	92.6%
	4	2000	57	84.2%	57	84.2%	57	89.5%	57	87.7%	57	94.7%
		2001	54	88.9%	54	90.7%	54	88.9%	54	92.6%	54	85.2%
		2002	60	83.3%	60	88.3%	60	88.3%	60	90.0%	60	90.0%
		2003	50	84.0%	50	90.0%	50	90.0%	48	95.8%	49	100.0%
CARSON (RACHEL) ES	2	2000	109	49.5%	109	39.4%	109	61.5%	109	69.7%	103	57.3%
		2001	123	59.3%	123	53.7%	122	77.0%	123	72.4%	120	60.0%
		2002	113	60.2%	113	50.4%	113	58.4%	113	65.5%	113	52.2%
		2003	121	62.8%	121	57.9%	121	75.2%	121	61.2%	115	62.6%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
CARSON (RACHEL) ES	4	2000	118	66.1%	118	62.7%	121	62.8%	118	66.9%	106	70.8%
		2001	97	70.1%	97	69.1%	97	57.7%	97	66.0%	88	53.4%
		2002	119	56.3%	119	56.3%	119	59.7%	119	53.8%	107	65.4%
		2003	97	75.3%	97	76.3%	96	71.9%	96	69.8%	83	73.5%
CASHELL ES	2	2000	73	64.4%	73	58.9%	73	63.0%	73	76.7%	71	63.4%
		2001	49	69.4%	49	63.3%	48	79.2%	50	86.0%	50	66.0%
		2002	55	63.6%	55	72.7%	54	83.3%	55	90.9%	55	63.6%
		2003	66	80.3%	66	75.8%	66	83.3%	66	87.9%	65	72.3%
	4	2000	77	77.9%	77	76.6%	77	75.3%	77	74.0%	74	74.3%
		2001	81	72.8%	81	70.4%	79	75.9%	80	80.0%	73	79.5%
		2002	70	77.1%	70	78.6%	70	85.7%	70	80.0%	68	80.9%
		2003	58	79.3%	58	86.2%	57	84.2%	57	84.2%	56	96.4%
CEDAR GROVE ES	2	2000	95	57.9%	95	42.1%	95	66.3%	95	46.3%	95	51.6%
		2001	93	60.2%	93	45.2%	92	68.5%	93	76.3%	91	51.6%
		2002	92	50.0%	92	55.4%	92	65.2%	92	67.4%	90	51.1%
		2003	103	68.9%	103	59.2%	102	79.4%	103	66.0%	99	80.8%
	4	2000	77	67.5%	77	61.0%	76	65.8%	76	65.8%	72	69.4%
		2001	82	65.9%	82	53.7%	80	65.0%	81	55.6%	78	65.4%
		2002	113	60.2%	113	55.8%	113	61.1%	112	64.3%	107	64.5%
		2003	83	62.7%	83	72.3%	83	60.2%	83	67.5%	79	70.9%
CHEVY CHASE ES	4	2000	94	83.0%	94	77.7%	93	80.6%	92	73.9%	93	74.2%
		2001	79	81.0%	79	74.7%	79	77.2%	77	75.3%	74	82.4%
		2002	78	76.9%	78	79.5%	78	74.4%	76	82.9%	70	75.7%
		2003	87	74.7%	87	75.9%	87	72.4%	87	77.0%	81	79.0%
	6	2000	94	75.5%	94	76.6%	94	73.4%	94	75.5%	90	77.8%
		2001	87	64.4%	87	71.3%	87	70.1%	87	77.0%	78	66.7%
		2002	96	82.3%	96	78.1%	95	78.9%	96	78.1%	89	79.8%
		2003	81	77.8%	81	80.2%	81	77.8%	80	77.5%	71	69.0%
CLARKSBURG ES	2	2000	58	48.3%	58	34.5%	60	56.7%	59	55.9%	55	38.2%
		2001	59	57.6%	59	57.6%	58	55.2%	59	66.1%	53	64.2%
		2002	55	52.7%	55	58.2%	55	74.5%	55	70.9%	49	81.6%
		2003	52	38.5%	52	32.7%	52	57.7%	52	63.5%	49	51.0%
	4	2000	54	48.1%	54	46.3%	54	53.7%	53	47.2%	51	52.9%
		2001	55	70.9%	55	61.8%	55	72.7%	55	63.6%	51	54.9%
		2002	54	59.3%	54	55.6%	54	53.7%	54	63.0%	50	52.0%
		2003	61	75.4%	61	65.6%	61	60.7%	61	67.2%	50	46.0%
CLEARSPRING ES	2	2000	79	51.9%	79	49.4%	76	43.4%	79	59.5%	77	44.2%
		2001	69	34.8%	69	36.2%	69	31.9%	69	55.1%	67	23.9%
		2002	58	50.0%	58	53.4%	57	59.6%	58	65.5%	56	55.4%
		2003	69	52.2%	69	50.7%	68	64.7%	68	66.2%	65	75.4%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
CLEARSPRING ES	4	2000	77	62.3%	77	62.3%	76	60.5%	76	51.3%	63	57.1%
		2001	90	57.8%	90	47.8%	90	50.0%	90	50.0%	84	53.6%
		2002	88	58.0%	88	62.5%	87	58.6%	87	70.1%	75	56.0%
		2003	122	67.2%	122	68.9%	123	69.1%	122	73.8%	119	65.5%
CLOPPER MILL ES	2	2000	77	48.1%	77	32.5%	77	53.2%	77	46.8%	76	46.1%
		2001	91	17.6%	91	22.0%	91	24.2%	89	24.7%	89	31.5%
		2002	88	33.0%	88	31.8%	88	40.9%	88	42.0%	85	55.3%
		2003	71	38.0%	71	31.0%	71	39.4%	70	44.3%	70	47.1%
	4	2000	83	49.4%	83	39.8%	84	41.7%	83	45.8%	79	41.8%
		2001	78	43.6%	78	39.7%	77	41.6%	75	46.7%	75	30.7%
		2002	87	40.2%	87	46.0%	86	54.7%	87	46.0%	83	55.4%
		2003	85	30.6%	85	35.3%	84	34.5%	85	28.2%	82	43.9%
CLOVERLY ES	2	2000	82	81.7%	82	69.5%	81	86.4%	82	80.5%	80	78.7%
		2001	75	69.3%	75	76.0%	75	84.0%	75	82.7%	74	85.1%
		2002	68	70.6%	68	77.9%	68	83.8%	68	79.4%	68	82.4%
		2003	68	80.9%	68	67.6%	68	85.3%	68	88.2%	68	88.2%
	4	2000	84	69.0%	84	75.0%	84	83.3%	84	57.1%	79	81.0%
		2001	78	79.5%	78	69.2%	77	70.1%	78	69.2%	78	66.7%
		2002	76	77.6%	76	75.0%	76	76.3%	76	65.8%	74	77.0%
		2003	90	74.4%	90	72.2%	90	73.3%	90	60.0%	89	77.5%
COLD SPRING ES	2	2000	39	82.1%	39	76.9%	39	84.6%	39	74.4%	39	87.2%
		2001	55	89.1%	55	61.8%	55	87.3%	55	85.5%	55	92.7%
		2002	38	92.1%	38	92.1%	38	94.7%	38	97.4%	38	92.1%
		2003	54	81.5%	54	81.5%	54	94.4%	54	79.6%	54	90.7%
	4	2000	99	87.9%	99	83.8%	99	93.9%	99	88.9%	99	87.9%
		2001	95	89.5%	95	92.6%	95	93.7%	95	92.6%	94	90.4%
		2002	90	94.4%	90	93.3%	90	96.7%	90	93.3%	90	95.6%
		2003	103	95.1%	103	98.1%	103	93.2%	103	92.2%	103	87.4%
COLLEGE GARDENS ES	2	2000	81	51.9%	81	43.2%	81	55.6%	81	44.4%	81	45.7%
		2001	61	62.3%	61	60.7%	60	71.7%	61	62.3%	60	78.3%
		2002	79	57.0%	79	58.2%	80	80.0%	79	63.3%	78	96.2%
		2003	78	65.4%	78	57.7%	78	76.9%	78	67.9%	78	91.0%
	4	2000	80	78.8%	80	70.0%	79	73.4%	79	73.4%	77	67.5%
		2001	82	59.8%	82	58.5%	82	59.8%	82	63.4%	81	71.6%
		2002	84	71.4%	84	67.9%	84	72.6%	84	57.1%	81	80.2%
		2003	54	70.4%	54	70.4%	54	72.2%	54	61.1%	51	84.3%
CRESTHAVEN ES	2	2000	96	46.9%	96	41.7%	97	43.3%	96	64.6%	92	47.8%
		2001	98	36.7%	98	35.7%	98	42.9%	98	53.1%	92	40.2%
		2002	80	45.0%	80	46.3%	80	48.8%	80	62.5%	77	59.7%
		2003	94	36.2%	94	37.2%	94	45.7%	94	54.3%	91	54.9%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
CRESTHAVEN ES	4	2000	96	50.0%	96	44.8%	96	47.9%	95	57.9%	87	49.4%
		2001	115	50.4%	115	48.7%	115	47.8%	115	58.3%	109	50.5%
		2002	97	46.4%	97	50.5%	97	42.3%	97	45.4%	87	51.7%
		2003	95	32.6%	95	34.7%	94	28.7%	95	32.6%	81	32.1%
DALY (CAPT. JAMES E.) ES	2	2000	105	29.5%	105	28.6%	108	49.1%	106	51.9%	108	36.1%
		2001	106	37.7%	106	39.6%	104	47.1%	106	58.5%	105	41.0%
		2002	98	27.6%	98	31.6%	96	29.2%	84	46.4%	89	30.3%
		2003	89	37.1%	89	36.0%	89	56.2%	86	44.2%	86	60.5%
	4	2000	102	52.0%	102	53.9%	103	48.5%	102	48.0%	95	50.5%
		2001	106	49.1%	106	51.9%	106	42.5%	105	48.6%	98	50.0%
		2002	106	42.5%	106	46.2%	106	46.2%	104	47.1%	97	43.3%
		2003	97	54.6%	97	52.6%	97	42.3%	97	59.8%	91	46.2%
DAMASCUS ES	2	2000	54	55.6%	54	48.1%	54	63.0%	54	55.6%	54	51.9%
		2001	47	66.0%	47	66.0%	47	68.1%	47	70.2%	45	44.4%
		2002	63	49.2%	63	39.7%	63	46.0%	63	68.3%	61	54.1%
		2003	66	54.5%	66	47.0%	66	59.1%	66	42.4%	66	59.1%
	4	2000	62	58.1%	62	58.1%	62	58.1%	62	56.5%	54	55.6%
		2001	49	73.5%	49	59.2%	49	53.1%	49	55.1%	46	52.2%
		2002	57	71.9%	57	68.4%	57	66.7%	57	70.2%	54	70.4%
		2003	48	75.0%	48	75.0%	48	68.8%	46	63.0%	42	81.0%
DARNESTOWN ES	2	2000	61	75.4%	61	62.3%	61	77.0%	61	86.9%	57	54.4%
		2001	64	82.8%	64	53.1%	64	78.1%	64	82.8%	63	68.3%
		2002	64	90.6%	64	79.7%	64	95.3%	63	87.3%	63	87.3%
		2003	76	75.0%	76	67.1%	76	86.8%	76	81.6%	75	68.0%
	4	2000	61	90.2%	61	85.2%	61	82.0%	61	83.6%	54	87.0%
		2001	58	93.1%	58	93.1%	58	82.8%	58	87.9%	56	80.4%
		2002	59	78.0%	59	86.4%	59	96.6%	59	89.8%	56	92.9%
		2003	68	79.4%	68	82.4%	68	82.4%	68	79.4%	61	83.6%
DIAMOND ES	2	2000	78	61.5%	78	52.6%	79	69.6%	78	73.1%	79	63.3%
		2001	82	50.0%	82	39.0%	82	56.1%	82	75.6%	80	62.5%
		2002	59	67.8%	59	54.2%	59	79.7%	59	74.6%	58	77.6%
		2003	64	64.1%	64	59.4%	62	74.2%	62	72.6%	61	77.0%
	4	2000	71	63.4%	71	67.6%	72	73.6%	71	70.4%	71	66.2%
		2001	65	69.2%	65	66.2%	65	67.7%	65	76.9%	60	78.3%
		2002	75	61.3%	75	64.0%	75	66.7%	75	73.3%	63	71.4%
		2003	76	68.4%	76	67.1%	76	75.0%	76	65.8%	63	73.0%
DREW (DR. CHARLES R.) ES	2	2000	63	36.5%	63	34.9%	63	58.7%	63	50.8%	63	57.1%
		2001	58	37.9%	58	44.8%	58	58.6%	58	53.4%	56	73.2%
		2002	52	38.5%	52	36.5%	52	51.9%	52	59.6%	46	71.7%
		2003	53	47.2%	53	32.1%	53	47.2%	53	45.3%	49	67.3%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
DREW (DR. CHARLES R.) ES	4	2000	119	67.2%	119	68.9%	119	68.9%	119	71.4%	110	70.0%
		2001	101	72.3%	101	71.3%	101	72.3%	101	78.2%	99	79.8%
		2002	127	67.7%	127	72.4%	126	70.6%	127	71.7%	119	79.0%
		2003	95	77.9%	95	78.9%	95	80.0%	95	77.9%	88	88.6%
DUFIEF ES	2	2000	71	87.3%	71	80.3%	70	92.9%	70	85.7%	70	87.1%
		2001	59	78.0%	59	62.7%	59	89.8%	59	81.4%	59	78.0%
		2002	71	74.6%	71	64.8%	71	81.7%	71	78.9%	69	84.1%
		2003	80	87.5%	80	72.5%	80	86.2%	80	78.8%	76	93.4%
	4	2000	65	83.1%	65	90.8%	65	84.6%	65	86.2%	65	84.6%
		2001	73	89.0%	73	87.7%	73	91.8%	73	89.0%	72	79.2%
		2002	77	81.8%	77	80.5%	77	81.8%	77	89.6%	73	90.4%
		2003	75	80.0%	75	80.0%	76	80.3%	76	88.2%	71	84.5%
EAST SILVER SPRING ES	2	2000	107	38.3%	107	32.7%	107	43.0%	107	49.5%	102	41.2%
		2001	92	30.4%	93	30.1%	93	32.3%	93	44.1%	88	31.8%
		2002	78	43.6%	78	46.2%	78	43.6%	78	53.8%	75	40.0%
		2003	86	37.2%	86	29.1%	86	48.8%	86	48.8%	85	61.2%
FAIRLAND ES	2	2000	87	52.9%	87	42.5%	86	53.5%	86	79.1%	86	66.3%
		2001	82	31.7%	82	26.8%	82	34.1%	83	65.1%	82	48.8%
		2002	83	48.2%	83	43.4%	82	51.2%	83	67.5%	83	56.6%
		2003	73	38.4%	74	32.4%	74	54.1%	74	51.4%	73	65.8%
	4	2000	101	55.4%	101	48.5%	100	58.0%	100	49.0%	95	67.4%
		2001	101	60.4%	101	47.5%	101	51.5%	101	41.6%	99	58.6%
		2002	79	45.6%	79	41.8%	79	44.3%	79	46.8%	73	53.4%
		2003	79	38.0%	79	32.9%	79	43.0%	79	49.4%	77	48.1%
FALLSMEAD ES	2	2000	85	68.2%	85	57.6%	85	75.3%	85	74.1%	84	73.8%
		2001	87	73.6%	87	70.1%	87	74.7%	87	77.0%	86	74.4%
		2002	92	73.9%	92	66.3%	91	76.9%	91	73.6%	91	78.0%
		2003	99	76.8%	99	74.7%	96	82.3%	99	80.8%	99	75.8%
	4	2000	74	79.7%	74	78.4%	73	69.9%	74	77.0%	68	72.1%
		2001	79	87.3%	79	89.9%	78	83.3%	78	89.7%	75	74.7%
		2002	84	76.2%	84	67.9%	84	72.6%	84	81.0%	81	70.4%
		2003	82	78.0%	82	84.1%	82	79.3%	82	73.2%	77	71.4%
FARMLAND ES	2	2000	78	85.9%	78	83.3%	77	92.2%	78	92.3%	77	87.0%
		2001	92	75.0%	92	76.1%	92	84.8%	92	90.2%	91	93.4%
		2002	93	84.9%	93	79.6%	91	94.5%	92	92.4%	92	91.3%
		2003	86	80.2%	86	81.4%	86	86.0%	86	91.9%	86	87.2%
	4	2000	69	76.8%	69	75.4%	69	84.1%	69	73.9%	68	76.5%
		2001	60	81.7%	60	83.3%	60	85.0%	59	74.6%	57	73.7%
		2002	83	86.7%	83	90.4%	83	90.4%	83	92.8%	83	91.6%
		2003	89	85.4%	89	80.9%	89	85.4%	89	92.1%	88	80.7%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
FIELDS ROAD ES	2	2000	97	55.7%	97	56.7%	97	72.2%	97	69.1%	93	69.9%
		2001	77	55.8%	77	55.8%	77	67.5%	77	75.3%	76	61.8%
		2002	92	58.7%	92	59.8%	92	66.3%	92	76.1%	90	64.4%
		2003	83	67.5%	83	55.4%	83	68.7%	83	62.7%	83	69.9%
	4	2000	63	63.5%	63	60.3%	63	61.9%	63	71.4%	58	70.7%
		2001	62	77.4%	62	62.9%	62	59.7%	62	59.7%	62	67.7%
		2002	95	57.9%	95	56.8%	95	64.2%	94	59.6%	88	68.2%
	2003	79	68.4%	79	63.3%	79	59.5%	78	59.0%	76	64.5%	
FLOWER HILL ES	2	2000	98	37.8%	98	39.8%	97	38.1%	98	60.2%	94	34.0%
		2001	75	52.0%	75	46.7%	75	45.3%	54	68.5%	75	41.3%
		2002	91	37.4%	91	41.8%	91	35.2%	91	70.3%	90	26.7%
		2003	85	47.1%	85	48.2%	85	50.6%	85	64.7%	83	68.7%
	4	2000	104	50.0%	104	48.1%	105	46.7%	105	48.6%	101	49.5%
		2001	89	43.8%	89	39.3%	89	44.9%	89	38.2%	65	38.5%
		2002	91	40.7%	91	41.8%	91	47.3%	91	50.5%	83	55.4%
	2003	70	44.3%	70	41.4%	70	42.9%	69	42.0%	66	39.4%	
FLOWER VALLEY ES	2	2000	84	65.5%	84	64.3%	84	72.6%	84	73.8%	84	73.8%
		2001	69	68.1%	69	62.3%	69	72.5%	67	68.7%	67	58.2%
		2002	71	70.4%	71	67.6%	71	64.8%	68	79.4%	66	66.7%
		2003	79	81.0%	79	78.5%	79	84.8%	80	83.7%	80	90.0%
	4	2000	64	67.2%	64	71.9%	65	66.2%	64	71.9%	61	67.2%
		2001	82	62.2%	82	63.4%	82	61.0%	79	74.7%	78	65.4%
		2002	78	74.4%	78	69.2%	78	70.5%	78	76.9%	72	68.1%
	2003	63	77.8%	63	71.4%	63	79.4%	63	82.5%	61	72.1%	
FOREST KNOLLS ES	2	2000	86	52.3%	86	54.7%	86	62.8%	86	72.1%	82	63.4%
		2001	97	63.9%	97	56.7%	96	65.6%	97	72.2%	95	69.5%
		2002	105	60.0%	105	61.9%	104	67.3%	105	77.1%	103	73.8%
		2003	89	58.4%	89	50.6%	89	60.7%	88	69.3%	88	75.0%
	4	2000	106	67.9%	106	62.3%	107	66.4%	105	68.6%	100	69.0%
		2001	89	65.2%	89	69.7%	88	59.1%	88	63.6%	86	62.8%
		2002	92	62.0%	92	52.2%	91	54.9%	92	71.7%	87	66.7%
	2003	88	67.0%	88	60.2%	87	73.6%	88	59.1%	85	69.4%	
FOX CHAPEL ES	2	2000	69	36.2%	69	26.1%	69	43.5%	69	50.7%	66	37.9%
		2001	77	37.7%	77	35.1%	77	42.9%	77	58.4%	73	37.0%
		2002	69	40.6%	69	37.7%	69	44.9%	69	49.3%	67	38.8%
		2003	83	50.6%	83	43.4%	82	53.7%	83	66.3%	80	48.7%
	4	2000	118	75.4%	118	70.3%	119	67.2%	117	61.5%	108	64.8%
		2001	115	70.4%	115	72.2%	115	67.8%	115	68.7%	103	67.0%
		2002	124	64.5%	124	65.3%	124	69.4%	124	67.7%	117	70.1%
	2003	125	60.0%	125	60.0%	125	64.0%	125	63.2%	106	68.9%	

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
GAITHERSBURG ES	2	2000	79	32.9%	79	39.2%	79	53.2%	79	68.4%	73	45.2%
		2001	86	32.6%	86	26.7%	86	37.2%	86	51.2%	86	59.3%
		2002	86	32.6%	86	43.0%	82	36.6%	86	55.8%	86	47.7%
		2003	79	35.4%	79	36.7%	79	46.8%	79	53.2%	78	62.8%
	4	2000	97	37.1%	97	36.1%	97	36.1%	97	33.0%	93	46.2%
		2001	84	41.7%	84	40.5%	84	36.9%	84	39.3%	79	41.8%
		2002	78	35.9%	78	30.8%	78	35.9%	78	44.9%	72	50.0%
		2003	74	43.2%	74	47.3%	74	58.1%	74	52.7%	73	57.5%
GALWAY ES	2	2000	126	44.4%	126	48.4%	126	65.9%	126	74.6%	126	56.3%
		2001	108	53.7%	108	56.5%	108	73.1%	108	76.9%	108	74.1%
		2002	109	54.1%	109	56.9%	109	61.5%	109	73.4%	106	54.7%
		2003	120	37.5%	120	40.0%	120	46.7%	120	59.2%	120	59.2%
	4	2000	112	58.9%	111	49.5%	113	40.7%	110	43.6%	105	55.2%
		2001	115	53.0%	115	50.4%	115	41.7%	109	48.6%	107	44.9%
		2002	134	56.0%	134	49.3%	134	49.3%	134	54.5%	125	38.4%
		2003	112	54.5%	112	48.2%	111	59.5%	111	65.8%	109	56.0%
GARRETT PARK ES	2	2000	57	66.7%	57	75.4%	58	63.8%	57	75.4%	58	55.2%
		2001	73	71.2%	73	64.4%	72	79.2%	72	73.6%	72	61.1%
		2002	95	81.1%	95	76.8%	95	82.1%	95	85.3%	95	73.7%
		2003	78	85.9%	78	74.4%	78	83.3%	78	88.5%	78	91.0%
	4	2000	85	70.6%	85	72.9%	85	80.0%	84	78.6%	82	70.7%
		2001	74	90.5%	74	86.5%	74	86.5%	74	86.5%	74	81.1%
		2002	77	67.5%	77	67.5%	77	67.5%	77	57.1%	76	78.9%
		2003	62	67.7%	62	71.0%	62	71.0%	62	64.5%	62	72.6%
GEORGIAN FOREST ES	2	2000	73	38.4%	73	42.5%	73	41.1%	73	45.2%	72	37.5%
		2001	68	45.6%	68	42.6%	68	58.8%	68	75.0%	66	69.7%
		2002	80	31.3%	80	31.2%	80	46.3%	80	42.5%	79	50.6%
		2003	59	44.1%	59	40.7%	59	47.5%	64	56.3%	64	51.6%
	4	2000	54	57.4%	54	50.0%	54	55.6%	54	53.7%	47	51.1%
		2001	64	65.6%	64	53.1%	64	42.2%	63	42.9%	51	54.9%
		2002	68	64.7%	68	64.7%	68	55.9%	68	44.1%	60	66.7%
		2003	76	60.5%	76	48.7%	76	56.6%	76	47.4%	75	61.3%
GERMANTOWN ES	2	2000	67	52.2%	67	40.3%	67	52.2%	67	53.7%	67	43.3%
		2001	61	42.6%	61	29.5%	61	50.8%	61	62.3%	61	42.6%
		2002	78	48.7%	78	48.7%	78	52.6%	75	54.7%	78	44.9%
		2003	75	48.0%	75	48.0%	74	54.1%	75	60.0%	75	69.3%
	4	2000	76	48.7%	76	50.0%	76	50.0%	76	61.8%	74	45.9%
		2001	84	50.0%	84	50.0%	83	39.8%	84	46.4%	83	27.7%
		2002	72	50.0%	72	48.6%	72	48.6%	72	43.1%	69	42.0%
		2003	67	47.8%	67	52.2%	67	46.3%	67	46.3%	63	33.3%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
GLEN HAVEN ES	2	2000	72	26.4%	72	33.3%	72	31.9%	71	53.5%	70	24.3%
		2001	77	16.9%	77	19.5%	76	23.7%	77	40.3%	77	14.3%
		2002	78	26.9%	78	32.1%	78	46.2%	79	53.2%	75	30.7%
		2003	86	27.9%	86	30.2%	85	30.6%	86	40.7%	83	34.9%
	4	2000	65	46.2%	65	49.2%	65	44.6%	63	33.3%	57	54.4%
		2001	68	29.4%	68	30.9%	68	33.8%	68	35.3%	65	44.6%
		2002	81	27.2%	81	30.9%	82	29.3%	82	45.1%	76	56.6%
GLENALLAN ES	2	2000	80	38.8%	80	51.2%	79	49.4%	80	60.0%	75	52.0%
		2001	75	37.3%	75	46.7%	74	52.7%	74	58.1%	65	50.8%
		2002	66	47.0%	66	51.5%	66	56.1%	65	64.6%	64	68.8%
		2003	69	56.5%	69	56.5%	69	59.4%	69	72.5%	69	78.3%
	4	2000	72	61.1%	72	62.5%	72	51.4%	72	43.1%	68	60.3%
		2001	78	46.2%	78	34.6%	78	37.2%	78	43.6%	65	56.9%
		2002	92	48.9%	92	44.6%	92	53.3%	92	52.2%	87	66.7%
GOSHEN ES	2	2000	112	53.6%	112	47.3%	112	58.9%	112	73.2%	110	46.4%
		2001	118	61.0%	118	50.8%	117	62.4%	118	83.9%	117	64.1%
		2002	125	57.6%	125	44.0%	124	66.9%	124	74.2%	122	59.0%
		2003	120	60.8%	120	51.7%	120	70.8%	120	69.2%	119	68.1%
	4	2000	148	79.1%	148	75.7%	148	78.4%	148	82.4%	143	67.1%
		2001	117	73.5%	117	62.4%	117	61.5%	117	75.2%	111	57.7%
		2002	104	64.4%	104	62.5%	104	56.7%	103	74.8%	101	54.5%
GREENCASTLE ES	2	2000	114	29.8%	114	34.2%	116	38.8%	114	40.4%	115	50.4%
		2001	102	28.4%	102	25.5%	102	40.2%	102	45.1%	102	46.1%
		2002	104	42.3%	104	39.4%	104	43.3%	104	51.0%	103	56.3%
		2003	82	36.6%	82	23.2%	82	34.1%	70	47.1%	81	49.4%
	4	2000	123	44.7%	123	40.7%	123	32.5%	123	38.2%	120	37.5%
		2001	105	46.7%	105	35.2%	104	30.8%	105	44.8%	93	39.8%
		2002	116	35.3%	116	36.2%	116	29.3%	115	33.0%	114	37.7%
GREENWOOD ES	2	2000	90	36.7%	90	30.0%	90	30.0%	90	37.8%	88	42.0%
		2001	116	67.2%	116	49.1%	115	49.6%	115	68.7%	113	44.2%
		2002	99	78.8%	99	68.7%	98	78.6%	99	85.9%	96	69.8%
		2003	112	77.7%	112	67.9%	112	76.8%	112	87.5%	112	73.2%
	4	2000	106	73.6%	106	75.5%	106	86.8%	106	86.8%	104	89.4%
		2001	83	75.9%	83	69.9%	83	62.7%	83	78.3%	82	68.3%
		2002	98	72.4%	98	69.4%	97	57.7%	98	77.6%	95	51.6%
4	2002	120	76.7%	120	73.3%	120	69.2%	120	80.8%	113	68.1%	
	2003	104	76.9%	104	70.2%	104	68.3%	104	82.7%	102	64.7%	

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
HARMONY HILLS ES	2	2000	65	35.4%	65	46.2%	65	43.1%	65	67.7%	64	53.1%
		2001	68	14.7%	68	20.6%	68	30.9%	68	36.8%	62	40.3%
		2002	76	35.5%	76	46.1%	76	38.2%	76	53.9%	70	42.9%
		2003	70	28.6%	70	27.1%	70	45.7%	70	60.0%	70	62.9%
	4	2000	53	26.4%	53	26.4%	53	32.1%	53	24.5%	50	46.0%
		2001	67	43.3%	67	44.8%	67	38.8%	67	41.8%	58	58.6%
		2002	68	41.2%	68	44.1%	68	39.7%	68	57.4%	63	46.0%
		2003	65	27.7%	65	38.5%	65	43.1%	65	49.2%	60	55.0%
HIGHLAND ES	2	2000	109	19.3%	109	27.5%	109	41.3%	109	49.5%	99	43.4%
		2001	97	24.7%	97	32.0%	97	26.8%	97	53.6%	95	32.6%
		2002	117	22.2%	117	23.9%	116	31.0%	117	35.9%	113	35.4%
		2003	98	33.7%	98	29.6%	98	41.8%	97	49.5%	97	66.0%
	4	2000	108	41.7%	108	37.0%	108	45.4%	108	43.5%	86	65.1%
		2001	92	33.7%	92	35.9%	92	44.6%	92	47.8%	86	59.3%
		2002	107	29.0%	107	25.2%	107	35.5%	107	44.9%	90	58.9%
		2003	106	42.5%	106	34.0%	106	35.8%	106	41.5%	96	46.9%
HIGHLAND VIEW ES	2	2000	87	50.6%	87	39.1%	88	52.3%	88	50.0%	82	51.2%
		2001	57	28.1%	57	19.3%	56	53.6%	57	33.3%	56	58.9%
		2002	57	38.6%	57	36.8%	56	50.0%	57	42.1%	55	60.0%
		2003	52	67.3%	52	63.5%	51	78.4%	52	69.2%	52	82.7%
	4	2000	69	49.3%	69	44.9%	68	55.9%	69	53.6%	63	44.4%
		2001	62	54.8%	62	53.2%	62	51.6%	61	63.9%	58	56.9%
		2002	84	47.6%	84	45.2%	84	44.0%	84	46.4%	78	56.4%
		2003	48	54.2%	48	41.7%	48	50.0%	48	39.6%	45	57.8%
JACKSON ROAD ES	2	2000	60	35.0%	60	40.0%	61	34.4%	60	41.7%	61	34.4%
		2001	68	45.6%	68	32.4%	68	52.9%	68	51.5%	66	40.9%
		2002	76	42.1%	76	38.2%	76	43.4%	76	63.2%	74	35.1%
		2003	72	33.3%	72	33.3%	72	37.5%	72	50.0%	71	59.2%
	4	2000	93	58.1%	93	40.9%	93	57.0%	93	58.1%	87	55.2%
		2001	75	53.3%	75	37.3%	75	38.7%	75	42.7%	72	41.7%
		2002	81	45.7%	81	44.4%	81	40.7%	82	51.2%	80	40.0%
		2003	81	51.9%	81	45.7%	81	48.1%	81	45.7%	78	48.7%
JONES LANE ES	2	2000	88	72.7%	88	65.9%	88	79.5%	88	81.8%	84	72.6%
		2001	74	71.6%	74	68.9%	74	82.4%	74	91.9%	70	74.3%
		2002	79	77.2%	79	75.9%	79	88.6%	79	87.3%	75	88.0%
		2003	92	63.0%	92	64.1%	92	65.2%	88	75.0%	87	81.6%
	4	2000	89	77.5%	89	76.4%	88	85.2%	89	73.0%	77	84.4%
		2001	92	78.3%	92	72.8%	90	74.4%	92	73.9%	83	67.5%
		2002	90	77.8%	90	73.3%	90	78.9%	90	82.2%	85	75.3%
		2003	82	61.0%	82	58.5%	82	63.4%	82	62.2%	74	73.0%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
KEMP MILL ES	2	2000	112	33.0%	112	40.2%	111	45.9%	112	57.1%	110	45.5%
		2001	106	32.1%	106	28.3%	106	44.3%	104	49.0%	104	41.3%
		2002	100	29.0%	100	22.0%	100	36.0%	100	43.0%	100	35.0%
		2003	102	27.5%	102	26.5%	101	40.6%	102	44.1%	102	56.9%
	4	2000	108	51.9%	108	48.1%	108	43.5%	108	40.7%	96	49.0%
		2001	105	44.8%	105	41.9%	104	41.3%	105	46.7%	98	49.0%
		2002	92	51.1%	92	48.9%	92	51.1%	92	58.7%	91	58.2%
		2003	106	42.5%	106	43.4%	106	50.0%	107	63.6%	106	61.3%
KENSINGTON PARKWOOD ES	2	2000	54	59.3%	54	57.4%	53	75.5%	54	66.7%	49	69.4%
		2001	52	73.1%	52	73.1%	52	71.2%	52	61.5%	49	57.1%
		2002	68	70.6%	68	66.2%	68	75.0%	68	75.0%	63	73.0%
		2003	69	72.5%	69	66.7%	68	80.9%	68	75.0%	68	75.0%
	4	2000	55	67.3%	55	72.7%	55	60.0%	55	65.5%	49	63.3%
		2001	58	74.1%	58	74.1%	58	67.2%	58	72.4%	51	82.4%
		2002	52	80.8%	52	76.9%	52	78.8%	52	73.1%	48	85.4%
		2003	52	78.8%	52	69.2%	52	73.1%	52	69.2%	41	80.5%
LAKE SENECA ES	2	2000	61	62.3%	61	55.7%	61	62.3%	61	50.8%	55	70.9%
		2001	54	59.3%	54	44.4%	54	63.0%	54	57.4%	51	70.6%
		2002	53	47.2%	53	37.7%	52	65.4%	53	60.4%	51	58.8%
		2003	71	49.3%	71	47.9%	70	48.6%	70	54.3%	70	60.0%
	4	2000	80	47.5%	80	45.0%	80	56.3%	80	62.5%	70	61.4%
		2001	59	59.3%	59	59.3%	60	51.7%	54	63.0%	54	63.0%
		2002	63	60.3%	63	57.1%	63	65.1%	62	80.6%	54	83.3%
		2003	59	66.1%	59	62.7%	59	54.2%	59	71.2%	59	64.4%
LAKEWOOD ES	2	2000	104	73.1%	103	78.6%	103	78.6%	103	88.3%	99	73.7%
		2001	94	73.4%	94	76.6%	94	83.0%	94	86.2%	90	74.4%
		2002	86	80.2%	86	76.7%	86	88.4%	86	87.2%	85	81.2%
		2003	92	66.3%	92	73.9%	92	85.9%	92	84.8%	88	87.5%
	4	2000	99	75.8%	99	80.8%	100	83.0%	100	75.0%	91	91.2%
		2001	96	81.3%	96	78.1%	96	82.3%	96	74.0%	91	81.3%
		2002	106	85.8%	106	83.0%	106	78.3%	105	85.7%	101	91.1%
		2003	90	86.7%	90	84.4%	90	85.6%	90	88.9%	87	90.8%
LAYTONSVILLE ES	2	2000	97	60.8%	97	64.9%	97	60.8%	97	60.8%	97	39.2%
		2001	89	68.5%	89	57.3%	89	65.2%	89	75.3%	89	47.2%
		2002	89	68.5%	89	59.6%	89	68.5%	89	84.3%	89	44.9%
		2003	96	65.6%	96	67.7%	96	83.3%	96	80.2%	95	82.1%
	4	2000	96	69.8%	96	66.7%	96	69.8%	96	66.7%	90	75.6%
		2001	85	65.9%	85	60.0%	85	62.4%	85	69.4%	81	70.4%
		2002	106	76.4%	106	74.5%	106	78.3%	106	78.3%	102	76.5%
		2003	98	73.5%	98	67.3%	98	75.5%	98	76.5%	96	69.8%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
LUXMANOR ES	2	2000	38	73.7%	38	68.4%	38	78.9%	38	73.7%	38	86.8%
		2001	39	82.1%	39	64.1%	39	87.2%	39	84.6%	39	84.6%
		2002	41	78.0%	41	68.3%	41	87.8%	41	82.9%	40	80.0%
	4	2003	48	70.8%	48	66.7%	48	81.2%	48	72.9%	48	72.9%
		2000	54	63.0%	54	64.8%	54	72.2%	54	66.7%	51	84.3%
		2001	45	88.9%	45	86.7%	45	84.4%	45	75.6%	42	78.6%
		2002	36	77.8%	36	66.7%	36	83.3%	36	75.0%	35	80.0%
2003	45	86.7%	45	82.2%	44	93.2%	45	91.1%	44	93.2%		
MARSHALL (THURGOOD) ES	2	2000	73	65.8%	73	50.7%	75	65.3%	73	69.9%	74	48.6%
		2001	87	55.2%	87	46.0%	87	52.9%	87	71.3%	87	46.0%
		2002	75	58.7%	75	50.7%	75	57.3%	75	65.3%	75	58.7%
		2003	90	68.9%	90	52.2%	90	68.9%	90	63.3%	90	68.9%
	4	2000	86	74.4%	86	66.3%	85	63.5%	86	57.0%	78	55.1%
		2001	86	75.6%	86	73.3%	87	80.5%	86	59.3%	80	73.8%
		2002	77	63.6%	77	67.5%	78	71.8%	77	71.4%	74	63.5%
2003	110	77.3%	110	69.1%	109	71.6%	110	70.9%	98	62.2%		
MARYVALE ES	2	2000	68	20.6%	68	23.5%	68	41.2%	68	39.7%	68	29.4%
		2001	90	31.1%	90	24.4%	88	44.3%	88	22.7%	88	45.5%
		2002	89	25.8%	89	27.0%	90	41.1%	89	33.7%	89	62.9%
		2003	88	39.8%	88	38.6%	88	62.5%	88	43.2%	88	77.3%
	4	2000	61	49.2%	61	50.8%	61	45.9%	0	.	59	47.5%
		2001	69	42.0%	69	39.1%	69	49.3%	69	30.4%	67	41.8%
		2002	67	44.8%	67	40.3%	67	47.8%	67	47.8%	64	51.6%
2003	87	41.4%	87	40.2%	87	44.8%	88	43.2%	87	59.8%		
MATSUNAGA (SPARK M.) ES	2	2002	111	59.5%	111	56.8%	111	73.0%	111	80.2%	111	71.2%
		2003	161	60.9%	161	61.5%	161	65.2%	159	78.6%	156	76.3%
	4	2002	97	71.1%	97	64.9%	96	64.6%	97	57.7%	90	75.6%
		2003	108	68.5%	108	71.3%	108	70.4%	108	75.0%	105	69.5%
MCAULIFFE (S. CHRISTA) ES	2	2000	122	42.6%	122	35.2%	122	49.2%	122	38.5%	122	41.0%
		2001	122	41.0%	122	41.0%	121	38.8%	120	56.7%	120	37.5%
		2002	114	40.4%	114	42.1%	113	59.3%	113	47.8%	111	64.0%
		2003	111	55.9%	111	55.0%	110	63.6%	108	49.1%	109	78.9%
	4	2000	110	64.5%	110	60.9%	109	54.1%	110	50.9%	105	54.3%
		2001	100	54.0%	100	50.0%	99	46.5%	99	51.5%	97	51.5%
		2002	125	44.0%	125	36.0%	125	45.6%	124	50.0%	116	50.9%
2003	108	51.9%	108	57.4%	108	55.6%	106	47.2%	95	65.3%		
MCNAIR (RONALD A.) ES	2	2000	151	52.3%	151	48.3%	152	63.2%	152	78.3%	152	60.5%
		2001	160	57.5%	160	57.5%	161	68.9%	161	80.1%	159	66.0%
		2002	96	52.1%	96	55.2%	96	75.0%	96	83.3%	95	72.6%
		2003	104	60.6%	105	56.2%	105	61.9%	105	70.5%	102	62.7%

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			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
MCNAIR (RONALD A.) ES	4	2000	142	68.3%	142	70.4%	142	64.8%	141	73.0%	138	59.4%
		2001	152	66.4%	152	64.5%	152	59.2%	151	76.2%	148	58.8%
		2002	91	64.8%	91	59.3%	91	65.9%	91	73.6%	86	65.1%
		2003	89	67.4%	89	65.2%	89	65.2%	89	66.3%	80	67.5%
MEADOW HALL ES	2	2000	56	41.1%	56	39.3%	56	39.3%	56	50.0%	54	27.8%
		2001	66	40.9%	66	42.4%	66	39.4%	66	51.5%	66	36.4%
		2002	63	27.0%	63	27.0%	63	41.3%	62	37.1%	62	37.1%
		2003	56	39.3%	56	35.7%	56	33.9%	55	38.2%	56	48.2%
	4	2000	72	41.7%	72	47.2%	72	47.2%	71	38.0%	65	43.1%
		2001	54	59.3%	54	57.4%	54	53.7%	54	61.1%	54	63.0%
		2002	61	29.5%	61	37.7%	59	44.1%	60	41.7%	54	57.4%
		2003	68	47.1%	68	39.7%	68	44.1%	68	47.1%	64	23.4%
MILL CREEK TOWNE ES	2	2000	62	43.5%	62	61.3%	62	53.2%	62	58.1%	56	48.2%
		2001	76	39.5%	76	34.2%	76	51.3%	74	54.1%	73	63.0%
		2002	50	50.0%	50	50.0%	50	68.0%	50	74.0%	48	81.3%
		2003	69	69.6%	69	60.9%	69	73.9%	69	75.4%	68	89.7%
	4	2000	74	68.9%	74	58.1%	75	69.3%	74	70.3%	72	79.2%
		2001	75	60.0%	75	52.0%	75	60.0%	75	57.3%	69	65.2%
		2002	69	52.2%	69	46.4%	69	55.1%	69	55.1%	65	53.8%
		2003	68	64.7%	68	61.8%	68	60.3%	68	75.0%	65	75.4%
MONOCACY ES	2	2000	47	66.0%	47	48.9%	47	70.2%	47	68.1%	44	63.6%
		2001	43	46.5%	43	34.9%	43	46.5%	43	60.5%	43	44.2%
		2002	50	54.0%	50	38.0%	50	62.0%	50	70.0%	50	52.0%
		2003	46	52.2%	46	43.5%	46	63.0%	46	52.2%	46	65.2%
	4	2000	49	77.6%	49	69.4%	49	87.8%	49	67.3%	47	80.9%
		2001	47	68.1%	47	70.2%	47	63.8%	47	68.1%	44	50.0%
		2002	45	68.9%	45	66.7%	45	62.2%	45	64.4%	41	48.8%
		2003	40	70.0%	40	65.0%	39	59.0%	40	65.0%	39	30.8%
MONTGOMERY KNOLLS ES	2	2000	80	46.3%	80	35.0%	79	49.4%	80	61.3%	79	41.8%
		2001	92	43.5%	92	39.1%	92	41.3%	92	60.9%	91	31.9%
		2002	90	31.1%	90	23.3%	89	42.7%	90	63.3%	90	36.7%
		2003	105	33.3%	105	28.6%	105	51.4%	107	47.7%	107	54.2%
NEW HAMPSHIRE ESTATES ES	2	2000	111	18.9%	111	23.4%	112	28.6%	111	39.6%	112	27.7%
		2001	119	16.0%	119	24.4%	119	28.6%	119	31.9%	119	26.1%
		2002	100	26.0%	100	27.0%	100	46.0%	99	33.3%	99	44.4%
		2003	116	37.1%	116	40.5%	115	48.7%	115	57.4%	116	49.1%
NORTH CHEVY CHASE ES	4	2000	81	85.2%	81	77.8%	81	76.5%	81	87.7%	79	74.7%
		2001	73	86.3%	73	79.5%	73	82.2%	73	82.2%	73	65.8%
		2002	81	77.8%	81	70.4%	81	69.1%	81	76.5%	80	66.3%
		2003	80	81.2%	80	77.5%	80	78.8%	79	77.2%	74	71.6%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
NORTH CHEVY CHASE ES	6	2000	91	78.0%	91	78.0%	91	73.6%	91	76.9%	86	69.8%
		2001	79	79.7%	79	73.4%	79	72.2%	78	75.6%	79	67.1%
		2002	66	75.8%	66	77.3%	66	75.8%	66	78.8%	64	73.4%
		2003	75	88.0%	75	78.7%	76	73.7%	75	77.3%	71	56.3%
OAK VIEW ES	4	2000	88	25.0%	88	28.4%	88	28.4%	86	29.1%	83	28.9%
		2001	87	41.4%	87	44.8%	87	47.1%	87	35.6%	82	62.2%
		2002	102	35.3%	102	41.2%	102	41.2%	102	35.3%	94	57.4%
		2003	104	37.5%	104	34.6%	104	39.4%	104	36.5%	100	47.0%
OAKLAND TERRACE ES	2	2000	108	46.3%	108	38.0%	109	53.2%	108	54.6%	109	44.0%
		2001	116	42.2%	116	30.2%	116	44.0%	115	53.9%	115	47.8%
		2002	112	50.0%	112	45.5%	112	60.7%	112	67.0%	111	59.5%
		2003	110	56.4%	110	50.0%	109	60.6%	109	61.5%	109	63.3%
	4	2000	120	62.5%	120	68.3%	119	67.2%	120	65.8%	111	52.3%
		2001	125	60.8%	125	54.4%	125	52.8%	124	64.5%	95	57.9%
		2002	99	63.6%	99	63.6%	99	58.6%	98	61.2%	94	72.3%
		2003	104	56.7%	104	51.0%	103	51.5%	104	53.8%	99	47.5%
OLNEY ES	2	2000	88	58.0%	88	39.8%	87	60.9%	88	56.8%	84	50.0%
		2001	84	46.4%	84	47.6%	84	59.5%	84	50.0%	84	50.0%
		2002	90	63.3%	90	50.0%	90	62.2%	90	61.1%	87	63.2%
		2003	99	60.6%	99	51.5%	97	70.1%	98	60.2%	98	64.3%
	4	2000	95	66.3%	95	66.3%	95	67.4%	95	57.9%	93	55.9%
		2001	90	62.2%	90	53.3%	87	60.9%	88	56.8%	82	57.3%
		2002	102	61.8%	102	62.7%	102	60.8%	102	68.6%	95	55.8%
		2003	100	64.0%	100	63.0%	101	67.3%	101	71.3%	99	54.5%
PAGE (WILLIAM TYLER) ES	2	2000	49	40.8%	49	34.7%	49	49.0%	49	61.2%	45	35.6%
		2001	69	40.6%	69	43.5%	69	52.2%	69	55.1%	67	64.2%
		2002	52	42.3%	52	42.3%	52	57.7%	52	50.0%	52	71.2%
		2003	52	46.2%	52	42.3%	52	53.8%	52	61.5%	52	61.5%
	4	2000	48	60.4%	48	47.9%	48	70.8%	48	77.1%	39	69.2%
		2001	58	50.0%	58	53.4%	58	43.1%	58	69.0%	48	64.6%
		2002	51	56.9%	51	52.9%	51	51.0%	51	49.0%	45	66.7%
		2003	73	54.8%	73	41.1%	73	52.1%	73	39.7%	68	54.4%
PINE CREST ES	4	2000	77	44.2%	77	37.7%	77	45.5%	77	51.9%	70	51.4%
		2001	99	57.6%	99	45.5%	99	42.4%	99	56.6%	97	51.5%
		2002	81	59.3%	81	64.2%	81	64.2%	81	64.2%	76	72.4%
		2003	132	74.2%	132	73.5%	132	73.5%	131	72.5%	128	74.2%
PINEY BRANCH ES	4	2000	200	53.5%	200	50.5%	200	50.0%	200	42.5%	188	41.0%
		2001	169	51.5%	169	48.5%	168	51.8%	154	40.9%	158	43.7%
		2002	209	49.3%	209	46.9%	208	48.1%	206	53.4%	206	41.7%
		2003	194	45.9%	194	44.3%	194	46.4%	194	50.0%	183	50.8%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
POOLESVILLE ES	2	2000	80	51.3%	80	46.3%	80	62.5%	80	61.3%	79	49.4%
		2001	75	52.0%	75	50.7%	75	65.3%	75	54.7%	75	36.0%
		2002	64	64.1%	64	57.8%	64	70.3%	64	78.1%	64	45.3%
		2003	77	53.2%	77	49.4%	76	65.8%	75	49.3%	77	62.3%
	4	2001	83	71.1%	83	66.3%	82	81.7%	83	69.9%	77	80.5%
		2002	92	67.4%	92	66.3%	92	65.2%	92	69.6%	89	62.9%
		2003	77	76.6%	77	62.3%	77	75.3%	76	64.5%	73	58.9%
POTOMAC ES	2	2000	102	67.6%	102	68.6%	102	80.4%	102	76.5%	101	69.3%
		2001	108	82.4%	108	70.4%	108	83.3%	107	87.9%	107	78.5%
		2002	116	79.3%	116	77.6%	116	86.2%	116	90.5%	117	76.1%
		2003	116	80.2%	116	77.6%	117	83.8%	116	83.6%	116	81.9%
	4	2000	99	80.8%	99	77.8%	99	77.8%	97	71.1%	94	78.7%
		2001	121	79.3%	121	74.4%	122	77.0%	122	80.3%	122	77.0%
		2002	115	80.0%	115	80.9%	115	86.1%	115	85.2%	111	83.8%
		2003	124	81.5%	124	83.1%	124	82.3%	124	83.1%	124	78.2%
RESNIK (JUDITH A.) ES	2	2000	116	37.9%	116	31.0%	117	48.7%	116	62.1%	114	47.4%
		2001	95	47.4%	95	37.9%	95	48.4%	95	74.7%	95	52.6%
		2002	100	46.0%	100	45.0%	100	59.0%	100	69.0%	99	62.6%
		2003	81	44.4%	81	43.2%	81	65.4%	81	69.1%	81	65.4%
	4	2000	98	54.1%	98	50.0%	98	51.0%	97	47.4%	92	45.7%
		2001	94	45.7%	94	46.8%	94	45.7%	94	39.4%	83	48.2%
		2002	131	45.8%	131	42.0%	131	50.4%	132	51.5%	123	52.8%
		2003	110	53.6%	110	45.5%	110	44.5%	110	49.1%	101	45.5%
RIDE (DR. SALLY K.) ES	2	2000	116	49.1%	116	47.4%	117	52.1%	117	63.2%	113	46.9%
		2001	128	39.1%	128	35.9%	129	40.3%	128	50.0%	128	34.4%
		2002	109	46.8%	109	45.9%	109	56.9%	109	62.4%	104	47.1%
		2003	110	43.6%	110	34.5%	110	55.5%	110	65.5%	109	65.1%
	4	2000	127	44.9%	127	44.1%	127	45.7%	125	49.6%	116	43.1%
		2001	125	63.2%	125	57.6%	125	52.0%	124	59.7%	118	57.6%
		2002	99	63.6%	99	56.6%	98	56.1%	99	65.7%	92	50.0%
		2003	92	60.9%	92	57.6%	92	48.9%	92	65.2%	81	54.3%
RITCHIE PARK ES	2	2000	57	56.1%	57	54.4%	59	74.6%	57	70.2%	59	67.8%
		2001	55	61.8%	56	50.0%	56	58.9%	56	60.7%	56	57.1%
		2002	50	64.0%	50	54.0%	50	64.0%	50	74.0%	50	64.0%
		2003	61	59.0%	61	49.2%	61	60.7%	61	57.4%	61	63.9%
	4	2000	43	74.4%	43	62.8%	42	73.8%	43	76.7%	40	65.0%
		2001	49	63.3%	49	57.1%	48	52.1%	49	61.2%	46	63.0%
		2002	59	76.3%	59	72.9%	59	79.7%	59	79.7%	58	79.3%
		2003	58	65.5%	58	70.7%	58	72.4%	58	77.6%	54	79.6%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
ROCK CREEK FOREST ES	2	2000	93	58.1%	93	58.1%	93	60.2%	93	66.7%	93	66.7%
		2001	83	65.1%	83	63.9%	83	75.9%	83	85.5%	83	77.1%
		2002	86	51.2%	86	52.3%	86	77.9%	86	65.1%	86	73.3%
		2003	86	59.3%	86	60.5%	86	75.6%	86	77.9%	86	73.3%
	4	2000	86	52.3%	86	53.5%	88	62.5%	63	54.0%	64	68.8%
		2001	82	69.5%	82	64.6%	82	68.3%	82	67.1%	81	75.3%
		2002	78	62.8%	78	64.1%	78	60.3%	78	71.8%	78	76.9%
	2003	84	61.9%	84	67.9%	83	71.1%	84	69.0%	84	70.2%	
ROCK CREEK VALLEY ES	2	2000	41	34.1%	41	39.0%	40	50.0%	40	42.5%	40	27.5%
		2001	57	38.6%	57	49.1%	56	50.0%	57	71.9%	53	45.3%
		2002	46	41.3%	46	54.3%	45	46.7%	46	67.4%	44	43.2%
		2003	43	39.5%	43	44.2%	43	41.9%	42	71.4%	41	58.5%
	4	2000	54	48.1%	54	44.4%	53	56.6%	53	49.1%	51	56.9%
		2001	67	70.1%	67	65.7%	67	70.1%	67	68.7%	64	70.3%
		2002	49	49.0%	49	51.0%	49	55.1%	49	51.0%	45	68.9%
	2003	52	57.7%	52	51.9%	53	54.7%	52	44.2%	46	78.3%	
ROCK VIEW ES	2	2000	75	37.3%	75	42.7%	75	42.7%	75	50.7%	74	43.2%
		2001	72	37.5%	72	37.5%	72	37.5%	72	48.6%	72	37.5%
		2002	84	29.8%	84	38.1%	84	40.5%	84	50.0%	80	46.3%
		2003	79	43.0%	79	38.0%	78	42.3%	79	65.8%	76	65.8%
	4	2000	69	59.4%	69	59.4%	69	60.9%	69	56.5%	68	52.9%
		2001	54	44.4%	54	46.3%	54	37.0%	54	59.3%	54	35.2%
		2002	65	50.8%	65	49.2%	65	52.3%	65	58.5%	65	46.2%
	2003	72	48.6%	72	51.4%	72	36.1%	72	58.3%	72	34.7%	
ROCKWELL (LOIS P.) ES	2	2000	83	53.0%	83	45.8%	82	65.9%	84	54.8%	69	43.5%
		2001	79	63.3%	79	48.1%	79	64.6%	79	63.3%	79	54.4%
		2002	82	69.5%	82	45.1%	82	69.5%	82	62.2%	82	56.1%
		2003	65	53.8%	65	58.5%	65	76.9%	51	72.5%	65	76.9%
	4	2000	99	71.7%	99	63.6%	99	68.7%	99	60.6%	98	69.4%
		2001	99	79.8%	99	77.8%	99	74.7%	99	73.7%	98	70.4%
		2002	85	75.3%	85	71.8%	85	75.3%	85	70.6%	85	69.4%
	2003	76	75.0%	76	77.6%	76	77.6%	76	68.4%	76	80.3%	
ROLLING TERRACE ES	2	2000	101	38.6%	101	46.5%	101	53.5%	101	45.5%	101	52.5%
		2001	107	32.7%	107	38.3%	107	47.7%	107	48.6%	107	56.1%
		2002	98	41.8%	98	37.8%	98	40.8%	98	55.1%	96	70.8%
		2003	122	43.4%	122	41.8%	122	51.6%	122	54.1%	121	69.4%
	4	2000	126	44.4%	126	42.1%	125	41.6%	125	36.8%	116	50.0%
		2001	82	54.9%	82	53.7%	82	63.4%	82	69.5%	77	71.4%
		2002	108	47.2%	108	49.1%	108	44.4%	109	56.9%	103	71.8%
	2003	99	44.4%	99	55.6%	99	35.4%	99	60.6%	98	52.0%	

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
ROSEMARY HILLS ES	2	2000	175	66.9%	175	57.7%	174	60.9%	175	65.7%	174	58.6%
		2001	193	68.4%	193	57.5%	194	69.6%	192	64.6%	181	64.6%
		2002	167	73.1%	167	62.9%	167	77.2%	167	82.6%	167	79.6%
		2003	169	71.6%	168	64.9%	169	71.6%	169	68.6%	169	78.7%
ROSEMONT ES	2	2000	84	17.9%	84	22.6%	83	21.7%	82	35.4%	82	19.5%
		2001	76	32.9%	76	40.8%	76	36.8%	75	41.3%	74	52.7%
		2002	76	30.3%	76	31.6%	76	23.7%	76	36.8%	75	25.3%
		2003	70	44.3%	70	44.3%	70	35.7%	58	55.2%	69	47.8%
	4	2000	70	42.9%	70	45.7%	68	48.5%	65	44.6%	61	60.7%
		2001	63	49.2%	63	47.6%	63	34.9%	63	46.0%	59	44.1%
		2002	73	28.8%	73	24.7%	73	24.7%	73	30.1%	65	32.3%
SEQUOYAH ES	2	2000	94	45.7%	94	55.3%	94	71.3%	94	72.3%	89	69.7%
		2001	98	41.8%	98	41.8%	98	61.2%	98	60.2%	96	70.8%
		2002	85	55.3%	85	64.7%	85	65.9%	85	70.6%	84	70.2%
		2003	77	40.3%	77	48.1%	76	53.9%	77	70.1%	74	58.1%
	4	2000	105	75.2%	105	62.9%	103	65.0%	104	59.6%	94	62.8%
		2001	118	66.1%	118	61.9%	118	68.6%	118	68.6%	110	71.8%
		2002	100	60.0%	100	57.0%	100	64.0%	100	67.0%	97	70.1%
SEVEN LOCKS ES	2	2000	50	72.0%	50	56.0%	50	86.0%	50	86.0%	50	80.0%
		2001	42	64.3%	42	59.5%	42	81.0%	42	73.8%	39	76.9%
		2002	40	82.5%	40	80.0%	40	90.0%	40	90.0%	40	85.0%
		2003	38	78.9%	38	86.8%	38	94.7%	38	89.5%	38	94.7%
	4	2000	50	78.0%	50	84.0%	49	89.8%	49	73.5%	47	91.5%
		2001	47	83.0%	47	76.6%	47	85.1%	47	78.7%	44	84.1%
		2002	43	86.0%	43	86.0%	43	93.0%	43	97.7%	41	92.7%
SHERWOOD ES	2	2000	74	54.1%	74	50.0%	75	72.0%	74	66.2%	75	62.7%
		2001	80	48.7%	80	41.3%	80	55.0%	80	75.0%	79	54.4%
		2002	86	66.3%	86	51.2%	86	72.1%	86	68.6%	86	64.0%
		2003	79	60.8%	79	46.8%	79	72.2%	79	55.7%	79	67.1%
	4	2000	76	67.1%	76	76.3%	77	84.4%	76	65.8%	73	86.3%
		2001	77	55.8%	77	53.2%	77	63.6%	77	66.2%	72	62.5%
		2002	71	63.4%	71	63.4%	71	71.8%	71	69.0%	70	71.4%
SLIGO CREEK ES	2	2000	47	51.1%	47	44.7%	54	57.4%	47	51.1%	54	59.3%
		2001	110	54.5%	110	46.4%	114	54.4%	110	50.9%	113	54.9%
		2002	109	51.4%	109	38.5%	113	54.9%	109	51.4%	112	53.6%
		2003	115	60.9%	115	46.1%	115	66.1%	115	53.9%	115	77.4%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
SLIGO CREEK ES	4	2000	88	45.5%	88	43.2%	88	54.5%	87	47.1%	88	55.7%
		2001	80	46.2%	80	46.2%	80	45.0%	80	38.8%	77	59.7%
		2002	85	44.7%	85	43.5%	85	45.9%	85	47.1%	80	57.5%
		2003	112	74.1%	112	66.1%	112	69.6%	112	60.7%	110	69.1%
SOMERSET ES	2	2000	74	83.8%	74	75.7%	73	80.8%	73	86.3%	73	68.5%
		2001	74	78.4%	74	67.6%	74	68.9%	74	75.7%	74	66.2%
		2002	66	89.4%	66	74.2%	66	74.2%	66	86.4%	66	74.2%
		2003	78	84.6%	78	76.9%	77	85.7%	77	81.8%	77	75.3%
	4	2000	50	88.0%	50	84.0%	50	84.0%	50	82.0%	49	83.7%
		2001	72	83.3%	72	83.3%	72	84.7%	72	83.3%	69	72.5%
		2002	83	75.9%	83	80.7%	82	75.6%	83	88.0%	78	73.1%
		2003	68	85.3%	68	86.8%	68	83.8%	68	94.1%	68	72.1%
SOUTH LAKE ES	2	2000	80	37.5%	80	35.0%	80	33.8%	80	55.0%	80	42.5%
		2001	79	41.8%	79	36.7%	79	39.2%	78	47.4%	77	45.5%
		2002	75	34.7%	75	24.0%	75	22.7%	75	50.7%	73	34.2%
		2003	94	43.6%	94	40.4%	94	52.1%	94	53.2%	92	62.0%
	4	2000	65	43.1%	65	32.3%	67	31.3%	65	30.8%	58	44.8%
		2001	89	55.1%	88	51.1%	88	40.9%	89	59.6%	82	46.3%
		2002	81	43.2%	81	38.3%	81	44.4%	81	53.1%	75	44.0%
		2003	87	44.8%	87	46.0%	87	46.0%	87	42.5%	78	52.6%
STEDWICK ES	2	2000	84	57.1%	84	58.3%	85	63.5%	84	71.4%	85	56.5%
		2001	84	60.7%	84	48.8%	84	61.9%	84	63.1%	84	39.3%
		2002	109	54.1%	109	49.5%	109	62.4%	109	76.1%	108	45.4%
		2003	95	45.3%	95	42.1%	95	51.6%	95	64.2%	94	72.3%
	4	2000	100	58.0%	100	52.0%	102	54.9%	101	44.6%	100	53.0%
		2001	98	51.0%	98	43.9%	98	41.8%	97	51.5%	97	28.9%
		2002	86	59.3%	86	51.2%	86	51.2%	86	64.0%	86	40.7%
		2003	95	53.7%	95	50.5%	95	42.1%	94	39.4%	95	34.7%
STONE MILL ES	2	2000	129	77.5%	129	72.1%	129	83.7%	129	82.2%	126	71.4%
		2001	116	87.1%	116	69.0%	115	90.4%	116	87.9%	115	84.3%
		2002	128	81.2%	128	75.0%	126	85.7%	127	93.7%	125	80.0%
		2003	112	75.0%	112	76.8%	112	83.9%	109	93.6%	112	83.0%
	4	2000	126	77.0%	126	76.2%	124	78.2%	122	77.0%	116	74.1%
		2001	133	75.2%	133	70.7%	131	70.2%	127	78.0%	125	67.2%
		2002	135	82.2%	135	80.0%	135	74.8%	135	84.4%	130	66.2%
		2003	123	82.9%	123	85.4%	122	85.2%	122	79.5%	121	86.0%
STONEGATE ES	2	2000	72	69.4%	72	65.3%	72	72.2%	72	88.9%	72	84.7%
		2001	80	72.5%	80	72.5%	80	85.0%	80	86.3%	80	87.5%
		2002	69	71.0%	69	52.2%	69	72.5%	69	88.4%	68	79.4%
		2003	76	69.7%	76	61.8%	76	76.3%	76	85.5%	76	89.5%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
STONEGATE ES	4	2000	85	71.8%	85	68.2%	86	65.1%	84	57.1%	83	63.9%
		2001	87	77.0%	87	71.3%	87	65.5%	87	77.0%	83	75.9%
		2002	85	74.1%	85	61.2%	85	70.6%	85	82.4%	83	69.9%
		2003	90	68.9%	90	60.0%	91	70.3%	90	73.3%	90	71.1%
STRATHMORE ES	4	2000	173	49.1%	173	50.3%	173	35.8%	173	37.6%	156	38.5%
		2001	140	45.0%	140	38.6%	140	32.9%	140	35.0%	126	38.1%
		2002	131	38.9%	131	33.6%	131	29.8%	131	35.9%	125	43.2%
		2003	141	50.4%	141	41.1%	141	47.5%	141	54.6%	133	60.9%
STRAWBERRY KNOLL ES	2	2000	83	50.6%	83	51.8%	86	39.5%	82	58.5%	86	34.9%
		2001	87	37.9%	87	37.9%	87	36.8%	87	56.3%	86	30.2%
		2002	87	47.1%	87	41.4%	87	62.1%	87	72.4%	86	47.7%
		2003	94	46.8%	94	45.7%	94	62.8%	94	73.4%	94	61.7%
	4	2000	79	51.9%	79	51.9%	81	59.3%	79	62.0%	75	58.7%
		2001	74	64.9%	74	55.4%	74	59.5%	74	60.8%	68	41.2%
		2002	77	61.0%	77	49.4%	77	48.1%	77	59.7%	75	44.0%
		2003	78	62.8%	78	57.7%	78	60.3%	78	52.6%	76	52.6%
SUMMIT HALL ES	2	2000	73	20.5%	73	17.8%	73	23.3%	73	41.1%	67	16.4%
		2001	81	38.3%	81	29.6%	80	36.3%	81	49.4%	78	29.5%
		2002	67	28.4%	67	20.9%	67	37.3%	67	50.7%	65	46.2%
		2003	93	35.5%	93	31.2%	93	50.5%	93	44.1%	91	60.4%
	4	2000	85	38.8%	85	28.2%	86	34.9%	85	42.4%	74	54.1%
		2001	96	31.3%	96	32.3%	96	35.4%	95	41.1%	80	43.8%
		2002	71	39.4%	71	39.4%	70	35.7%	71	46.5%	59	45.8%
		2003	77	51.9%	77	42.9%	77	48.1%	77	51.9%	64	62.5%
TAKOMA PARK ES	2	2000	163	61.3%	163	58.9%	166	63.3%	163	59.5%	165	63.6%
		2001	135	57.0%	135	58.5%	135	60.7%	135	57.8%	135	61.5%
		2002	121	55.4%	121	48.8%	121	67.8%	121	52.9%	121	66.9%
		2003	102	50.0%	102	38.2%	102	53.9%	102	51.0%	102	55.9%
TRAVILAH ES	2	2000	91	75.8%	91	76.9%	91	87.9%	91	90.1%	91	69.2%
		2001	96	72.9%	96	70.8%	96	71.9%	96	80.2%	96	68.8%
		2002	86	81.4%	86	74.4%	86	77.9%	85	82.4%	85	65.9%
		2003	82	84.1%	82	80.5%	82	90.2%	81	92.6%	80	83.7%
	4	2000	93	82.8%	93	77.4%	93	86.0%	93	81.7%	93	82.8%
		2001	101	88.1%	101	81.2%	99	89.9%	101	89.1%	99	87.9%
		2002	102	71.6%	102	77.5%	102	77.5%	102	76.5%	101	80.2%
		2003	92	75.0%	92	79.3%	92	82.6%	92	81.5%	90	85.6%
TWINBROOK ES	2	2000	67	44.8%	67	40.3%	67	58.2%	67	65.7%	65	56.9%
		2001	81	35.8%	81	38.3%	80	57.5%	80	58.7%	76	59.2%
		2002	92	31.5%	92	31.5%	91	42.9%	91	47.3%	87	64.4%
		2003	84	39.3%	84	52.4%	84	59.5%	84	69.0%	80	70.0%

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Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
TWINBROOK ES	4	2000	89	49.4%	89	44.9%	89	42.7%	89	64.0%	71	49.3%
		2001	95	38.9%	95	45.3%	95	32.6%	95	54.7%	77	45.5%
		2002	68	45.6%	68	45.6%	68	39.7%	68	75.0%	62	51.6%
		2003	90	57.8%	90	57.8%	90	60.0%	90	80.0%	77	80.5%
VIERS MILL ES	2	2000	106	34.0%	106	35.8%	106	38.7%	106	37.7%	106	34.9%
		2001	116	32.8%	116	33.6%	116	45.7%	116	44.0%	116	56.9%
		2002	86	43.0%	86	38.4%	86	58.1%	85	52.9%	85	69.4%
		2003	103	38.8%	103	35.9%	102	66.7%	103	67.0%	103	78.6%
	4	2000	92	46.7%	92	42.4%	92	37.0%	90	31.1%	88	43.2%
		2001	85	47.1%	85	47.1%	85	45.9%	85	41.2%	81	53.1%
		2002	98	51.0%	98	52.0%	98	60.2%	98	62.2%	91	61.5%
		2003	115	49.6%	115	47.8%	115	65.2%	115	68.7%	109	75.2%
WASHINGTON GROVE ES	2	2000	53	49.1%	53	47.2%	53	50.9%	53	62.3%	46	58.7%
		2001	58	39.7%	58	32.8%	58	46.6%	58	41.4%	53	35.8%
		2002	63	46.0%	63	46.0%	63	39.7%	62	64.5%	58	48.3%
		2003	66	33.3%	66	33.3%	66	39.4%	66	33.3%	62	45.2%
	4	2000	58	58.6%	58	58.6%	58	56.9%	58	62.1%	47	68.1%
		2001	62	56.5%	62	54.8%	62	46.8%	62	54.8%	52	44.2%
		2002	64	43.7%	64	51.6%	64	37.5%	64	48.4%	49	51.0%
		2003	53	49.1%	53	49.1%	53	50.9%	53	54.7%	43	53.5%
WATERS LANDING ES	2	2000	113	53.1%	113	46.9%	112	48.2%	110	69.1%	111	46.8%
		2001	84	46.4%	84	51.2%	84	41.7%	84	69.0%	84	45.2%
		2002	110	56.4%	110	48.2%	110	46.4%	109	59.6%	108	50.9%
		2003	96	66.7%	96	62.5%	95	66.3%	96	77.1%	94	70.2%
	4	2000	96	61.5%	96	68.8%	98	71.4%	98	77.6%	96	55.2%
		2001	111	52.3%	111	56.8%	111	49.5%	112	71.4%	109	52.3%
		2002	104	63.5%	104	61.5%	104	62.5%	104	76.9%	103	61.2%
		2003	91	52.7%	91	51.6%	91	44.0%	91	71.4%	89	53.9%
WATKINS MILL ES	2	2000	81	51.9%	81	45.7%	81	44.4%	81	55.6%	81	34.6%
		2001	93	40.9%	93	35.5%	92	52.2%	91	61.5%	91	47.3%
		2002	74	47.3%	74	41.9%	74	55.4%	74	45.9%	71	59.2%
		2003	83	57.8%	83	56.6%	83	61.4%	83	72.3%	79	69.6%
	4	2000	92	48.9%	92	46.7%	90	51.1%	91	38.5%	58	43.1%
		2001	83	61.4%	83	66.3%	83	54.2%	83	59.0%	76	60.5%
		2002	79	65.8%	79	53.2%	79	58.2%	79	65.8%	73	61.6%
		2003	95	58.9%	95	71.6%	95	68.4%	95	62.1%	90	58.9%
WAYSIDE ES	2	2000	111	76.6%	111	71.2%	110	89.1%	111	85.6%	110	81.8%
		2001	97	77.3%	97	78.4%	96	79.2%	97	89.7%	96	76.0%
		2002	115	73.9%	115	70.4%	114	82.5%	115	84.3%	114	75.4%
		2003	110	81.8%	110	70.9%	109	80.7%	111	82.9%	111	82.0%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

		Reading		Language		Mathematics		Language Mechanics		Math Computation		
		Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	
WAYSIDE ES	4	2000	89	78.7%	89	82.0%	89	83.1%	89	88.8%	88	81.8%
		2001	106	81.1%	106	73.6%	105	84.8%	106	88.7%	105	78.1%
		2002	118	87.3%	118	81.4%	118	90.7%	118	94.9%	114	88.6%
		2003	96	93.7%	96	88.5%	96	87.5%	96	94.8%	93	87.1%
WELLER ROAD ES	2	2000	99	29.3%	99	37.4%	99	35.4%	99	58.6%	98	43.9%
		2001	101	36.6%	101	36.6%	101	39.6%	101	71.3%	101	49.5%
		2002	98	27.6%	98	31.6%	97	43.3%	97	56.7%	97	43.3%
		2003	88	37.5%	88	42.0%	88	55.7%	88	60.2%	88	65.9%
	4	2000	88	52.3%	88	53.4%	88	59.1%	88	64.8%	85	75.3%
		2001	102	43.1%	102	39.2%	102	49.0%	102	58.8%	98	73.5%
		2002	92	46.7%	92	48.9%	92	40.2%	92	57.6%	89	55.1%
		2003	99	52.5%	99	51.5%	99	58.6%	99	68.7%	95	74.7%
WESTBROOK ES	2	2000	54	77.8%	54	53.7%	54	72.2%	54	61.1%	52	61.5%
		2001	47	89.4%	47	74.5%	47	87.2%	47	76.6%	47	76.6%
		2002	56	80.4%	56	71.4%	56	82.1%	56	80.4%	55	69.1%
		2003	44	93.2%	44	75.0%	44	93.2%	44	86.4%	44	79.5%
	4	2000	52	92.3%	52	92.3%	52	90.4%	52	92.3%	51	86.3%
		2001	53	86.8%	53	81.1%	53	79.2%	53	92.5%	47	87.2%
		2002	52	88.5%	52	88.5%	52	90.4%	52	96.2%	50	94.0%
		2003	47	91.5%	47	85.1%	47	91.5%	47	91.5%	46	93.5%
WESTOVER ES	2	2000	63	49.2%	63	44.4%	63	55.6%	62	69.4%	61	47.5%
		2001	43	53.5%	43	39.5%	43	62.8%	43	65.1%	42	57.1%
		2002	43	67.4%	43	46.5%	43	62.8%	43	67.4%	41	56.1%
		2003	54	63.0%	54	44.4%	54	50.0%	54	72.2%	52	40.4%
	4	2000	54	66.7%	54	57.4%	54	55.6%	54	61.1%	47	70.2%
		2001	63	71.4%	63	63.5%	63	61.9%	63	58.7%	56	75.0%
		2002	64	67.2%	64	75.0%	63	76.2%	64	85.9%	63	76.2%
		2003	39	69.2%	39	66.7%	39	61.5%	39	76.9%	36	61.1%
WHEATON WOODS ES	2	2000	87	36.8%	87	41.4%	89	41.6%	87	56.3%	89	42.7%
		2001	90	27.8%	90	35.6%	89	49.4%	90	60.0%	89	44.9%
		2002	93	24.7%	93	30.1%	93	41.9%	93	52.7%	89	52.8%
		2003	87	44.8%	87	34.5%	87	59.8%	86	64.0%	85	80.0%
	4	2000	88	31.8%	88	22.7%	89	39.3%	88	42.0%	87	48.3%
		2001	99	37.4%	99	39.4%	100	34.0%	99	58.6%	98	42.9%
		2002	94	38.3%	94	38.3%	92	28.3%	94	52.1%	88	44.3%
		2003	78	39.7%	78	42.3%	79	44.3%	79	50.6%	79	69.6%
WHETSTONE ES	2	2000	90	38.9%	90	43.3%	89	59.6%	90	63.3%	89	66.3%
		2001	98	42.9%	98	51.0%	98	57.1%	98	70.4%	95	63.2%
		2002	85	40.0%	85	38.8%	85	49.4%	85	64.7%	81	65.4%
		2003	109	50.5%	109	43.1%	109	65.1%	109	65.1%	106	72.6%

Appendix D
Performance of Elementary Schools on CTBS/CAT Subtests for each Grade Level

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
WHETSTONE ES	4	2000	82	51.2%	82	53.7%	82	56.1%	82	43.9%	74	58.1%
		2001	82	53.7%	82	43.9%	81	55.6%	82	62.2%	76	60.5%
		2002	81	56.8%	81	54.3%	81	60.5%	81	66.7%	74	67.6%
		2003	102	48.0%	102	41.2%	102	47.1%	102	47.1%	97	54.6%
WOOD ACRES ES	2	2000	83	86.7%	83	80.7%	83	83.1%	83	79.5%	83	55.4%
		2001	102	82.4%	102	76.5%	102	87.3%	102	87.3%	102	66.7%
		2002	83	86.7%	83	73.5%	84	84.5%	83	91.6%	84	65.5%
		2003	98	78.6%	98	74.5%	97	84.5%	97	82.5%	97	66.0%
	4	2000	99	87.9%	99	84.8%	98	86.7%	99	79.8%	98	79.6%
		2001	79	89.9%	79	87.3%	79	81.0%	79	73.4%	79	73.4%
		2002	87	88.5%	87	83.9%	86	82.6%	87	86.2%	86	75.6%
		2003	100	91.0%	100	95.0%	100	95.0%	100	88.0%	100	82.0%
WOODFIELD ES	2	2000	75	61.3%	75	48.0%	75	69.3%	75	62.7%	75	58.7%
		2001	78	70.5%	78	51.3%	78	80.8%	78	75.6%	78	85.9%
		2002	85	77.6%	85	54.1%	86	76.7%	86	75.6%	84	78.6%
		2003	86	66.3%	86	39.5%	86	64.0%	86	65.1%	86	77.9%
	4	2000	89	71.9%	89	67.4%	89	78.7%	88	81.8%	89	68.5%
		2001	81	82.7%	81	80.2%	81	77.8%	81	85.2%	80	85.0%
		2002	73	68.5%	73	68.5%	73	75.3%	73	76.7%	73	79.5%
		2003	81	77.8%	81	72.8%	81	80.2%	81	77.8%	81	79.0%
WOODLIN ES	2	2000	91	48.4%	91	58.2%	91	67.0%	91	62.6%	91	58.2%
		2001	83	53.0%	83	50.6%	83	56.6%	82	63.4%	77	51.9%
		2002	72	51.4%	72	54.2%	72	65.3%	72	61.1%	72	45.8%
		2003	65	63.1%	65	53.8%	65	73.8%	65	55.4%	63	79.4%
	4	2000	78	61.5%	78	57.7%	78	62.8%	78	61.5%	69	62.3%
		2001	82	78.0%	82	75.6%	82	73.2%	82	79.3%	81	60.5%
		2002	93	66.7%	93	63.4%	93	51.6%	93	69.9%	88	58.0%
		2003	88	58.0%	88	58.0%	88	60.2%	88	67.0%	86	53.5%
WYNGATE ES	2	2000	92	85.9%	92	69.6%	90	83.3%	92	81.5%	90	62.2%
		2001	74	73.0%	74	78.4%	74	70.3%	74	89.2%	74	74.3%
		2002	100	77.0%	100	72.0%	100	82.0%	100	88.0%	100	77.0%
		2003	87	74.7%	87	65.5%	87	72.4%	87	85.1%	87	78.2%
	4	2000	105	85.7%	105	86.7%	106	91.5%	104	69.2%	93	86.0%
		2001	75	86.7%	75	80.0%	75	88.0%	75	85.3%	67	80.6%
		2002	98	89.8%	98	84.7%	98	92.9%	98	84.7%	96	87.5%
		2003	68	86.8%	68	85.3%	68	97.1%	68	92.6%	66	92.4%

Appendix E
Performance of Middle Schools on CTBS/CAT Subtests for Grade 6

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
ARGYLE MS	6	2000	187	38.5	187	33.2	189	37.6	189	39.7	166	54.8
		2001	203	38.4	203	34.5	202	41.6	204	38.2	181	46.4
		2002	221	38.5	221	41.2	220	38.2	221	32.6	203	46.8
		2003	205	37.6	205	38.0	205	37.6	205	35.1	187	46.5
BAKER (JOHN T.) MS	6	2000	229	56.3	229	49.8	230	62.2	227	60.8	218	70.2
		2001	269	52.0	269	43.1	269	55.0	269	51.7	240	45.8
		2002	237	65.0	237	65.0	236	62.7	236	67.4	216	57.4
		2003	227	71.4	227	70.5	226	61.1	226	68.1	214	54.2
BANNEKER (BENJAMIN) MS	6	2000	297	48.8	297	48.5	304	49.0	293	54.9	290	48.6
		2001	272	51.5	271	45.4	274	51.1	264	58.3	274	52.6
		2002	363	53.4	363	53.4	364	51.4	363	55.1	340	49.1
		2003	340	44.4	339	39.8	339	49.6	337	47.5	323	42.4
BRIGGS CHANEY MS	6	2000	242	52.1	242	50.8	242	55.0	241	52.7	216	51.9
		2001	262	48.1	262	45.8	261	48.3	258	46.5	215	40.9
		2002	251	58.6	251	58.6	248	56.5	250	58.4	231	56.7
		2003	251	58.2	251	54.6	250	52.0	250	54.8	231	51.9
CABIN JOHN MS	6	2000	305	77.7	305	74.4	305	81.0	304	77.3	284	84.9
		2001	275	73.5	275	74.5	275	80.4	273	78.8	258	79.1
		2002	329	76.3	329	81.8	329	85.4	329	76.9	314	85.7
		2003	316	74.7	316	82.6	316	84.2	316	82.9	316	78.8
CLEMENTE (ROBERTO W.) MS	6	2000	233	40.8	233	39.9	241	41.5	242	46.3	225	43.6
		2001	261	42.5	261	39.5	260	43.1	261	50.6	242	47.1
		2002	290	50.3	290	47.6	290	70.0	292	50.7	270	83.7
		2003	278	39.2	278	44.2	276	45.7	277	45.8	276	33.3
EASTERN MS	6	2000	168	34.5	168	32.1	168	31.0	168	39.9	141	38.3
		2001	275	56.0	276	53.3	277	54.9	276	58.7	263	58.6
		2002	288	51.0	288	53.1	282	56.0	287	56.4	268	55.6
		2003	301	55.5	300	55.0	301	53.5	299	52.5	285	53.3
FARQUHAR MS	6	2000	226	64.6	225	58.2	226	67.7	224	72.3	212	69.8
		2001	226	64.6	226	61.5	223	63.7	225	60.9	201	58.2
		2002	215	63.3	215	65.6	217	70.0	217	59.4	199	78.9
		2003	228	59.6	228	64.5	228	61.8	228	55.3	214	58.9

Note: 2000 and 2001 Grade 6 CTBS norm scores have been converted to the Grade 6 CAT norms.

Appendix E
Performance of Middle Schools on CTBS/CAT Subtests for Grade 6

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
FOREST OAK MS	6	2000	263	55.1	264	50.4	266	53.8	252	58.3	249	46.2
		2001	310	46.1	310	44.2	309	46.0	304	54.9	277	48.0
		2002	339	54.6	339	54.6	337	52.5	338	49.1	308	49.0
		2003	324	46.0	324	48.5	323	46.7	324	43.5	287	33.4
FROST MS	6	2000	318	81.1	318	83.3	318	85.8	315	87.3	302	87.4
		2001	352	77.8	352	83.2	350	86.6	352	89.8	334	87.4
		2002	353	85.0	353	84.7	353	87.3	353	81.0	335	80.6
		2003	388	84.8	388	86.6	387	89.9	387	85.0	377	83.6
GAITHERSBURG MS	6	2000	216	55.6	216	54.6	216	50.9	214	55.6	198	43.4
		2001	217	53.5	217	52.1	217	57.6	212	61.8	194	49.5
		2002	248	55.6	248	54.4	250	58.0	251	51.4	231	56.3
		2003	241	53.1	241	58.1	241	53.5	239	51.9	239	47.3
HOOVER MS	6	2000	325	76.6	325	74.5	327	87.5	300	76.0	315	82.9
		2001	369	77.2	369	74.3	369	81.3	367	72.8	346	82.1
		2002	312	79.5	312	79.8	312	86.2	312	75.6	294	90.1
		2003	357	81.2	357	82.6	355	83.4	355	83.4	342	80.7
KEY (FRANCIS S.) MS	6	2000	313	42.2	313	44.1	316	47.2	316	46.2	298	49.3
		2001	317	37.9	317	34.4	314	36.6	314	40.1	294	34.4
		2002	304	44.7	304	45.1	303	48.8	303	41.9	277	58.1
		2003	303	43.6	303	45.5	303	49.2	303	43.6	280	49.3
KING (MARTIN L.) MS	6	2000	287	54.4	287	54.0	286	54.9	286	71.0	269	58.4
		2001	320	48.7	320	47.8	321	52.6	320	63.1	321	42.4
		2002	324	48.5	324	55.2	325	55.1	323	54.5	302	47.7
		2003	337	51.0	337	53.1	337	47.8	337	53.7	309	39.8
KINGSVIEW MS	6	2000	393	54.5	393	55.0	394	61.7	390	61.8	347	56.2
		2001	393	59.5	393	60.1	394	62.7	376	62.5	357	63.0
		2002	425	62.4	425	66.1	425	66.1	423	67.6	393	57.3
		2003	400	64.2	400	66.0	399	66.4	400	69.5	362	58.8
LEE (COL. E. BROOKE) MS	6	2000	300	59.7	300	56.7	302	55.3	291	66.0	251	66.9
		2001	216	36.1	216	31.5	212	44.3	205	38.5	167	48.5
		2002	231	44.6	231	40.3	231	45.5	231	38.1	195	52.3
		2003	222	36.9	222	37.8	222	40.5	220	33.6	189	41.8

Appendix E
Performance of Middle Schools on CTBS/CAT Subtests for Grade 6

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
MONTGOMERY VILLAGE MS	6	2000	236	41.5	236	43.6	237	48.9	234	46.6	206	43.2
		2001	218	38.5	218	33.9	220	40.0	218	42.7	188	43.1
		2002	234	38.9	234	39.3	234	32.1	234	33.8	188	42.0
		2003	231	42.9	231	41.6	233	35.2	230	40.9	205	33.7
NEELSVILLE MS	6	2000	274	40.9	274	35.8	274	42.3	273	43.2	258	46.9
		2001	281	50.5	281	48.8	280	46.8	281	59.8	264	53.8
		2002	257	53.3	257	55.3	257	54.1	257	47.1	241	51.9
		2003	268	45.1	268	50.4	273	53.1	271	52.4	257	40.1
NEWPORT MILLS MS	6	2003	200	47.5	200	49.0	200	61.0	200	61.0	187	54.5
NORTH BETHESDA MS	6	2000	210	71.9	210	75.2	210	74.8	209	71.3	182	80.2
		2001	184	74.5	184	68.5	184	73.9	181	72.4	166	74.1
		2002	240	77.5	240	85.4	240	82.1	240	69.6	216	69.4
		2003	225	79.6	225	78.7	225	80.0	225	70.2	209	77.5
PARKLAND MS	6	2000	353	29.5	353	27.5	356	31.7	351	37.9	330	39.1
		2001	401	30.2	401	24.7	401	35.4	401	37.7	358	37.2
		2002	381	31.2	381	36.2	382	45.5	381	32.8	350	47.7
		2003	396	27.0	396	28.0	394	28.7	396	28.0	366	38.5
PARKS (ROSA) MS	6	2000	302	65.6	302	62.6	302	72.8	286	77.6	289	71.6
		2001	327	65.7	327	64.8	327	67.6	327	71.9	294	62.2
		2002	298	67.8	297	71.4	298	73.2	298	70.8	282	67.0
		2003	326	68.1	326	69.3	326	66.3	327	78.6	326	63.5
POOLE (JOHN) MS	6	2000	145	55.9	145	53.8	143	62.2	125	52.8	126	61.9
		2001	132	61.4	132	56.8	130	62.3	131	63.4	119	50.4
		2002	164	62.8	164	65.2	164	72.6	163	60.1	143	74.8
		2003	133	64.7	133	67.7	133	73.7	132	59.1	121	76.9
PYLE MS	6	2000	408	81.9	408	81.6	412	86.2	408	80.4	384	81.5
		2001	379	81.8	379	83.6	381	86.9	376	79.5	354	90.7
		2002	423	83.0	423	86.1	423	91.0	422	77.5	394	89.1
		2003	387	84.2	387	85.5	387	88.6	385	82.1	357	86.6
REDLAND MS	6	2000	266	59.8	266	56.0	265	63.4	239	59.4	243	57.6
		2001	281	56.2	281	55.2	281	64.1	280	61.1	265	53.6
		2002	309	59.9	309	60.2	310	62.6	309	57.9	286	68.2
		2003	299	57.9	299	61.5	298	59.7	298	60.7	272	64.3

Appendix E
Performance of Middle Schools on CTBS/CAT Subtests for Grade 6

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
RIDGEVIEW MS	6	2000	299	61.2	299	54.5	300	54.3	0	.	0	.
		2001	305	62.0	305	63.3	302	62.9	301	62.1	274	62.0
		2002	334	65.3	334	64.4	335	70.4	335	59.4	306	67.0
		2003	319	69.0	319	73.7	318	63.2	318	63.8	295	52.2
ROCKY HILL MS	6	2000	258	62.4	257	54.1	255	62.4	253	61.3	244	55.3
		2001	223	59.6	223	57.0	222	53.2	217	58.5	202	45.0
		2002	239	66.5	239	66.1	239	64.4	239	59.4	229	60.7
		2003	258	62.0	258	65.9	258	64.3	258	56.6	243	64.2
SHADY GROVE MS	6	2000	260	55.4	260	52.3	260	53.8	261	64.4	240	57.9
		2001	236	45.3	236	39.0	236	51.3	235	50.6	212	44.8
		2002	254	54.3	254	58.7	255	62.7	254	52.0	240	51.2
		2003	249	49.8	249	50.6	249	58.2	249	51.0	232	49.6
SIL. SP. INTER. MD	6	2000	264	39.4	264	40.5	264	40.2	263	48.3	244	32.0
		2001	280	44.3	280	41.1	0	.	262	43.5	0	.
		2002	320	42.8	320	40.0	319	39.8	320	35.6	294	48.0
		2003	274	43.1	274	41.2	273	48.0	270	41.9	254	44.5
SLIGO MS	6	2000	397	41.1	397	38.8	393	39.9	394	45.4	357	40.9
		2001	383	41.5	383	40.2	379	44.6	379	37.7	353	40.2
		2002	384	43.2	384	42.2	388	45.4	383	42.8	368	47.6
		2003	215	47.4	215	47.4	213	49.3	213	51.2	198	42.9
TAKOMA PARK MS	6	2000	290	59.3	290	59.7	291	64.9	288	59.4	290	61.0
		2001	301	69.8	301	69.4	299	67.6	297	66.7	291	58.1
		2002	318	68.9	318	70.1	318	67.3	318	64.2	305	68.5
		2003	288	68.4	288	69.1	288	67.0	288	63.5	274	67.2
TILDEN MS	6	2000	216	69.4	216	67.6	217	73.7	216	68.5	192	65.6
		2001	198	72.7	198	76.8	198	76.8	197	73.6	181	71.8
		2002	209	74.2	209	76.1	209	78.9	209	67.9	194	77.3
		2003	224	74.1	224	75.0	228	77.6	228	71.5	204	76.0
WEST (JULIUS) MS	6	2000	297	51.2	297	52.2	297	52.5	296	63.5	267	56.6
		2001	338	50.0	338	50.9	339	58.1	320	62.8	305	54.8
		2002	334	59.6	334	59.3	334	60.5	333	62.5	304	60.2
		2003	341	58.7	340	54.4	341	53.4	341	58.9	341	51.0

Appendix E
Performance of Middle Schools on CTBS/CAT Subtests for Grade 6

			Reading		Language		Mathematics		Language Mechanics		Math Computation	
			Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP	Number Tested	Pct. At/Above 60th NP
WESTLAND MS	6	2000	213	70.4	213	71.8	212	70.8	213	68.5	195	70.8
		2001	238	66.8	238	64.7	238	69.3	237	60.8	224	68.8
		2002	240	69.2	240	67.9	240	72.5	235	59.6	227	68.7
		2003	221	74.2	221	74.7	221	67.9	221	74.2	207	57.0
WHITE OAK MS	6	2000	260	51.2	260	50.8	262	47.7	259	55.6	230	57.0
		2001	279	41.6	279	41.9	278	47.1	275	49.1	244	42.2
		2002	312	54.2	312	51.6	312	57.7	310	51.3	283	58.7
		2003	310	48.7	310	48.7	310	57.1	309	46.6	310	56.5
WOOD (EARLE B.) MS	6	2000	293	50.2	293	51.2	293	54.9	289	61.9	271	61.6
		2001	316	51.9	316	51.9	316	58.2	316	59.8	288	54.9
		2002	334	56.3	334	52.1	334	55.7	334	59.0	310	55.2
		2003	349	57.6	349	60.2	348	58.6	347	68.3	328	52.1