



**Report on Grades 1 and 2 Reading Achievement
for 2003–2004**

Department of Shared Accountability

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CONTENTS

Executive Summary	4
Background	6
Methods	6
Results	7
Districtwide Performance	7
Performance by Type of School	9
Performance by Race/Ethnicity	12
Performance by Support Services	14
Summary and Recommendations	18
REFERENCES	20
APPENDICES	21
Appendix A: MCPS Assessment Program-Primary Reading (MCPS AP-PR)	22
Appendix B: MCPS Elementary School, by Type of School	25
Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment.....	27

FIGURES

Figure 1. Percentage of Students at or Above End-of-Year Benchmark, by Grade Level, Fall 2003 and Spring 2004	8
Figure 2. End-of-Year Text-Reading Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004	9
Figure 3. End-of-Year Text-Reading Benchmark Attainment, by Grade Level and Type of School, Fall 2003 and Spring 2004.....	10
Figure 4. End-of-Year Benchmark Attainment, by Grade Level and School Type, Spring 2002, Spring 2003, and Spring 2004	11
Figure 5. Comparison of Focus and Non-Focus Schools on End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003 and Spring 2004.....	11
Figure 6. Percentage of Students at or Above End-of-Year Benchmark, by Grade Level and Ethnicity, Fall 2003 and Spring 2004	12
Figure 7. End-of-Year Benchmark Attainment, by Grade Level and Race/Ethnicity, Spring 2002, Spring 2003, and Spring 2004	13
Figure 8. Racial/Ethnic Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004.....	14
Figure 9. Percentage of Grade 1 Students at or Above Benchmark, by Grade Level and Support Service Received, Fall 2003 and Spring 2004.....	15
Figure 10. Percentage of Grade 2 Students at or Above Benchmark, by Grade Level and Support Service Received, Fall 2003 and Spring 2004.....	15
Figure 11. End-of-Year Benchmark Attainment, by Grade Level and Selected Student Subgroup, Spring 2002, Spring 2003, and Spring 2004.....	16
Figure 12. FARMS/Non-FARMS Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004.....	17
Figure 13. ESOL/Non-ESOL Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004.....	17
Figure 14. Special Education/Non-Special Education Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004.....	18

TABLES

Table 1. Distribution of Grades 1 and 2 Students with Fall 2003 and Spring 2004 Reading Assessment Data, by Demographic Characteristics.....	8
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REPORT ON GRADES 1 AND 2 READING ACHIEVEMENT FOR 2003–2004

Executive Summary

This report examines the reading performance of Grades 1 and 2 students during the 2003–2004 school year. It also examines how student performance varies by (a) type of school (i.e., Focus and Non-Focus Schools), (b) racial/ethnic groups, (c) participation in the Free and Reduced-price Meals Systems (FARMS) program; and (d) English language proficiency (i.e., receiving English Speakers of Other Languages (ESOL) services or not). To put the performance of the 2003–2004 students in context, the reading achievement for 2003–2004 was compared with those of the past two school years.

The MCPS Assessment Program-Primary Reading (AP-PR) assessment data examined in this report revealed that considerable progress was made during the 2003–2004 school year. There also is evidence to suggest that the reading achievement gap among students facing challenging demographic factors and their peers not similarly challenged are narrowing.

Key Findings

- Districtwide, a major percentage of Grade 1 and Grade 2 students met or exceeded the end-of-year reading benchmark during the 2003–2004 school year. In each of the grades, more than 70% of students with assessment data met the end-of-year benchmark.
- The percentage of students facing challenging demographic factors who met or exceeded the end-of-year benchmark was appreciably lower than that of their peers not similarly challenged. By the end of the 2003–2004 school year, the gaps between the Grade 1 subgroups ranged from 10 percentage points, between Focus and non-Focus schools, and 36 percentage points, between special education and non-special education students. Gaps among Grade 2 subgroups were from 16 to 35 percentage points.
- The 2003–2004 reading achievement, as measured by percentage meeting or exceeding the end-of-year benchmark, was substantially higher than those of the past two years for all student subgroups. African American and Hispanic students made the greatest improvements on the percentage at benchmark, relative to those of previous years. For example, while the percentage of Hispanic Grade 2 students at benchmark increased by 26 percentage points between 2002 and 2004, those of Asian Americans and Whites increased by 13 percentage points during the same period.
- Over the past three years, the reading achievement gap between African American and Hispanic students and their Asian American and White peers has narrowed, although it still remains substantial.

Recommendations

1. Increase the level and/or intensity of support services provided to student subgroups facing challenging demographic factors, especially those with limited English language proficiency.

While the reading achievement of students facing challenging demographic factors improved substantially during 2003–2004, when compared with previous years, it was consistently lower than those of students not similarly challenged. And, in some instances, such as among ESOL and special education students, the gap remained the same or increased relative to that of their corresponding peers. This finding suggests that either additional or more intense services need to be provided to these subgroups.

2. Efforts to ensure that all students have valid/complete assessment data should continue and be intensified.

Substantial improvement was made during 2003–2004 in complying with MCPS AP-PR administration protocol to ensure that all students have complete assessment data. This year, it was possible to determine the reading level of 99.8% and 94.0% for Grade 1 and 2 students, respectively. In contrast, the reading level of 84% of Grade 1 students and 79% of Grade 2 students could be determined last year. Obviously, the effort expended in complying with test administration protocol resulted in substantial improvement. However, the 6% of Grade 2 students for whom a reading level could not be assigned is still significantly high.

REPORT ON GRADES 1 AND 2 READING ACHIEVEMENT FOR 2003–2004

Background

The Montgomery County Public Schools (MCPS) has implemented a systemwide assessment program for students in kindergarten through Grade 2 in reading and mathematics. The Montgomery County Public School Assessment Program-Primary Reading (MCPS AP-PR) instrument addresses the reading component of the system's assessment program. The MCPS AP-PR instrument is administered to all students in kindergarten through Grade 2 at least twice during the school year, in the fall and spring. The MCPS AP-PR instrument helps to document the extent to which students can demonstrate knowledge of what has been taught in writing, reading, and language arts. Because the standards in the district's reading curriculum are aligned with the Maryland Content Standards, students' performance on the MCPS AP-PR helps inform the school district's leadership on how well students are moving toward attaining proficiency rating on the reading subtest of the Grade 3 Maryland School Assessment (MSA).

To monitor students' progress in reading, the district has established an end-of-year text-reading benchmark for each grade level. The end-of-year reading benchmarks are as follows:

- Grade 1—reading a level 16 text or higher (levels J through P) with an accuracy rate of 90% or higher and a score of 80 to 100% on oral comprehension
- Grade 2—reading a level M text or higher with an accuracy rate of 90% or higher, along with a score of 2 or 3 on the written comprehension

A brief summary of the MCPS AP-PR is presented in Appendix A. For a detailed discussion of the administration and scoring of the MCPS AP-PR, see Cooper-Martin and Alban, 2003.

This report documents the reading performance of students in Grades 1 and 2 during the 2003–2004 school year. The report also examines the extent to which the performance of students in Grades 1 and 2 on the MCPS AP-PR during 2003–2004 varies by (a) type of school (i.e., Focus and Non-Focus Schools)¹, (b) racial/ethnic groups, (c) participation in the Free and Reduced-price Meals Systems (FARMS) program; and (d) English language proficiency (i.e., receiving English for Speakers of Other Languages (ESOL) services or not).

Methods

Students enrolled in the district during fall 2003 and/or spring 2004 with reading assessment data for any of the three assessment windows during the 2003–2004 school year are included in this study. Data were obtained by downloading individual student scores on each assessment element on the MCPS AP-PR from the district's Instructional Management System (IMS). The

¹ During the 2003–2004 school year, the district's 126 elementary schools were classified as Focus and non-Focus schools. Focus schools include schools that receive supplemental federal, state, or local funds to provide additional services to students. This is because they are most affected by challenging demographic factors and have historically lagged behind students in non-Focus schools. See Appendix B for a complete list of Focus and non-Focus schools.

scores on these assessment elements are then used to determine each student's text-reading level for each assessment window.

Students' fall 2003 text-reading level is assumed to represent their abilities on entering their respective grades. The highest text-reading level of all the assessment windows is recorded as the spring 2004 or end-of year text-reading level. This adjustment was made to ensure that data used in this report are comparable with those of earlier reports on student reading achievement in Grades 1 and 2 (see Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003). Rationale for using the highest text-reading level during the year, as the spring 2004 text level, can be found in the previously referenced reports. Finally, for each assessment window, students were classified as "at or above end-of-year benchmark" or "did not meet end-of-year benchmark," based on their text-reading level.

For the purpose of this study, reading achievements of the various student subgroups during 2003–2004 were measured as the percentage of students at or above end-of-year benchmark. To put 2003–2004 reading achievements in context, they were compared with those of the previous school years.

Results

Districtwide Performance

During the 2003–2004 school year, a total of 10,087 and 10,179 Grades 1 and 2 students, respectively, were assessed at least once on the MCPS AP-PR. Among Grade 1 students, 9,291 (92.1%) have fall 2003 assessment data, while 9,692 (96.1%) have spring assessment data. Corresponding figures for Grade 2 students are 9,651 (94.8%) for fall 2003 and 10,086 (99.1%) for spring 2004. Demographic distribution of these students is presented in Table 1.

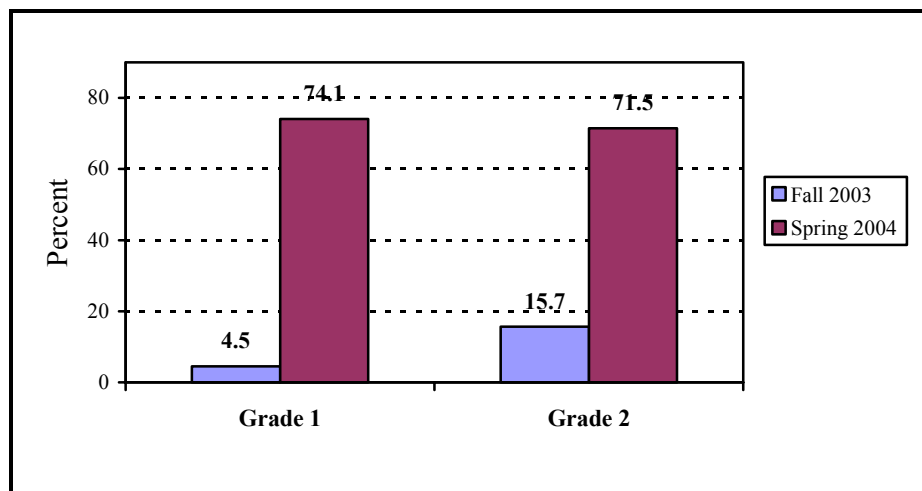
As indicated in Table 1, the demographic distributions of the students are not appreciably different between the fall 2003 and spring 2004 testing windows, notwithstanding that the number of students with assessment data during the two testing windows differ. Furthermore, the demographic distributions are identical to those of the past two school years. See Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003. Thus, any difference in student achievement between the testing windows or school years cannot be attributed to changes in the demographic composition of students included in the analyses.

Figure 1 shows the percentage of students in each grade at or above the end-of-year benchmark for both fall 2003 and spring 2004. As indicated, students in both Grades 1 and 2 made substantial improvements in reading during the 2003–2004 school year, with Grade 1 students posting larger fall to spring improvement. During the 2003–2004 school year, the percentage of Grade 1 students meeting or exceeding the end-of-year benchmark increased by 69.6 percentage points from 4.5% in fall 2003 to 74.1% in spring 2004. Among Grade 2 students, the fall to spring improvement was 55.8 percentage points, from 15.7% in fall 2003 to 71.5% in spring 2004 (see Figure 1). Individual school performances on end-of-year reading benchmark attainment during the 2003–2004 school year are presented in Appendix C.

Table 1. Distribution of Grades 1 and 2 Students with Fall 2003 and Spring 2004 Reading Assessment Data, by Demographic Characteristics

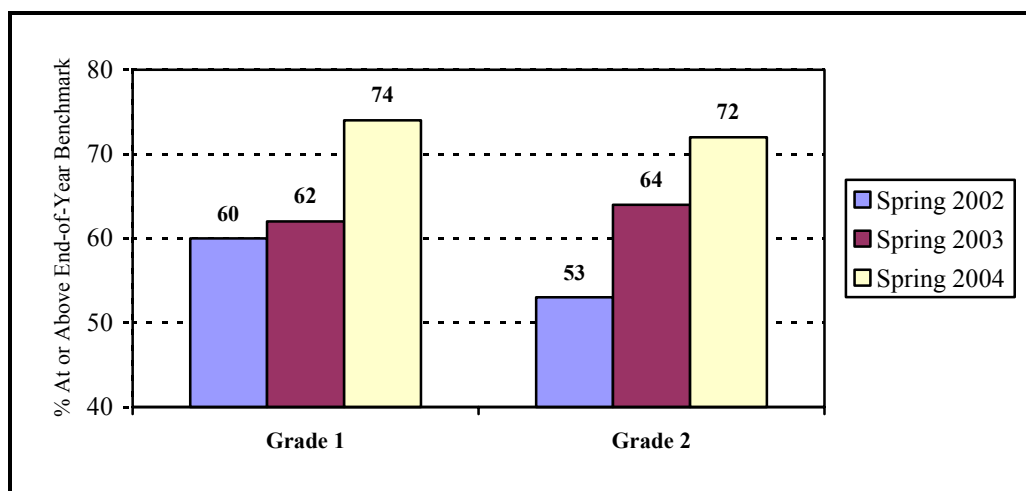
Student group	Grade 1		Grade 2	
	Fall 2003 % (N=9,291)	Spring 2004 % (N=9,692)	Fall 2003 % (N=9,651)	Spring 2004 % (N=10,086)
Type of School				
Focus Schools	46.5	46.9	44.9	45.2
Non-Focus Schools	53.5	53.1	55.1	54.8
Race/Ethnicity				
American Indian	0.4	0.4	0.3	0.3
Asian American	15.3	15.6	14.9	15.3
African American	21.5	21.9	20.9	21.3
White	41.7	40.9	43.1	42.1
Hispanic	21.0	21.2	20.8	20.9
FARMS Status				
FARMS	29.5	30.2	28.2	28.7
Non-FARMS	70.5	69.8	71.8	71.3
ESOL Status				
ESOL	13.3	14.3	10.3	11.4
Non-ESOL	86.7	85.7	89.7	88.6
Special Education Status				
Special Education	9.2%	9.1%	11.3%	11.1%
Non-Special Education	90.8%	90.9%	88.7%	88.9%

Figure 1. Percentage of Students at or Above End-of-Year Benchmark, by Grade Level, Fall 2003 and Spring 2004



For comparison, Figure 2 shows the trends in end-of-year benchmark attainment among Grades 1 and 2 students from the 2001–2002 to 2003–2004 school years. The trend depicted in Figure 2 is clearly one of progressive increase in the percentages of students meeting or exceeding the end-of-year reading benchmark for both Grades 1 and 2. For Grade 1 students, the percentages of students at or above end-of-year benchmark were 60 and 62% for spring 2002 and spring 2003, respectively (see Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003).² The percentage of Grade 2 students that met or exceeded the end-of-year benchmark in spring of the past two years are 53.3% for spring 2002³ and 63.7% for spring 2003.⁴

Figure 2. End-of-Year Text-Reading Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Data for 2001–2002 and 2002–2003 school years were obtained from Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
2. Percentages are rounded to the nearest whole number.

Performance by Type of School

As indicated in Figure 3, students in both Focus and non-Focus schools posted substantial improvements in reading as measured by end-of-year benchmark attainment during the 2003–2004 school year. However, consistent with historic trends, the percentages of students in Focus schools meeting or exceeding the end-of-year benchmark were lower than those of their counterparts in non-Focus schools in both fall 2003 and spring 2004. In spring 2004, 68.7% or 3,125 of 4,550 of Grade 1 students in Focus schools met or exceeded the end-of-year benchmark.

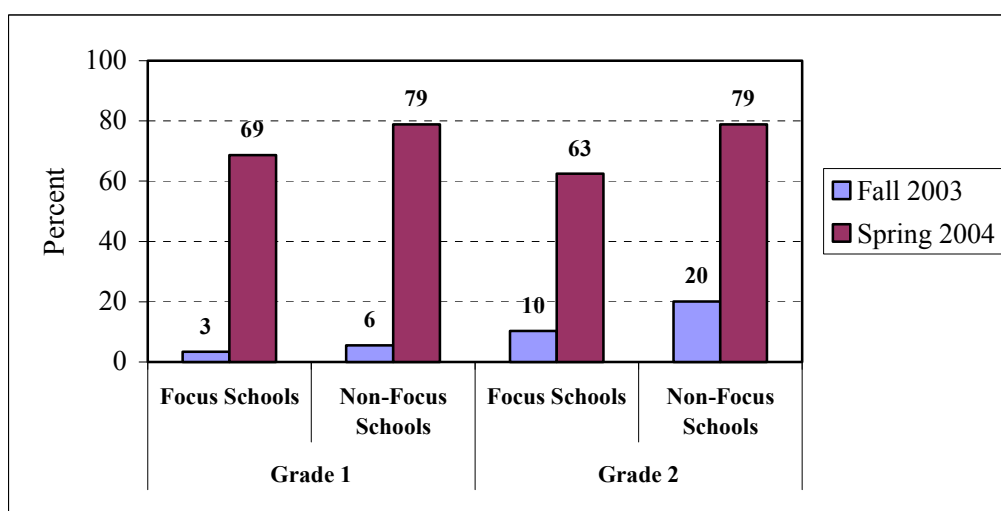
² The percentage of Grade 1 students at or above benchmark for spring 2002 was obtained from Nielsen and Cooper-Martin (2002). The analytical sample in the referenced report contains 6,824 students that participated in the district’s kindergarten program during the 2000–2001 school year. The data for spring 2003 is from Cooper-Martin and Alban (2003) with a sample size (9,434) about the same as that used in this study.

³ Percent calculated by author based on a sample of 9,968 students extracted for the 2001–2002 Grade 2 dataset.

⁴ From Cooper-Martin and Alban (2003). Percentage is based on a sample size of 9,595 Students.

Comparatively, 78.9% (4,057 of 5,142) of students in non-Focus schools were at or above benchmark during the same period. For Grade 2, the percentage point gap between Focus and non-Focus on end-of-year benchmark attainment was 16.4; Focus schools, 62.5% compared with 78.9 for non-Focus schools (see Figure 3).

Figure 3. End-of-Year Text-Reading Benchmark Attainment, by Grade Level and Type of School, Fall 2003 and Spring 2004

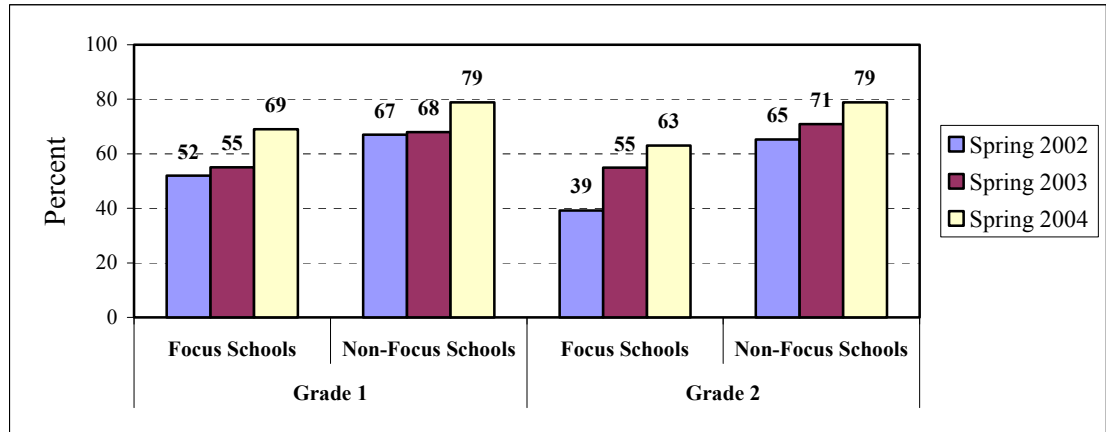


Note: Percentages rounded to the nearest whole number.

The spring 2004 performance of students in Focus schools on end-of-year benchmark attainment, though substantially lower than that of non-Focus schools, is the highest it has been since the start of the administration of the MCPS AP-PR. Figure 4 shows the percentages of students at or above end-of-year benchmark in spring of 2002, 2003, and 2004 by school type. As indicated, the percentage of Focus schools' Grade 1 students meeting or exceeding the end-of-year benchmark increased consistently over the spring 2002 to spring 2004 period; 52% in 2002, 55% in 2003, and 69% in 2004. For Grade 2 students in Focus schools, the 2002 to 2004 increase in percentage meeting or exceeding the end-of-year benchmark was 24 percentage points, from 39% in spring 2002 to 63% in spring 2004 (see Figure 4).

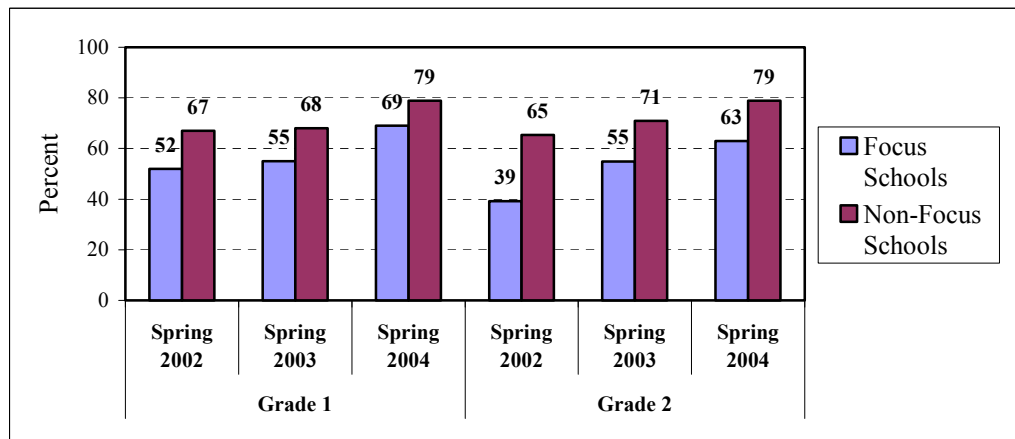
Though the percentage-point differentials between Focus and non-Focus schools for both Grades 1 and 2 appear relatively large, analyses of historic data indicate that the gaps between the two types of schools were narrower than those of previous school years. As data presented in Figure 5 indicate, the gap between Focus and non-Focus schools has consistently gotten smaller over the years. For Grade 1, the gap decreased from 15 percentage points in spring 2002 to 12 percentage points in spring 2003 and, finally, to its current level of 10 percentage points. Between spring 2002 and spring 2004, the gap between Focus and non-Focus schools' Grade 2 students decreased from 26.1 to 15.9 percentage points. These findings indicate that, not only is the reading performance of both school types progressively improving (see Figure 4), the achievement gap between Focus and non-Focus schools in reading is narrowing (see Figure 5).

Figure 4. End-of-Year Benchmark Attainment, by Grade Level and School Type, Spring 2002, Spring 2003, and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Figure 5. Comparison of Focus and Non-Focus Schools on End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003 and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Performance by Race/Ethnicity

Figure 6 shows the percentages of students meeting the end-of-year benchmark in fall 2003 and spring 2004 by race/ethnicity.⁵ As indicated, the percentages of African American and Hispanic subgroups at or above end-of-year benchmarks were lower when compared with other racial/ethnic subgroups during both testing windows. Furthermore, the gaps between African American and Hispanic students and their Asian American and White counterparts appear to widen during the 2003–2004 school year for both Grades 1 and 2. This is because Asian American and White students posted higher fall 2003 to spring 2004 increases relative to African American and Hispanic students. Whereas the percentage of Asian American and White first graders at benchmark increased by more than 70 percentage points between fall 2003 and 2004, that of their African American and Hispanic peers increased by 65 and 54 percentage points, respectively. Identical trends were observed among Grade 2 students (see Figure 6). By the end of the 2003–2004 school year, Grades 1 and 2 Hispanic students were approximately 27 and 29 percentage points, respectively, behind their Asian American and White counterparts. The spring 2004 gap between African Americans and Asian Americans and Whites was about 16 percentage points among Grade 1 students and 20 percentage points among Grade 2 students.

Figure 6. Percentage of Students at or Above End-of-Year Benchmark, by Grade Level and Ethnicity, Fall 2003 and Spring 2004

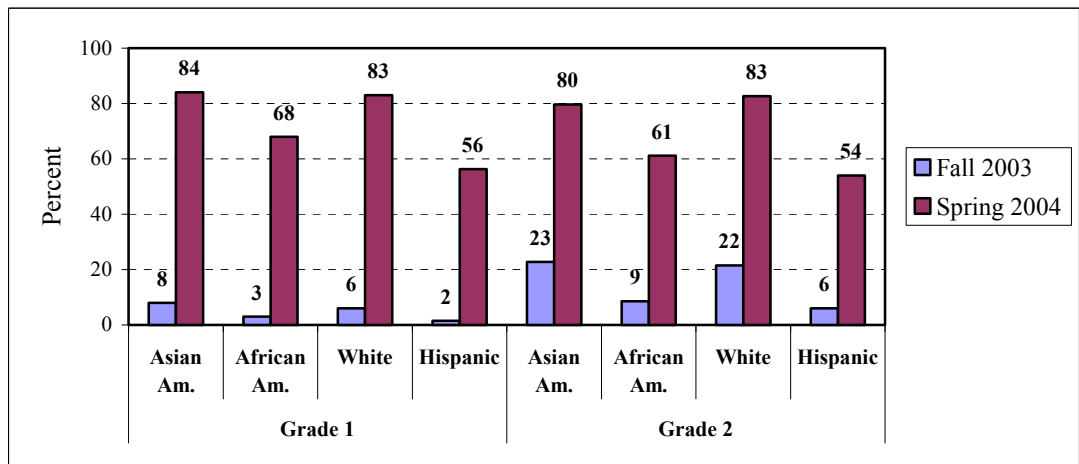
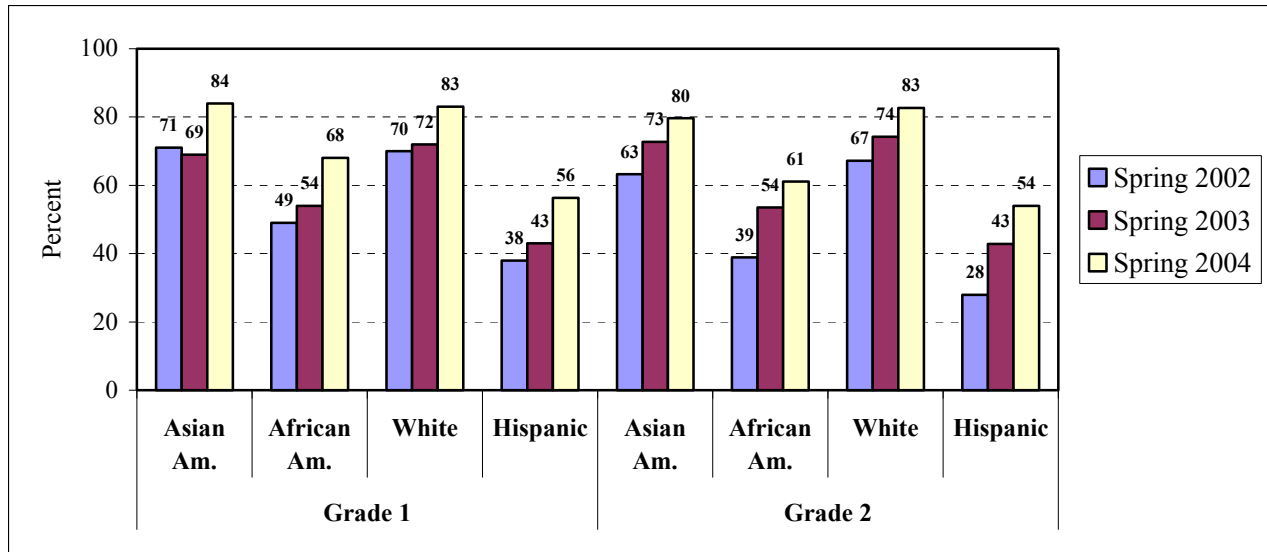


Figure 7 documents the improvement made in reading in Grades 1 and 2 by each racial/ethnic group since the 2001–2002 school year. The improvements made by African American and Hispanic students since 2002 are most noteworthy. Specifically, the percentage of African American and Hispanic Grade 1 students meeting benchmark increased by 19 (from 49% to 68%) and 18 (from 38% to 56% percentage points, respectively, during the three-year period. Comparable figures for Asian American and White first graders was 13 percentage points, for Asian Americans, from 71% to 84% and for Whites, from 70% to 83% (see Figure 7). Identical

⁵ Data on American Indian students are not reported because of the small number of students in the subgroup.

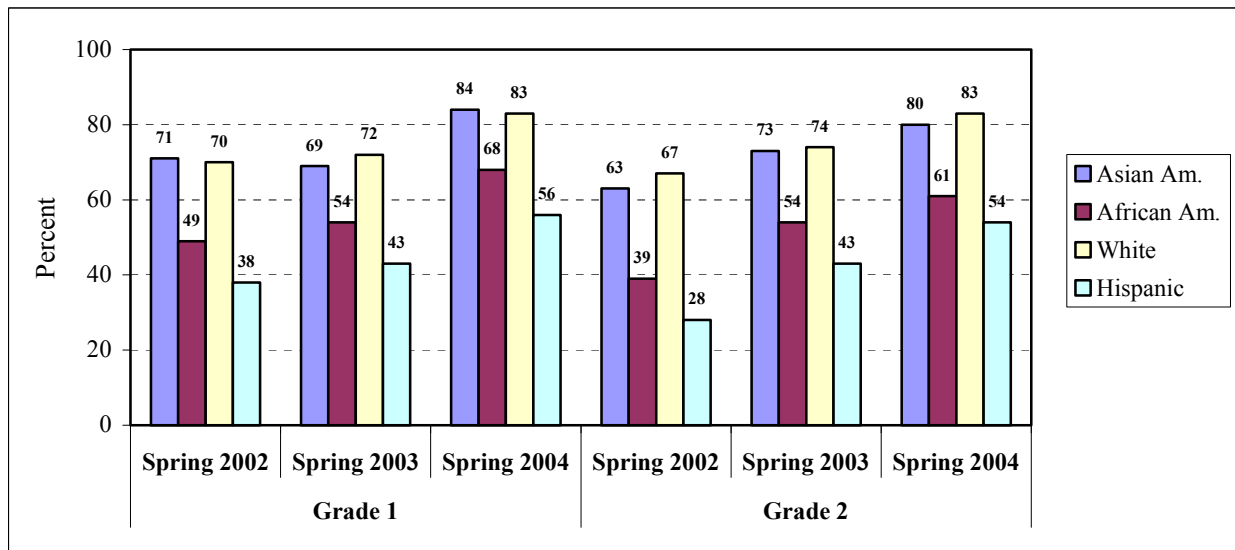
2002–2004 percentage-point increase differentials by race/ethnicity were observed among Grade 2 students. For example, while the percentage of Hispanic Grade 2 students at benchmark increased by 26 percentage points (from 28% in spring 2002 to 54 percent in spring 2004), those of Asian Americans and Whites increased by 13 percentage points; half of that by Hispanics. The result effect of the higher increase among African American and Hispanic students is the narrowing of the gap between them and their Asian American and White peers (see Figure 8).

Figure 7. End-of-Year Benchmark Attainment, by Grade Level and Race/Ethnicity, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Figure 8. Racial/Ethnic Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Performance by Support Services

Following historic trends, the reading achievement of students receiving support services (i.e., English for Speakers of Other Languages (ESOL), special education, and Free and Reduced-price Meals Systems (FARMS) services, were lower relative to those of students not receiving support services for both fall 2003 and spring 2004. Specifically, while the percentage at benchmark among subgroups receiving support services averaged below 50%, their peers not receiving services averaged almost 80%. For each of the grades, ESOL and special education students had the lowest year-end (i.e., spring 2004) percentage of students meeting the end-of-year benchmark (see Figures 9 and 10). Thus, the widest year-end achievement gaps were those of the ESOL/non ESOL and special education/non-special education comparisons. The ESOL/non ESOL year-end gaps were 35 and 33 percentage points for Grades 1 and 2, respectively.

Figure 9. Percentage of Grade 1 Students at or Above Benchmark, by Grade Level and Support Service Received, Fall 2003 and Spring 2004

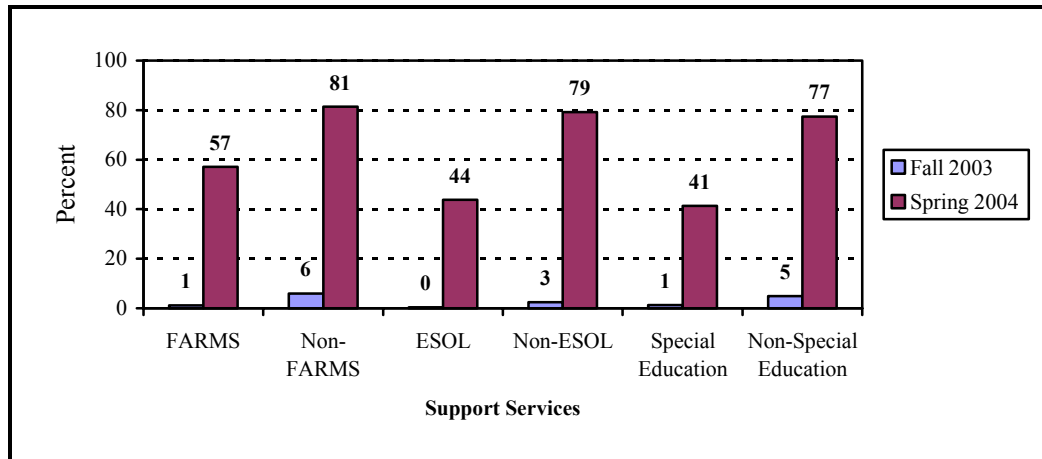
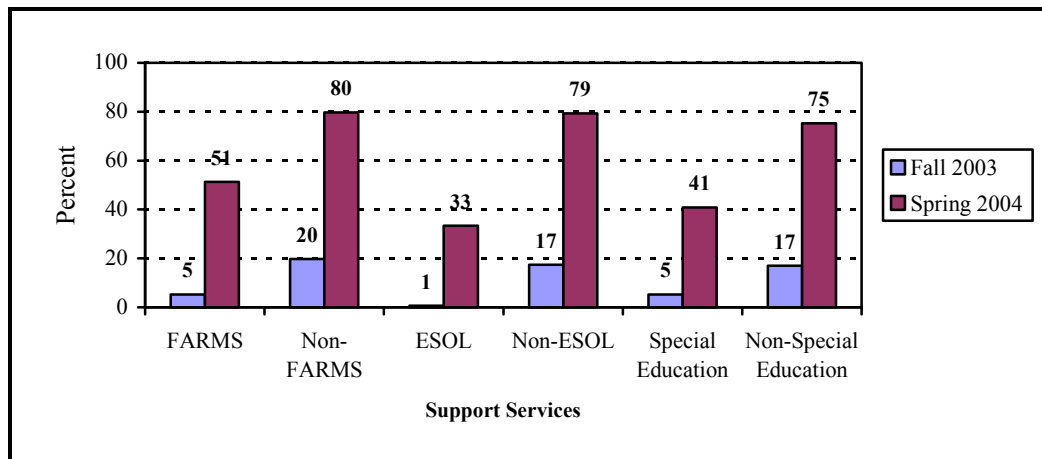
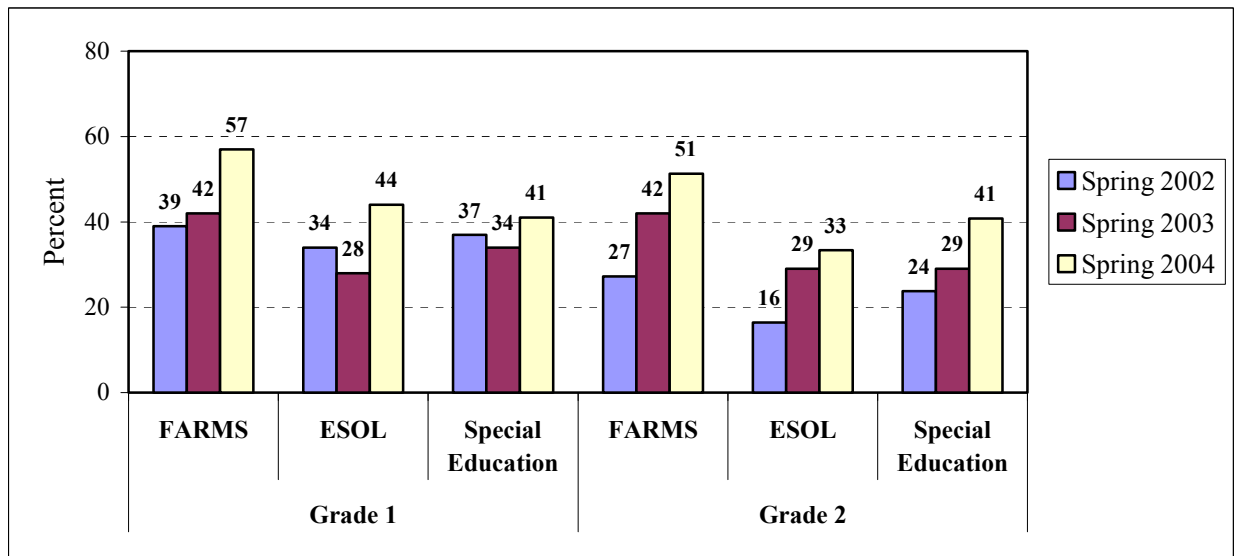


Figure 10. Percentage of Grade 2 Students at or Above Benchmark, by Grade Level and Support Service Received, Fall 2003 and Spring 2004



As with the trends reported for racial/ethnic groups facing challenging demographic factors, the performances of these students receiving support services show a generally upward trend, notwithstanding the dips that occurred in 2003 for ESOL and special education Grade 1 students. For example, the percentage of Grade 1 FARMS students meeting the end-of-year benchmark has increased progressively from 39% in spring 2002 to 42% in spring 2003 to its current level of 56% (see Figure 11). For ESOL and special education students, the achievement levels in spring 2004 were higher than those of the past two years. For Grade 2, all subgroups receiving support services showed a consistent upward trend in the percentage meeting benchmark during the 2002–2004 period (see Figure 11).

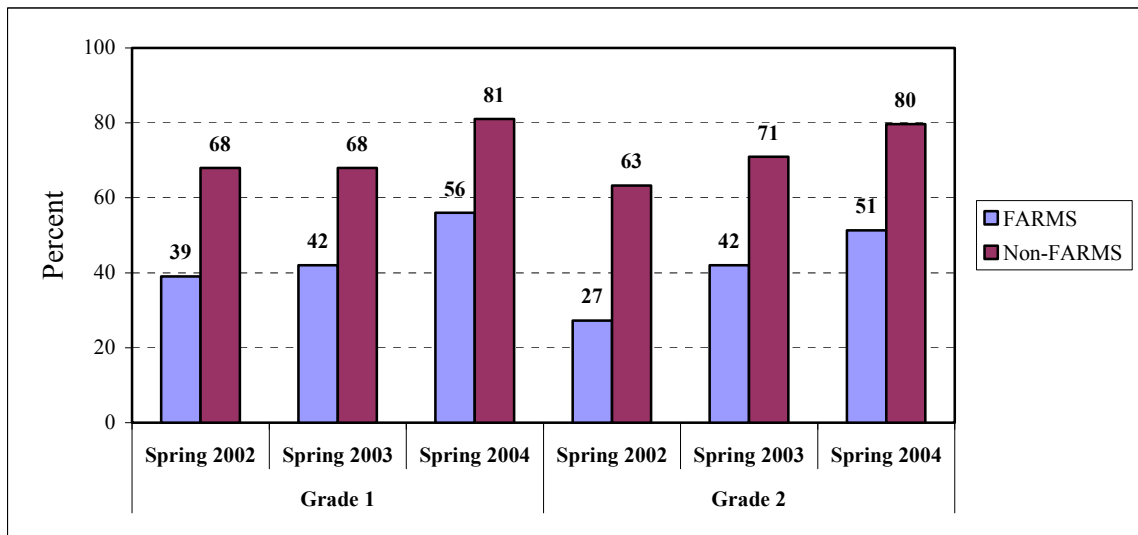
Figure 11. End-of-Year Benchmark Attainment, by Grade Level and Selected Student Subgroup, Spring 2002, Spring 2003, and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

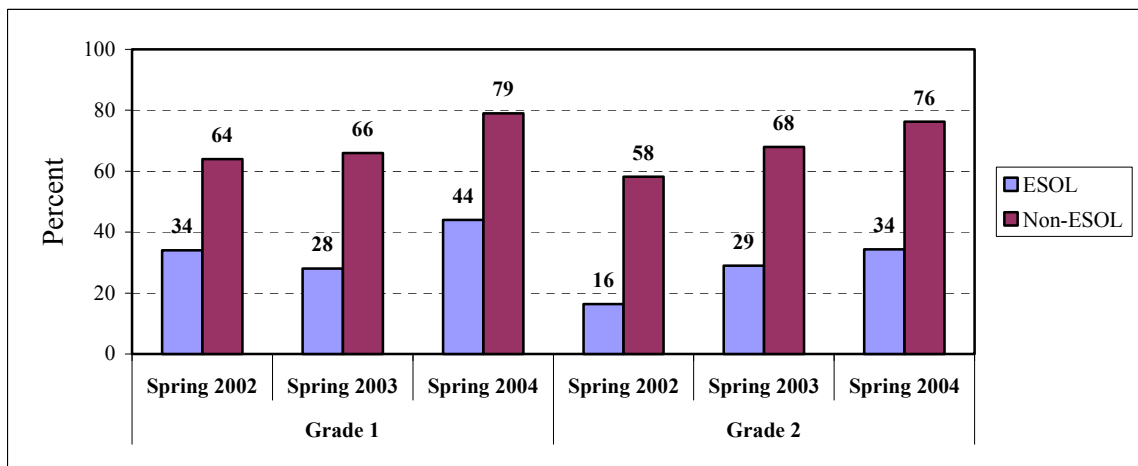
Comparisons of percentage at benchmark of subgroups receiving support services and their corresponding peers not receiving services for the past three years are depicted in Figures 12 through 14. As the data presented in the figures show, there is no definitive trend in the gaps between corresponding subgroups. For example, while the gap between FARMS and non-FARMS subgroups tended to decrease slightly over time for both Grades 1 and 2 (see Figure 12), gaps between ESOL and non-ESOL students and between special education and non-special education students either remained unchanged or widened (see Figures 13 and 14).

Figure 12. FARMS/Non-FARMS Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004



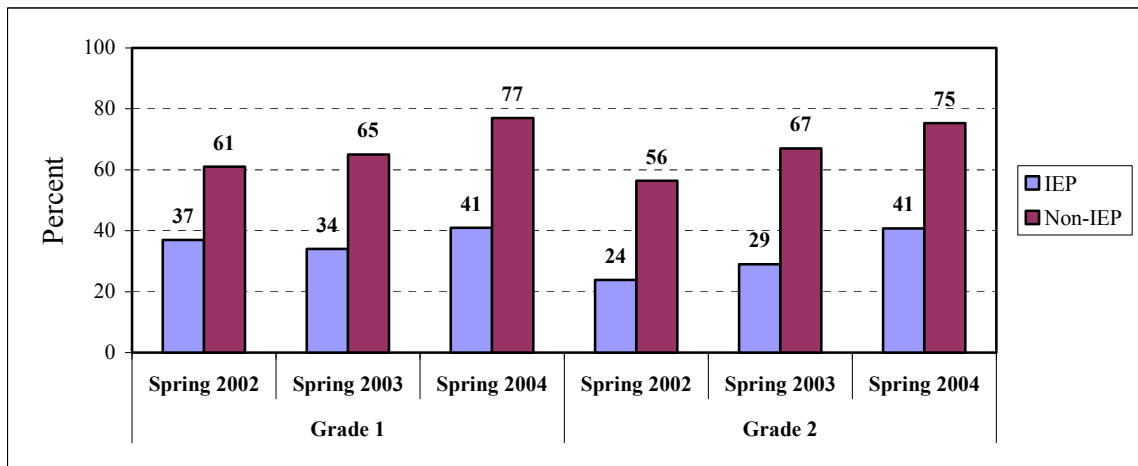
- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages rounded to the nearest whole number.

Figure 13. ESOL/Non-ESOL Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Figure 14. Special Education/Non-Special Education Comparison of End-of-Year Benchmark Attainment, by Grade Level, Spring 2002, Spring 2003, and Spring 2004



- Notes:
1. Spring 2002 and spring 2003 data from the analytical samples used in Nielsen and Cooper-Martin, 2002 and Cooper-Martin and Alban, 2003, respectively.
 2. Percentages are rounded to the nearest whole number.

Summary and Recommendations

This study examines the reading performance of Grades 1 and 2 students during the 2003–2004 school year. In addition, the study examines how student performance varies by (a) type of school (i.e., Focus and Non-Focus Schools), (b) racial/ethnic groups, (c) participation in the Free and Reduced Meals Systems (FARMS) program; and (d) English language proficiency (i.e., receiving ESOL services or not). To put the performance of the 2003–2004 students in context, the reading achievement for 2003–2004 was compared with those of previous years.

The MCPS AP-PR assessment data examined in this report revealed that considerable progress was made during the 2003–2004 school year and over the past three years in reading among Grades 1 and 2 students. Districtwide, the percentage of students meeting or exceeding the established end-of-year benchmark increased drastically during the 2003–2004 school year. The dramatic increase in the percentage at or above benchmark was evident for all demographic subgroups examined. Especially noteworthy are the performances of African American and Hispanic students. Comparisons of the year’s achievement with those of the past two years indicate that the increases in the percentage of African American and Hispanic students meeting the end-of-year benchmark during the 2002-2004 period are higher than those of Asian American and White students. In effect, there is a narrowing of the gap between African American and Hispanic students and their Asian American and White peers on reading achievement. However, substantial gaps continue to exist between students facing challenging demographic factors and their peers not similarly challenged, especially between ESOL and non-ESOL students.

Recommendations

1. Increase the level and/or intensity of support services provided to student subgroups facing challenging demographic factors, especially those with limited English language proficiency.

While the reading achievement of students facing challenging demographic factors improved substantially during 2003–2004, when compared with previous years, it was consistently lower than those of students not similarly challenged. And, in some instances, such as among ESOL and special education students, the gap remained the same or increased relative to that of their corresponding peers. This finding suggests that additional services or more intense services need to be provided to these subgroups.

2. Efforts to ensure that all students have valid/complete assessment data should continue and be intensified.

Substantial improvement was made during 2003–2004 in complying with MCPS AP-PR administration protocol to ensure that all students have complete assessment data. This year, it was possible to determine the reading level of 99.8% and 94.0% for Grade 1 and 2 students, respectively. In contrast, the reading level of 84% of Grade 1 students and 79% of Grade 2 students could be determined last year. Obviously, the effort expended in complying with test administration protocol resulted in substantial improvement. However, the 6% of Grade 2 students for whom a reading level could not be assigned is still significantly high.

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APPENDICES

Appendix A: MCPS Assessment Program-Primary Reading (MCPS AP-PR)

The MCPS Assessment Program-Primary Reading (MCPS AP-PR) instrument assesses two levels of reading development—foundational reading skills and text-reading proficiency. The foundational skills component is used to assess reading readiness and, thus, it is used mainly in kindergarten and Grade 1. The foundational reading skills component assesses six skills necessary for a student to become a strong reader—letter knowledge, print concepts, oral language, phonemic awareness, phonics, and reading vocabulary. Letter knowledge (the ability to identify alphabetic symbols) is assessed based on students’ ability to name upper- and lower-case letters or to identify a letter’s sound with the Letter Identification (LID) instrument. Print concepts (the ability to demonstrate book-handling skills and print-awareness concepts) are assessed based on students’ understanding of how printed language works in books (e.g., directional movement, one-to-one matching, and book conventions such as the front and back of the book) with the Concepts About Print (CAP) instrument. Oral language (the ability to speak clearly and use a wide variety of words to convey ideas effectively) is assessed based on students’ control of oral language and grammatical structures, with the Record of Oral Language (ROL) instrument. Phonemic awareness, the ability to hear the distinct sounds in spoken words, is assessed based on students’ ability to manipulate and understand sounds (e.g., beginning sounds and rhyming) with the Phonemic Awareness (PhA) instrument. Phonics (the ability to use knowledge of letter/sound relationships to decode and write words) is assessed based on students’ ability to associate and write letters for sounds heard in words in a dictated sentence with the Hearing and Recording Sounds (H&RS) instrument. Finally, reading vocabulary, the ability to accumulate a reading vocabulary or the words that readers and writers use most often, is assessed based on students’ ability to read basic sight words by the Word Recognition (WR) lists.

For each of the foundational reading skills, the district has established benchmarks of proficiency. These benchmarks are aligned with the empirically established score ranges that are indicative of “substantial proficiency” for each foundational reading skill (Bridges-Cline, 2001). Students are scored a 1 if they meet the district’s benchmark and a 0 otherwise. Thus, students’ scores on the foundational reading skills range from 0 to 6. The district’s proficiency benchmarks for the foundational reading skills during the 2003–2004 school year are as follows:

- Letter Identification (LID)—identification of at least 45 upper- and lower-case letters out of 54
- Concepts About Print (CAP)—knowledge of 13 or more of the 16 concepts assessed
- Record of Oral Language (ROL)—accurately repeating at least 13 of 21 sentences
- Phonemic Awareness (PhA)—correctly identifying whether 14 or more pairs of words out of 24 pairs rhyme or not
- Hearing and Recording Sounds (H&RS)—ability to write letters that correspond to at least 9 sounds in a dictated sentence with 15 sounds
- Word Recognition (WR)—ability to recognize at least 11 words from a chart containing 25 words

The text-reading proficiency component of the MCPS AP-PR instrument assesses students’ text-reading skills in four areas: reading behaviors, reading accuracy, oral reading fluency, and comprehension.

Teachers administer the text-reading proficiency component individually to students. The teacher selects a book at an appropriate level of difficulty and then asks the student to read it aloud. While the student is reading the text, the teacher observes and documents the student's reading behaviors and oral reading fluency. Reading behaviors document the extent to which the student integrates the foundational skills into the reading process, while oral reading fluency assesses the student's use of expression and ability to divide text into meaningful chunks.

Reading accuracy is assessed with a running record. The running record allows the student to demonstrate the integration of the three-cueing system (visual, syntactical, and semantic), high-frequency word knowledge, and self-regulating behaviors through self-monitoring. While the student is reading the text selected by the teacher, the teacher records error in word recognition. If word recognition accuracy is less than 90%, the teacher selects a lower-level text and the process is repeated until the 90% criterion is met. There were 28 titles for teachers to use. These titles are divided into four reading stages: Early Emergent (EE)—2 titles, Upper Emergent (UE)—7 titles, Early Fluent (EF)—11 titles, and Fluent (F)—8 titles. With the assistance of seven Reading Recovery[®] teachers, the text-reading level of each title was established to approximate the Reading Recovery[®] levels. In addition, the established text-reading levels were matched to the Fountas and Pinnell levels (Fountas & Pinnell, 1996). See Administrative Guide MCPS Assessment Program Primary Reading, Revised August 2002. Titles used in the Early Emergent, Upper Emergent, and Early Fluent stages are leveled 2 through 16. Higher-level titles used in the Fluent stage are leveled J, K, M, N, and P in the Fountas and Pinnell system.

Three tools are used for comprehension: Oral Retell—which allows the students to demonstrate their understanding of story structure—Oral Comprehension Questions—which allows a student to demonstrate understanding of explicit and implicit details from the text read—Written Response—understanding of text through the four reading stances of global understanding, developing interpretation, personal response, and critical thinking. Comprehension is only assessed if the student attains a reading accuracy of 90% or above for text levels 3 through P. The tool or combination of tools used to assess comprehension depends on the title read by the student. For titles in the Early Emergent and Upper Emergent stages (i.e., text levels 3 through 9), Oral Retell is used. Oral Comprehension Questions and Written Response tools are used for titles in the Early Fluent stage (i.e., text levels 10 through 16) and Written Response is used for the Fluent stage (text levels J through P).

Each students' text-reading level is determined by the text-level book, reading accuracy rate, and possibly a comprehension measure depending on the level of book read. Students reading a level 2 or 3 text are required to have an accuracy score of only 90% or higher to be assigned a text-reading level of 2 or 3. Text-reading level of 4 or above is assigned if students read a level 4 text or above with 90% or more accuracy and demonstrate adequate comprehension. (Measures used for comprehension vary by the book.) Students who could not read a text receive a level equal to 0. To monitor students' progress in reading during the primary grade years, the district has established end-of-quarter text-reading targets for each grade level. Quarterly text-reading targets or benchmarks for kindergarten through Grade 2 are summarized in Table A1.

Table A1. End-of-Quarter Text-Reading Benchmarks for Kindergarten through Grade 2

Grade Level	End of 1 st Quarter	End of 2 nd Quarter	End of 3 rd Quarter	End of 4 th Quarter
Kindergarten	Not Applicable	Not Applicable	Level 1 (A)	Level 3 (C)
First Grade	Level 5–7 (D–E)	Level 8–11 (E–G)	Level 12–15 (H–I)	Level 16–18 (I)
Second Grade	Level J–K	Level K–L	Level L–M	Level M

Note: The levels that are indicated numerically represent Reading Recovery© levels, while alphabet levels are Fountas and Pinnell’s.

Source: Reading/Writing/Language Arts—Elementary Program Instructional Guide Grade One, 2002, p. 12.

Reliability and concurrent validity of the MCPS AP-PR assessment instruments and text leveling have been documented in Raber, 2000. Details of administration of the reading assessment instruments can be found in Nielsen & Cooper-Martin (2002).

Appendix B: MCPS Elementary School, by Type of School

B1. Focus Schools

School #	School Name	School #	School Name
207	Beall	776	Montgomery Knolls
780	Bel Pre	791	New Hampshire Estates
304	Broad Acres	766	Oak View
807	Brookhaven	769	Oakland Terrace
559	Brown Station	312	Page, William Tyler
309	Burnt Mills	761	Pine Crest
310	Cannon Road	749	Piney Branch
100	Clopper Mill	514	Resnik, Judith A.
808	Cresthaven	242	Ride, Dr. Sally K.
111	Daly, Captain James E.	773	Rock Creek Forest
747	Drew, Dr. Charles R.	819	Rock Creek Valley
756	East Silver Spring	795	Rock View
303	Fairland	771	Rolling Terrace
549	Flower Hill	555	Rosemont
803	Forest Knolls	565	Sequoyah
106	Fox Chapel	517	Sligo Creek
553	Gaithersburg	564	South Lake
313	Galway	568	Stedwick
786	Georgian Forest	822	Strathmore
767	Glen Haven	569	Strawberry Knolls
817	Glenallan	563	Summit Hall
334	Greencastle	754	Takoma Park
797	Harmony Hills	206	Twinbrook
774	Highland	772	Veirs Mill
784	Highland View	552	Washington Grove
305	Jackson Road	561	Watkins Mill
805	Kemp Mill	777	Weller Road
210	Maryvale	788	Wheaton Woods
212	Meadow Hall	558	Whetstone
556	Mill Creek Towne	764	Woodlin

B2: Non-Focus Schools

School #	School Name	School #	School Name
425	Ashburton	512	Greenwood
420	Bannockburn	360	Jones Lane
505	Barnsley, Lucy V.	783	Kensington Parkwood
607	Bells Mill	108	Lake Seneca
513	Belmont	209	Lakewood
401	Bethesda	51	Laytonsville
226	Beverly Farms	220	Luxmanor
410	Bradley Hills	244	Marshall, Thurgood
518	Brooke Grove	110	McAuliffe, S. Christa
419	Burning Tree	158	McNair, Ronald
302	Burtonsville	652	Monocacy
508	Candlewood	415	North Chevy Chase
604	Carderrock Springs	502	Olney
159	Carson, Rachel	153	Poolesville
511	Cashell	601	Potomac
703	Cedar Grove	227	Ritchie Park
403	Chevy Chase	156	Rockwell, Lois P.
101	Clarksburg	794	Rosemary Hills
706	Clearspring	603	Seven Locks
308	Cloverly	501	Sherwood
238	Cold Spring	405	Somerset
229	College Gardens	523	Spark Matsunaga
702	Damascus	215	Stanburg, C.
351	Darnestown	653	Stone Mill
570	Diamond	316	Stonegate
241	Dufief	216	Travilah
233	Fallsmead	109	Waters Landing
219	Farmland	235	Wayside
566	Fields Road	408	Westbrook
506	Flower Valley	504	Westover
204	Garrett Park	417	Wood Acres
102	Germantown	704	Woodfield
546	Goshen	422	Wyngate

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Ashburton	Grade 1	All Students	87	2.3	91	73.6	71.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	0.0	20	90.0	90.0
		African American	7	14.3	7	57.1	42.9
		White	50	0.0	52	73.1	73.1
		Hispanic	11	9.1	12	58.3	49.2
		FARMS	5	20.0	5	60.0	40.0
		Non-FARMS	82	1.2	86	74.4	73.2
		ESOL	12	0.0	14	42.9	42.9
		Non-ESOL	75	2.7	77	79.2	76.6
		Special Education	10	0.0	11	18.2	18.2
	Non-Special Education	77	2.6	80	81.3	78.7	
	Grade 2	All Students	102	8.8	102	67.6	58.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	21	4.8	20	85.0	80.2
		African American	10	10.0	11	54.5	44.5
		White	57	12.3	56	69.6	57.4
		Hispanic	14	0.0	15	46.7	46.7
		FARMS	14	0.0	14	42.9	42.9
		Non-FARMS	88	10.2	88	71.6	61.4
		ESOL	16	0.0	15	40.0	40.0
		Non-ESOL	86	10.5	87	72.4	61.9
Special Education		11	0.0	11	18.2	18.2	
Non-Special Education	91	9.9	91	73.6	63.7		
Bannockburn	Grade 1	All Students	52	5.8	60	88.3	82.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	4	0.0	5	100.0	100.0
		African American	1	0.0	2	50.0	50.0
		White	44	6.8	50	90.0	83.2
		Hispanic	3	0.0	3	66.7	66.7
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	51	5.9	59	88.1	82.3
		ESOL	2	0.0	3	66.7	66.7
		Non-ESOL	50	6.0	57	89.5	83.5
		Special Education	1	0.0	1	100.0	100.0
		Non-Special Education	51	5.9	59	88.1	82.3

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Bannockburn	Grade 2	All Students	63	46.0	66	66.7	20.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	60.0	10	80.0	20.0
		African American	3	33.3	3	33.3	0.0
		White	49	42.9	52	65.4	22.5
		Hispanic	1	100.0	1	100.0	0.0
		FARMS	2	100.0	2	100.0	0.0
		Non-FARMS	61	44.3	64	65.6	21.4
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	63	46.0	66	66.7	20.6
		Special Education	0	n.a.	0	n.a.	n.a.
		Non-Special Education	63	46.0	66	66.7	20.6
Barnsley, Lucy V.	Grade 1	All Students	69	4.3	71	67.6	63.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	12	83.3	83.3
		African American	11	0.0	11	54.5	54.5
		White	30	10.0	31	83.9	73.9
		Hispanic	16	0.0	17	35.3	35.3
		FARMS	12	0.0	13	23.1	23.1
		Non-FARMS	57	5.3	58	77.6	72.3
		ESOL	8	0.0	9	22.2	22.2
		Non-ESOL	61	4.9	62	74.2	69.3
		Special Education	7	0.0	7	14.3	14.3
		Non-Special Education	62	4.8	64	73.4	68.6
	Grade 2	All Students	78	20.5	81	72.8	52.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	14.3	8	75.0	60.7
		African American	11	18.2	12	58.3	40.2
		White	40	27.5	41	82.9	55.4
		Hispanic	20	10.0	20	60.0	50.0
		FARMS	21	9.5	21	38.1	28.6
		Non-FARMS	57	24.6	60	85.0	60.4
		ESOL	6	0.0	6	33.3	33.3
		Non-ESOL	72	22.2	75	76.0	53.8
Special Education	8	12.5	8	50.0	37.5		
Non-Special Education	70	21.4	73	75.3	53.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Beall	Grade 1	All Students	98	4.1	103	72.8	68.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	24	0.0	25	88.0	88.0
		African American	23	4.3	25	64.0	59.7
		White	32	9.4	34	79.4	70.0
		Hispanic	19	0.0	19	52.6	52.6
		FARMS	33	0.0	37	54.1	54.1
		Non-FARMS	65	6.2	66	83.3	77.2
		ESOL	21	0.0	21	38.1	38.1
		Non-ESOL	77	5.2	82	81.7	76.5
		Special Education	6	0.0	7	28.6	28.6
	Non-Special Education	92	4.3	96	76.0	71.7	
	Grade 2	All Students	70	14.3	72	70.8	56.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	18	33.3	18	83.3	50.0
		African American	16	0.0	17	47.1	47.1
		White	25	8.0	25	76.0	68.0
		Hispanic	11	18.2	12	75.0	56.8
		FARMS	28	14.3	30	60.0	45.7
		Non-FARMS	42	14.3	42	78.6	64.3
		ESOL	9	0.0	10	60.0	60.0
		Non-ESOL	61	16.4	62	72.6	56.2
Special Education		7	0.0	7	57.1	57.1	
Non-Special Education	63	15.9	65	72.3	56.4		
Bel Pre	Grade 1	All Students	132	0.8	143	62.9	62.2
		American Indian	1	0.0	1	0.0	0.0
		Asian American	16	0.0	18	77.8	77.8
		African American	67	0.0	72	63.9	63.9
		White	18	5.6	19	68.4	62.9
		Hispanic	30	0.0	33	51.5	51.5
		FARMS	58	0.0	64	51.6	51.6
		Non-FARMS	74	1.4	79	72.2	70.8
		ESOL	7	0.0	10	10.0	10.0
		Non-ESOL	125	0.8	133	66.9	66.1
		Special Education	11	0.0	14	35.7	35.7
Non-Special Education	121	0.8	129	65.9	65.1		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Bel Pre	Grade 2	All Students	129	10.1	140	75.7	65.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	35.7	16	93.8	58.0
		African American	57	3.5	63	76.2	72.7
		White	19	21.1	20	90.0	68.9
		Hispanic	39	5.1	41	61.0	55.8
		FARMS	56	7.1	60	63.3	56.2
		Non-FARMS	73	12.3	80	85.0	72.7
		ESOL	6	0.0	9	11.1	11.1
		Non-ESOL	123	10.6	131	80.2	69.6
		Special Education	19	0.0	20	50.0	50.0
		Non-Special Education	110	11.8	120	80.0	68.2
Bells Mill	Grade 1	All Students	63	14.3	67	83.6	69.3
		American Indian	1	0.0	1	0.0	0.0
		Asian American	8	12.5	11	72.7	60.2
		African American	7	0.0	7	42.9	42.9
		White	44	18.2	44	97.7	79.5
		Hispanic	3	0.0	4	50.0	50.0
		FARMS	8	0.0	8	25.0	25.0
		Non-FARMS	55	16.4	59	91.5	75.2
		ESOL	4	0.0	8	25.0	25.0
		Non-ESOL	59	15.3	59	91.5	76.3
		Special Education	3	0.0	3	33.3	33.3
		Non-Special Education	60	15.0	64	85.9	70.9
	Grade 2	All Students	85	38.8	89	85.4	46.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	18	44.4	20	90.0	45.6
		African American	10	20.0	10	40.0	20.0
		White	55	41.8	56	94.6	52.8
		Hispanic	2	0.0	3	33.3	33.3
		FARMS	4	0.0	4	25.0	25.0
		Non-FARMS	81	40.7	85	88.2	47.5
		ESOL	6	0.0	7	14.3	14.3
		Non-ESOL	79	41.8	82	91.5	49.7
Special Education	10	20.0	10	80.0	60.0		
Non-Special Education	75	41.3	79	86.1	44.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Belmont	Grade 1	All Students	65	0.0	64	79.7	79.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	7	71.4	71.4
		African American	3	0.0	3	33.3	33.3
		White	51	0.0	50	86.0	86.0
		Hispanic	4	0.0	4	50.0	50.0
		FARMS	2	0.0	2	0.0	0.0
		Non-FARMS	63	0.0	62	82.3	82.3
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	64	0.0	63	81.0	81.0
		Special Education	13	0.0	13	46.2	46.2
	Non-Special Education	52	0.0	51	88.2	88.2	
	Grade 2	All Students	70	11.4	70	92.9	81.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	4	0.0	4	100.0	100.0
		African American	4	25.0	4	100.0	75.0
		White	61	11.5	61	91.8	80.3
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	4	0.0	4	100.0	100.0
		Non-FARMS	66	12.1	66	92.4	80.3
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	70	11.4	70	92.9	81.4
Special Education		11	18.2	11	81.8	63.6	
Non-Special Education	59	10.2	59	94.9	84.7		
Bethesda	Grade 1	All Students	71	9.9	70	90.0	80.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	5	100.0	100.0
		African American	4	0.0	4	75.0	75.0
		White	57	8.8	56	92.9	84.1
		Hispanic	5	40.0	5	60.0	20.0
		FARMS	5	0.0	5	80.0	80.0
		Non-FARMS	66	10.6	65	90.8	80.2
		ESOL	6	0.0	5	60.0	60.0
		Non-ESOL	65	10.8	65	92.3	81.5
		Special Education	2	50.0	2	100.0	50.0
Non-Special Education	69	8.7	68	89.7	81.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Bethesda	Grade 2	All Students	58	24.1	59	86.4	62.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	25.0	8	87.5	62.5
		African American	5	0.0	5	60.0	60.0
		White	41	29.3	41	87.8	58.5
		Hispanic	4	0.0	5	100.0	100.0
		FARMS	2	0.0	3	66.7	66.7
		Non-FARMS	56	25.0	56	87.5	62.5
		ESOL	4	0.0	4	25.0	25.0
		Non-ESOL	54	25.9	55	90.9	65.0
		Special Education	6	0.0	7	57.1	57.1
Non-Special Education	52	26.9	52	90.4	63.5		
Beverly Farms	Grade 1	All Students	85	0.0	87	95.4	95.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	21	0.0	23	100.0	100.0
		African American	2	0.0	2	100.0	100.0
		White	57	0.0	57	94.7	94.7
		Hispanic	5	0.0	5	80.0	80.0
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	84	0.0	86	95.3	95.3
		ESOL	6	0.0	6	100.0	100.0
		Non-ESOL	79	0.0	81	95.1	95.1
		Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	81	0.0	83	98.8	98.8	
	Grade 2	All Students	85	27.1	87	80.5	53.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	20	35.0	21	85.7	50.7
		African American	6	16.7	6	50.0	33.3
		White	54	24.1	54	85.2	61.1
		Hispanic	5	40.0	6	50.0	10.0
		FARMS	5	0.0	5	60.0	60.0
		Non-FARMS	80	28.8	82	81.7	53.0
		ESOL	5	0.0	7	57.1	57.1
Non-ESOL		80	28.8	80	82.5	53.8	
Special Education	13	7.7	13	38.5	30.8		
Non-Special Education	72	30.6	74	87.8	57.3		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Bradley Hills	Grade 1	All Students	55	10.9	57	86.0	75.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	60.0	5	100.0	40.0
		African American	0	n.a.	0	n.a.	n.a.
		White	49	6.1	51	84.3	78.2
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	0	n.a.	1	100.0	n.a.
		Non-FARMS	55	10.9	56	85.7	74.8
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	54	11.1	56	87.5	76.4
		Special Education	5	0.0	5	100.0	100.0
	Non-Special Education	50	12.0	52	84.6	72.6	
	Grade 2	All Students	64	21.9	68	82.4	60.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	30.0	11	100.0	70.0
		African American	2	0.0	2	100.0	100.0
		White	47	23.4	49	81.6	58.2
		Hispanic	5	0.0	6	50.0	50.0
		FARMS	0	n.a.	2	0.0	n.a.
		Non-FARMS	64	21.9	66	84.8	63.0
		ESOL	2	0.0	3	66.7	66.7
		Non-ESOL	62	22.6	65	83.1	60.5
Special Education		10	20.0	10	70.0	50.0	
Non-Special Education	54	22.2	58	84.5	62.3		
Broad Acres	Grade 1	All Students	69	0.0	73	74.0	74.0
		American Indian	1	0.0	2	50.0	50.0
		Asian American	7	0.0	9	66.7	66.7
		African American	16	0.0	16	87.5	87.5
		White	2	0.0	2	50.0	50.0
		Hispanic	43	0.0	44	72.7	72.7
		FARMS	57	0.0	61	72.1	72.1
		Non-FARMS	12	0.0	12	83.3	83.3
		ESOL	15	0.0	19	57.9	57.9
		Non-ESOL	54	0.0	54	79.6	79.6
		Special Education	4	0.0	3	33.3	33.3
Non-Special Education	65	0.0	70	75.7	75.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Broad Acres	Grade 2	All Students	69	13.0	69	60.9	47.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	44.4	9	66.7	22.2
		African American	17	11.8	17	58.8	47.1
		White	1	0.0	1	100.0	100.0
		Hispanic	42	7.1	42	59.5	52.4
		FARMS	61	8.2	61	57.4	49.2
		Non-FARMS	8	50.0	8	87.5	37.5
		ESOL	8	0.0	9	11.1	11.1
		Non-ESOL	61	14.8	60	68.3	53.6
		Special Education	6	0.0	5	60.0	60.0
Non-Special Education	63	14.3	64	60.9	46.7		
Brooke Grove	Grade 1	All Students	74	1.4	74	85.1	83.8
		American Indian	1	100.0	1	100.0	0.0
		Asian American	9	0.0	9	88.9	88.9
		African American	14	0.0	14	78.6	78.6
		White	45	0.0	45	91.1	91.1
		Hispanic	5	0.0	5	40.0	40.0
		FARMS	7	0.0	7	42.9	42.9
		Non-FARMS	67	1.5	67	89.6	88.1
		ESOL	5	0.0	5	80.0	80.0
		Non-ESOL	69	1.4	69	85.5	84.1
		Special Education	18	0.0	18	61.1	61.1
	Non-Special Education	56	1.8	56	92.9	91.1	
	Grade 2	All Students	87	11.5	89	70.8	59.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	9	66.7	66.7
		African American	13	0.0	14	50.0	50.0
		White	56	17.9	56	76.8	58.9
		Hispanic	10	0.0	10	70.0	70.0
		FARMS	12	0.0	12	50.0	50.0
		Non-FARMS	75	13.3	77	74.0	60.7
		ESOL	4	0.0	5	40.0	40.0
Non-ESOL		83	12.0	84	72.6	60.6	
Special Education	12	8.3	12	25.0	16.7		
Non-Special Education	75	12.0	77	77.9	65.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Brookhaven	Grade 1	All Students	57	1.8	58	56.9	55.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	4	50.0	50.0
		African American	29	3.4	29	69.0	65.5
		White	6	0.0	6	50.0	50.0
		Hispanic	17	0.0	19	42.1	42.1
		FARMS	31	3.2	32	56.3	53.0
		Non-FARMS	26	0.0	26	57.7	57.7
		ESOL	19	0.0	21	38.1	38.1
		Non-ESOL	38	2.6	37	67.6	64.9
		Special Education	10	0.0	11	9.1	9.1
	Non-Special Education	47	2.1	47	68.1	66.0	
	Grade 2	All Students	59	13.6	61	83.6	70.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	20.0	6	100.0	80.0
		African American	26	11.5	27	96.3	84.8
		White	13	15.4	13	84.6	69.2
		Hispanic	15	13.3	15	53.3	40.0
		FARMS	30	6.7	31	77.4	70.8
		Non-FARMS	29	20.7	30	90.0	69.3
		ESOL	9	0.0	10	50.0	50.0
		Non-ESOL	50	16.0	51	90.2	74.2
Special Education		8	12.5	9	33.3	20.8	
Non-Special Education	51	13.7	52	92.3	78.6		
Brown Station	Grade 1	All Students	54	3.7	56	53.6	49.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	8	87.5	87.5
		African American	14	0.0	15	20.0	20.0
		White	17	11.8	16	75.0	63.2
		Hispanic	16	0.0	17	47.1	47.1
		FARMS	26	0.0	26	38.5	38.5
		Non-FARMS	28	7.1	30	66.7	59.5
		ESOL	12	0.0	14	21.4	21.4
		Non-ESOL	42	4.8	42	64.3	59.5
		Special Education	3	0.0	3	0.0	0.0
Non-Special Education	51	3.9	53	56.6	52.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Brown Station	Grade 2	All Students	52	17.3	51	72.5	55.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	33.3	4	100.0	66.7
		African American	16	12.5	15	66.7	54.2
		White	17	23.5	16	93.8	70.2
		Hispanic	16	12.5	16	50.0	37.5
		FARMS	19	10.5	18	55.6	45.0
		Non-FARMS	33	21.2	33	81.8	60.6
		ESOL	10	0.0	11	36.4	36.4
		Non-ESOL	42	21.4	40	82.5	61.1
		Special Education	6	0.0	6	16.7	16.7
		Non-Special Education	46	19.6	45	80.0	60.4
Burning Tree	Grade 1	All Students	74	14.9	76	90.8	75.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	10.0	11	100.0	90.0
		African American	0	n.a.	0	n.a.	n.a.
		White	57	17.5	58	87.9	70.4
		Hispanic	7	0.0	7	100.0	100.0
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	74	14.9	76	90.8	75.9
		ESOL	5	0.0	6	83.3	83.3
		Non-ESOL	69	15.9	70	91.4	75.5
		Special Education	7	0.0	6	50.0	50.0
		Non-Special Education	67	16.4	70	94.3	77.9
	Grade 2	All Students	79	24.1	85	85.9	61.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	50.0	11	100.0	50.0
		African American	4	0.0	5	40.0	40.0
		White	53	24.5	56	89.3	64.8
		Hispanic	12	8.3	13	76.9	68.6
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	78	24.4	84	85.7	61.4
		ESOL	4	0.0	7	100.0	100.0
		Non-ESOL	75	25.3	78	84.6	59.3
Special Education	9	11.1	10	20.0	8.9		
Non-Special Education	70	25.7	75	94.7	69.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Burnt Mills	Grade 1	All Students	76	0.0	84	69.0	69.0
		American Indian	1	0.0	1	0.0	0.0
		Asian American	6	0.0	8	50.0	50.0
		African American	50	0.0	54	74.1	74.1
		White	1	0.0	2	0.0	0.0
		Hispanic	18	0.0	19	73.7	73.7
		FARMS	43	0.0	46	65.2	65.2
		Non-FARMS	33	0.0	38	73.7	73.7
		ESOL	11	0.0	14	35.7	35.7
		Non-ESOL	65	0.0	70	75.7	75.7
		Special Education	1	0.0	1	0.0	0.0
	Non-Special Education	75	0.0	83	69.9	69.9	
	Grade 2	All Students	60	6.7	64	78.1	71.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	50.0	4	75.0	25.0
		African American	35	8.6	38	78.9	70.4
		White	4	0.0	3	66.7	66.7
		Hispanic	19	0.0	19	78.9	78.9
		FARMS	32	3.1	35	77.1	74.0
		Non-FARMS	28	10.7	29	79.3	68.6
		ESOL	8	0.0	10	60.0	60.0
		Non-ESOL	52	7.7	54	81.5	73.8
Special Education		3	0.0	4	25.0	25.0	
Non-Special Education	57	7.0	60	81.7	74.6		
Burtonsville	Grade 1	All Students	100	3.0	105	73.3	70.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	0.0	21	81.0	81.0
		African American	51	5.9	53	77.4	71.5
		White	25	0.0	25	68.0	68.0
		Hispanic	5	0.0	6	33.3	33.3
		FARMS	16	0.0	20	55.0	55.0
		Non-FARMS	84	3.6	85	77.6	74.1
		ESOL	10	0.0	11	27.3	27.3
		Non-ESOL	90	3.3	94	78.7	75.4
		Special Education	6	0.0	6	33.3	33.3
Non-Special Education	94	3.2	99	75.8	72.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Burtonsville	Grade 2	All Students	120	5.0	124	79.0	74.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	21	9.5	23	82.6	73.1
		African American	58	1.7	61	70.5	68.8
		White	36	8.3	35	91.4	83.1
		Hispanic	5	0.0	5	80.0	80.0
		FARMS	34	2.9	36	69.4	66.5
		Non-FARMS	86	5.8	88	83.0	77.1
		ESOL	7	0.0	9	44.4	44.4
		Non-ESOL	113	5.3	115	81.7	76.4
		Special Education	10	0.0	10	40.0	40.0
Non-Special Education	110	5.5	114	82.5	77.0		
Candlewood	Grade 1	All Students	62	17.7	66	83.3	65.6
		American Indian	2	100.0	2	100.0	0.0
		Asian American	17	17.6	19	89.5	71.8
		African American	6	0.0	8	62.5	62.5
		White	28	17.9	28	96.4	78.6
		Hispanic	9	11.1	9	44.4	33.3
		FARMS	14	0.0	16	56.3	56.3
		Non-FARMS	48	22.9	50	92.0	69.1
		ESOL	5	0.0	6	16.7	16.7
		Non-ESOL	57	19.3	60	90.0	70.7
		Special Education	5	0.0	5	100.0	100.0
	Non-Special Education	57	19.3	61	82.0	62.7	
	Grade 2	All Students	59	22.0	62	72.6	50.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	18.2	13	61.5	43.4
		African American	8	0.0	9	66.7	66.7
		White	32	31.3	32	78.1	46.9
		Hispanic	8	12.5	8	75.0	62.5
		FARMS	8	0.0	10	40.0	40.0
		Non-FARMS	51	25.5	52	78.8	53.4
		ESOL	4	0.0	5	40.0	40.0
Non-ESOL		55	23.6	57	75.4	51.8	
Special Education	9	22.2	9	55.6	33.3		
Non-Special Education	50	22.0	53	75.5	53.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Cannon Road	Grade 1	All Students	56	0.0	59	88.1	88.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	9	88.9	88.9
		African American	22	0.0	22	90.9	90.9
		White	11	0.0	11	81.8	81.8
		Hispanic	14	0.0	17	88.2	88.2
		FARMS	21	0.0	23	82.6	82.6
		Non-FARMS	35	0.0	36	91.7	91.7
		ESOL	7	0.0	7	71.4	71.4
		Non-ESOL	49	0.0	52	90.4	90.4
		Special Education	7	0.0	8	50.0	50.0
	Non-Special Education	49	0.0	51	94.1	94.1	
	Grade 2	All Students	54	3.7	53	64.2	60.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	8	75.0	75.0
		African American	27	7.4	27	63.0	55.6
		White	9	0.0	8	62.5	62.5
		Hispanic	10	0.0	10	60.0	60.0
		FARMS	21	0.0	21	52.4	52.4
		Non-FARMS	33	6.1	32	71.9	65.8
		ESOL	5	0.0	5	40.0	40.0
		Non-ESOL	49	4.1	48	66.7	62.6
Special Education		12	0.0	12	16.7	16.7	
Non-Special Education	42	4.8	41	78.0	73.3		
Carderrock Springs	Grade 1	All Students	43	11.6	44	88.6	77.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	14.3	7	85.7	71.4
		African American	0	n.a.	1	0.0	n.a.
		White	34	11.8	34	91.2	79.4
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	42	11.9	43	88.4	76.5
		ESOL	2	0.0	1	0.0	0.0
		Non-ESOL	41	12.2	43	90.7	78.5
		Special Education	5	0.0	5	100.0	100.0
Non-Special Education	38	13.2	39	87.2	74.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Carderrock Springs	Grade 2	All Students	54	16.7	60	81.7	65.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	16.7	7	71.4	54.8
		African American	0	n.a.	1	100.0	n.a.
		White	45	17.8	49	83.7	65.9
		Hispanic	3	0.0	3	66.7	66.7
		FARMS	1	0.0	1	0.0	0.0
		Non-FARMS	53	17.0	59	83.1	66.1
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	52	17.3	58	84.5	67.2
		Special Education	6	16.7	6	50.0	33.3
		Non-Special Education	48	16.7	54	85.2	68.5
Carl Stanburg Learning Center	Grade 1	All Students	16	0.0	18	0.0	0.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	3	0.0	4	0.0	0.0
		White	9	0.0	10	0.0	0.0
		Hispanic	4	0.0	4	0.0	0.0
		FARMS	6	0.0	6	0.0	0.0
		Non-FARMS	10	0.0	12	0.0	0.0
		ESOL	3	0.0	3	0.0	0.0
		Non-ESOL	13	0.0	15	0.0	0.0
		Special Education	16	0.0	18	0.0	0.0
		Non-Special Education	0	n.a.	0	n.a.	n.a.
	Grade 2	All Students	10	0.0	10	0.0	0.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	0.0	2	0.0	0.0
		African American	4	0.0	4	0.0	0.0
		White	3	0.0	3	0.0	0.0
		Hispanic	1	0.0	1	0.0	0.0
		FARMS	3	0.0	3	0.0	0.0
		Non-FARMS	7	0.0	7	0.0	0.0
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	9	0.0	9	0.0	0.0
Special Education	10	0.0	10	0.0	0.0		
Non-Special Education	0	n.a.	0	n.a.	n.a.		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Carson, Rachel	Grade 1	All Students	104	6.7	109	78.0	71.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	14	100.0	100.0
		African American	1	0.0	2	0.0	0.0
		White	80	8.8	81	82.7	74.0
		Hispanic	10	0.0	12	33.3	33.3
		FARMS	11	0.0	14	42.9	42.9
		Non-FARMS	93	7.5	95	83.2	75.6
		ESOL	7	0.0	9	44.4	44.4
		Non-ESOL	97	7.2	100	81.0	73.8
		Special Education	16	0.0	16	18.8	18.8
	Non-Special Education	88	8.0	94	88.3	80.3	
	Grade 2	All Students	104	18.3	109	82.6	64.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	18	38.9	19	94.7	55.8
		African American	9	11.1	10	50.0	38.9
		White	69	15.9	72	86.1	70.2
		Hispanic	8	0.0	8	62.5	62.5
		FARMS	7	14.3	7	57.1	42.9
		Non-FARMS	97	18.6	102	84.3	65.8
		ESOL	2	0.0	3	66.7	66.7
		Non-ESOL	102	18.6	106	83.0	64.4
Special Education		20	10.0	21	52.4	42.4	
Non-Special Education	84	20.2	88	89.8	69.5		
Cashell	Grade 1	All Students	59	8.5	60	81.7	73.2
		American Indian	1	0.0	1	0.0	0.0
		Asian American	4	25.0	4	100.0	75.0
		African American	2	0.0	3	100.0	100.0
		White	44	9.1	44	81.8	72.7
		Hispanic	8	0.0	8	75.0	75.0
		FARMS	4	0.0	4	100.0	100.0
		Non-FARMS	55	9.1	56	80.4	71.3
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	57	8.8	58	84.5	75.7
		Special Education	8	0.0	8	37.5	37.5
Non-Special Education	51	9.8	52	88.5	78.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Cashell	Grade 2	All Students	58	24.1	58	82.8	58.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	33.3	9	88.9	55.6
		African American	4	50.0	4	100.0	50.0
		White	41	22.0	41	82.9	61.0
		Hispanic	4	0.0	4	50.0	50.0
		FARMS	2	0.0	2	100.0	100.0
		Non-FARMS	56	25.0	56	82.1	57.1
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	56	25.0	56	83.9	58.9
		Special Education	8	25.0	8	62.5	37.5
Non-Special Education	50	24.0	50	86.0	62.0		
Cedar Grove	Grade 1	All Students	95	7.4	96	77.1	69.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	26	15.4	27	85.2	69.8
		African American	16	0.0	14	42.9	42.9
		White	44	6.8	46	87.0	80.1
		Hispanic	9	0.0	9	55.6	55.6
		FARMS	15	0.0	13	23.1	23.1
		Non-FARMS	80	8.8	83	85.5	76.8
		ESOL	5	0.0	6	50.0	50.0
		Non-ESOL	90	7.8	90	78.9	71.1
		Special Education	4	0.0	3	66.7	66.7
	Non-Special Education	91	7.7	93	77.4	69.7	
	Grade 2	All Students	87	19.5	89	84.3	64.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	17	23.5	18	88.9	65.4
		African American	11	9.1	12	75.0	65.9
		White	48	22.9	48	89.6	66.7
		Hispanic	11	9.1	11	63.6	54.5
		FARMS	9	0.0	10	40.0	40.0
		Non-FARMS	78	21.8	79	89.9	68.1
		ESOL	3	0.0	3	33.3	33.3
Non-ESOL		84	20.2	86	86.0	65.8	
Special Education	4	25.0	4	25.0	0.0		
Non-Special Education	83	19.3	85	87.1	67.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Clarksburg	Grade 1	All Students	70	0.0	72	79.2	79.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	12	91.7	91.7
		African American	4	0.0	5	60.0	60.0
		White	52	0.0	53	79.2	79.2
		Hispanic	2	0.0	2	50.0	50.0
		FARMS	6	0.0	7	57.1	57.1
		Non-FARMS	64	0.0	65	81.5	81.5
		ESOL	3	0.0	3	33.3	33.3
		Non-ESOL	67	0.0	69	81.2	81.2
		Special Education	4	0.0	4	0.0	0.0
	Non-Special Education	66	0.0	68	83.8	83.8	
	Grade 2	All Students	73	15.1	75	66.7	51.6
		American Indian	1	0.0	1	100.0	100.0
		Asian American	8	37.5	8	75.0	37.5
		African American	8	0.0	8	25.0	25.0
		White	50	16.0	51	72.5	56.5
		Hispanic	6	0.0	7	57.1	57.1
		FARMS	13	0.0	13	38.5	38.5
		Non-FARMS	60	18.3	62	72.6	54.2
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	71	15.5	73	68.5	53.0
Special Education		10	0.0	10	10.0	10.0	
Non-Special Education	63	17.5	65	75.4	57.9		
Clearspring	Grade 1	All Students	73	0.0	77	77.9	77.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	0.0	3	66.7	66.7
		African American	8	0.0	10	70.0	70.0
		White	57	0.0	59	79.7	79.7
		Hispanic	5	0.0	5	80.0	80.0
		FARMS	15	0.0	16	62.5	62.5
		Non-FARMS	58	0.0	61	82.0	82.0
		ESOL	1	0.0	1	100.0	100.0
		Non-ESOL	72	0.0	76	77.6	77.6
		Special Education	10	0.0	11	27.3	27.3
		Non-Special Education	63	0.0	66	86.4	86.4

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Clearspring	Grade 2	All Students	70	17.1	71	74.6	57.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	16.7	7	85.7	69.0
		African American	11	0.0	12	50.0	50.0
		White	49	22.4	48	81.3	58.8
		Hispanic	4	0.0	4	50.0	50.0
		FARMS	14	0.0	14	42.9	42.9
		Non-FARMS	56	21.4	57	82.5	61.0
		ESOL	1	0.0	2	50.0	50.0
		Non-ESOL	69	17.4	69	75.4	58.0
		Special Education	12	8.3	12	25.0	16.7
Non-Special Education	58	19.0	59	84.7	65.8		
Clopper Mill	Grade 1	All Students	85	1.2	86	84.9	83.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	0.0	14	100.0	100.0
		African American	27	0.0	27	77.8	77.8
		White	19	5.3	20	80.0	74.7
		Hispanic	25	0.0	25	88.0	88.0
		FARMS	35	0.0	35	77.1	77.1
		Non-FARMS	50	2.0	51	90.2	88.2
		ESOL	15	0.0	15	86.7	86.7
		Non-ESOL	70	1.4	71	84.5	83.1
		Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	80	1.3	81	87.7	86.4	
	Grade 2	All Students	65	4.6	69	69.6	64.9
		American Indian	0	n.a.	1	0.0	n.a.
		Asian American	6	0.0	6	100.0	100.0
		African American	20	5.0	21	61.9	56.9
		White	13	15.4	14	92.9	77.5
		Hispanic	26	0.0	27	59.3	59.3
		FARMS	26	0.0	27	44.4	44.4
		Non-FARMS	39	7.7	42	85.7	78.0
		ESOL	11	0.0	12	41.7	41.7
Non-ESOL		54	5.6	57	75.4	69.9	
Special Education	9	11.1	9	44.4	33.3		
Non-Special Education	56	3.6	60	73.3	69.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Cloverly	Grade 1	All Students	73	6.8	74	83.8	76.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	14.3	8	75.0	60.7
		African American	9	22.2	10	100.0	77.8
		White	52	3.8	51	86.3	82.4
		Hispanic	5	0.0	5	40.0	40.0
		FARMS	8	12.5	9	44.4	31.9
		Non-FARMS	65	6.2	65	89.2	83.1
		ESOL	3	0.0	4	25.0	25.0
		Non-ESOL	70	7.1	70	87.1	80.0
		Special Education	7	0.0	7	85.7	85.7
	Non-Special Education	66	7.6	67	83.6	76.0	
	Grade 2	All Students	64	31.3	65	86.2	54.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	12.5	8	62.5	50.0
		African American	16	18.8	16	75.0	56.3
		White	38	42.1	39	94.9	52.8
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	8	12.5	8	62.5	50.0
		Non-FARMS	56	33.9	57	89.5	55.5
		ESOL	3	0.0	3	0.0	0.0
		Non-ESOL	61	32.8	62	90.3	57.5
Special Education		3	33.3	3	100.0	66.7	
Non-Special Education	61	31.1	62	85.5	54.3		
Cold Spring	Grade 1	All Students	66	13.6	67	91.0	77.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	41.7	12	100.0	58.3
		African American	2	0.0	2	100.0	100.0
		White	49	8.2	50	88.0	79.8
		Hispanic	3	0.0	3	100.0	100.0
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	66	13.6	67	91.0	77.4
		ESOL	1	0.0	1	100.0	100.0
		Non-ESOL	65	13.8	66	90.9	77.1
		Special Education	6	16.7	6	66.7	50.0
Non-Special Education	60	13.3	61	93.4	80.1		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Cold Spring	Grade 2	All Students	46	19.6	46	95.7	76.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	18.2	11	90.9	72.7
		African American	2	0.0	2	100.0	100.0
		White	29	20.7	29	96.6	75.9
		Hispanic	4	25.0	4	100.0	75.0
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	46	19.6	46	95.7	76.1
		ESOL	3	0.0	3	100.0	100.0
		Non-ESOL	43	20.9	43	95.3	74.4
		Special Education	3	0.0	3	66.7	66.7
Non-Special Education	43	20.9	43	97.7	76.7		
College Gardens	Grade 1	All Students	59	1.7	65	55.4	53.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	18	5.6	24	79.2	73.6
		African American	13	0.0	13	15.4	15.4
		White	18	0.0	18	61.1	61.1
		Hispanic	10	0.0	10	40.0	40.0
		FARMS	18	0.0	20	20.0	20.0
		Non-FARMS	41	2.4	45	71.1	68.7
		ESOL	12	0.0	14	35.7	35.7
		Non-ESOL	47	2.1	51	60.8	58.7
		Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	55	1.8	61	57.4	55.6	
	Grade 2	All Students	72	18.1	79	65.8	47.8
		American Indian	1	0.0	1	0.0	0.0
		Asian American	15	26.7	20	75.0	48.3
		African American	12	8.3	13	46.2	37.8
		White	36	22.2	38	78.9	56.7
		Hispanic	8	0.0	7	14.3	14.3
		FARMS	17	5.9	19	26.3	20.4
		Non-FARMS	55	21.8	60	78.3	56.5
		ESOL	9	0.0	8	12.5	12.5
Non-ESOL		63	20.6	71	71.8	51.2	
Special Education	7	0.0	8	25.0	25.0		
Non-Special Education	65	20.0	71	70.4	50.4		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Cresthaven	Grade 1	All Students	96	0.0	106	63.2	63.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	16	75.0	75.0
		African American	29	0.0	34	73.5	73.5
		White	16	0.0	16	62.5	62.5
		Hispanic	38	0.0	40	50.0	50.0
		FARMS	44	0.0	51	54.9	54.9
		Non-FARMS	52	0.0	55	70.9	70.9
		ESOL	14	0.0	17	47.1	47.1
		Non-ESOL	82	0.0	89	66.3	66.3
		Special Education	9	0.0	10	50.0	50.0
	Non-Special Education	87	0.0	96	64.6	64.6	
	Grade 2	All Students	90	6.7	98	58.2	51.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	23	8.7	27	51.9	43.2
		African American	26	7.7	28	64.3	56.6
		White	13	7.7	14	85.7	78.0
		Hispanic	28	3.6	29	44.8	41.3
		FARMS	44	2.3	47	46.8	44.5
		Non-FARMS	46	10.9	51	68.6	57.8
		ESOL	8	0.0	10	10.0	10.0
		Non-ESOL	82	7.3	88	63.6	56.3
Special Education		4	0.0	4	25.0	25.0	
Non-Special Education	86	7.0	94	59.6	52.6		
Daly, Captain James E.	Grade 1	All Students	94	1.1	97	57.7	56.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	14	64.3	64.3
		African American	32	0.0	33	48.5	48.5
		White	26	3.8	26	80.8	76.9
		Hispanic	23	0.0	24	41.7	41.7
		FARMS	32	0.0	33	36.4	36.4
		Non-FARMS	62	1.6	64	68.8	67.1
		ESOL	11	0.0	12	33.3	33.3
		Non-ESOL	83	1.2	85	61.2	60.0
		Special Education	9	0.0	9	11.1	11.1
Non-Special Education	85	1.2	88	62.5	61.3		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Daly, Captain James E.	Grade 2	All Students	101	11.9	104	64.4	52.5
		American Indian	1	0.0	1	100.0	100.0
		Asian American	16	18.8	16	87.5	68.8
		African American	31	12.9	32	71.9	59.0
		White	28	14.3	29	69.0	54.7
		Hispanic	25	4.0	26	34.6	30.6
		FARMS	34	2.9	36	55.6	52.6
		Non-FARMS	67	16.4	68	69.1	52.7
		ESOL	15	0.0	16	18.8	18.8
		Non-ESOL	86	14.0	88	72.7	58.8
		Special Education	15	0.0	15	33.3	33.3
Non-Special Education	86	14.0	89	69.7	55.7		
Damascus	Grade 1	All Students	50	4.0	52	86.5	82.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	2	0.0	2	50.0	50.0
		White	44	4.5	46	89.1	84.6
		Hispanic	4	0.0	4	75.0	75.0
		FARMS	5	0.0	6	50.0	50.0
		Non-FARMS	45	4.4	46	91.3	86.9
		ESOL	1	0.0	1	100.0	100.0
		Non-ESOL	49	4.1	51	86.3	82.2
		Special Education	2	0.0	3	66.7	66.7
	Non-Special Education	48	4.2	49	87.8	83.6	
	Grade 2	All Students	51	3.9	54	79.6	75.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	3	0.0	3	0.0	0.0
		White	46	4.3	49	85.7	81.4
		Hispanic	2	0.0	2	50.0	50.0
		FARMS	5	0.0	7	28.6	28.6
		Non-FARMS	46	4.3	47	87.2	82.9
		ESOL	1	0.0	1	0.0	0.0
Non-ESOL		50	4.0	53	81.1	77.1	
Special Education	10	0.0	10	30.0	30.0		
Non-Special Education	41	4.9	44	90.9	86.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Darnestown	Grade 1	All Students	50	0.0	53	86.8	86.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	0.0	6	66.7	66.7
		African American	3	0.0	3	100.0	100.0
		White	37	0.0	40	90.0	90.0
		Hispanic	4	0.0	4	75.0	75.0
		FARMS	1	0.0	1	0.0	0.0
		Non-FARMS	49	0.0	52	88.5	88.5
		ESOL	5	0.0	5	40.0	40.0
		Non-ESOL	45	0.0	48	91.7	91.7
		Special Education	8	0.0	9	66.7	66.7
	Non-Special Education	42	0.0	44	90.9	90.9	
	Grade 2	All Students	79	41.8	79	84.8	43.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	57.1	7	100.0	42.9
		African American	4	100.0	4	100.0	0.0
		White	66	36.4	66	83.3	47.0
		Hispanic	2	50.0	2	50.0	0.0
		FARMS	3	33.3	3	66.7	33.3
		Non-FARMS	76	42.1	76	85.5	43.4
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	78	42.3	78	85.9	43.6
Special Education		5	20.0	5	80.0	60.0	
Non-Special Education	74	43.2	74	85.1	41.9		
Diamond	Grade 1	All Students	66	4.5	75	89.3	84.8
		American Indian	1	0.0	1	100.0	100.0
		Asian American	21	4.8	27	96.3	91.5
		African American	9	0.0	9	66.7	66.7
		White	31	6.5	32	90.6	84.2
		Hispanic	4	0.0	6	83.3	83.3
		FARMS	5	0.0	5	40.0	40.0
		Non-FARMS	61	4.9	70	92.9	87.9
		ESOL	6	0.0	10	80.0	80.0
		Non-ESOL	60	5.0	65	90.8	85.8
		Special Education	8	37.5	9	77.8	40.3
Non-Special Education	58	0.0	66	90.9	90.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Diamond	Grade 2	All Students	78	28.2	77	88.3	60.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	20	30.0	20	85.0	55.0
		African American	6	50.0	6	66.7	16.7
		White	43	30.2	42	92.9	62.6
		Hispanic	9	0.0	9	88.9	88.9
		FARMS	11	9.1	10	50.0	40.9
		Non-FARMS	67	31.3	67	94.0	62.7
		ESOL	8	0.0	8	62.5	62.5
		Non-ESOL	70	31.4	69	91.3	59.9
		Special Education	12	8.3	11	72.7	64.4
		Non-Special Education	66	31.8	66	90.9	59.1
Drew, Dr. Charles R.	Grade 1	All Students	61	1.6	62	67.7	66.1
		American Indian	1	0.0	1	0.0	0.0
		Asian American	12	0.0	12	75.0	75.0
		African American	35	0.0	35	68.6	68.6
		White	6	16.7	6	50.0	33.3
		Hispanic	7	0.0	8	75.0	75.0
		FARMS	22	0.0	23	60.9	60.9
		Non-FARMS	39	2.6	39	71.8	69.2
		ESOL	3	0.0	3	33.3	33.3
		Non-ESOL	58	1.7	59	69.5	67.8
		Special Education	12	0.0	12	25.0	25.0
		Non-Special Education	49	2.0	50	78.0	76.0
	Grade 2	All Students	71	14.1	73	67.1	53.0
		American Indian	1	0.0	1	100.0	100.0
		Asian American	14	28.6	15	73.3	44.8
		African American	42	11.9	43	60.5	48.6
		White	7	14.3	7	57.1	42.9
		Hispanic	7	0.0	7	100.0	100.0
		FARMS	27	3.7	28	57.1	53.4
		Non-FARMS	44	20.5	45	73.3	52.9
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	69	14.5	71	69.0	54.5
Special Education	10	0.0	10	20.0	20.0		
Non-Special Education	61	16.4	63	74.6	58.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Dufief	Grade 1	All Students	58	10.3	62	61.3	50.9
		American Indian	2	50.0	2	100.0	50.0
		Asian American	17	23.5	17	70.6	47.1
		African American	2	0.0	3	33.3	33.3
		White	34	2.9	37	59.5	56.5
		Hispanic	3	0.0	3	33.3	33.3
		FARMS	4	0.0	5	20.0	20.0
		Non-FARMS	54	11.1	57	64.9	53.8
		ESOL	4	0.0	5	20.0	20.0
		Non-ESOL	54	11.1	57	64.9	53.8
		Special Education	6	0.0	8	12.5	12.5
	Non-Special Education	52	11.5	54	68.5	57.0	
	Grade 2	All Students	91	27.5	90	82.2	54.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	36	30.6	36	83.3	52.8
		African American	1	0.0	1	0.0	0.0
		White	53	26.4	52	82.7	56.3
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	2	100.0	2	100.0	0.0
		Non-FARMS	89	25.8	88	81.8	56.0
		ESOL	5	0.0	4	25.0	25.0
		Non-ESOL	86	29.1	86	84.9	55.8
Special Education		8	0.0	8	50.0	50.0	
Non-Special Education	83	30.1	82	85.4	55.2		
East Silver Spring	Grade 1	All Students	77	1.3	83	59.0	57.7
		American Indian	1	0.0	1	100.0	100.0
		Asian American	3	0.0	3	100.0	100.0
		African American	44	0.0	45	62.2	62.2
		White	6	0.0	7	71.4	71.4
		Hispanic	23	4.3	27	44.4	40.1
		FARMS	46	0.0	50	54.0	54.0
		Non-FARMS	31	3.2	33	66.7	63.4
		ESOL	13	0.0	17	29.4	29.4
		Non-ESOL	64	1.6	66	66.7	65.1
		Special Education	10	0.0	10	30.0	30.0
Non-Special Education	67	1.5	73	63.0	61.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
East Silver Spring	Grade 2	All Students	66	6.1	67	58.2	52.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	5	20.0	20.0
		African American	32	6.3	32	65.6	59.4
		White	6	16.7	6	83.3	66.7
		Hispanic	23	4.3	24	50.0	45.7
		FARMS	43	2.3	45	53.3	51.0
		Non-FARMS	23	13.0	22	68.2	55.1
		ESOL	18	0.0	18	27.8	27.8
		Non-ESOL	48	8.3	49	69.4	61.1
		Special Education	18	0.0	17	29.4	29.4
Non-Special Education	48	8.3	50	68.0	59.7		
Fairland	Grade 1	All Students	65	1.5	71	87.3	85.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	13	84.6	84.6
		African American	29	3.4	32	90.6	87.2
		White	14	0.0	15	93.3	93.3
		Hispanic	9	0.0	11	72.7	72.7
		FARMS	28	0.0	29	79.3	79.3
		Non-FARMS	37	2.7	42	92.9	90.2
		ESOL	16	0.0	18	66.7	66.7
		Non-ESOL	49	2.0	53	94.3	92.3
		Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	63	1.6	69	88.4	86.8	
	Grade 2	All Students	74	10.8	85	52.9	42.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	16.7	15	46.7	30.0
		African American	40	7.5	48	45.8	38.3
		White	15	20.0	14	100.0	80.0
		Hispanic	7	0.0	8	25.0	25.0
		FARMS	24	8.3	29	34.5	26.1
		Non-FARMS	50	12.0	56	62.5	50.5
		ESOL	11	0.0	14	28.6	28.6
Non-ESOL		63	12.7	71	57.7	45.0	
Special Education	5	0.0	5	40.0	40.0		
Non-Special Education	69	11.6	80	53.8	42.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Fallsmead	Grade 1	All Students	72	4.2	72	91.7	87.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	25	8.0	26	96.2	88.2
		African American	8	0.0	9	100.0	100.0
		White	36	2.8	34	91.2	88.4
		Hispanic	3	0.0	3	33.3	33.3
		FARMS	6	0.0	6	83.3	83.3
		Non-FARMS	66	4.5	66	92.4	87.9
		ESOL	4	0.0	5	60.0	60.0
		Non-ESOL	68	4.4	67	94.0	89.6
		Special Education	12	0.0	12	83.3	83.3
	Non-Special Education	60	5.0	60	93.3	88.3	
	Grade 2	All Students	81	28.4	86	89.5	61.1
		American Indian	1	0.0	1	100.0	100.0
		Asian American	17	29.4	19	89.5	60.1
		African American	9	22.2	9	77.8	55.6
		White	47	31.9	49	91.8	59.9
		Hispanic	7	14.3	8	87.5	73.2
		FARMS	7	0.0	7	71.4	71.4
		Non-FARMS	74	31.1	79	91.1	60.1
		ESOL	4	0.0	7	71.4	71.4
		Non-ESOL	77	29.9	79	91.1	61.3
Special Education		10	10.0	10	70.0	60.0	
Non-Special Education	71	31.0	76	92.1	61.1		
Farmland	Grade 1	All Students	81	12.3	90	76.7	64.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	25	16.0	29	62.1	46.1
		African American	3	0.0	3	66.7	66.7
		White	47	10.6	49	85.7	75.1
		Hispanic	6	16.7	9	77.8	61.1
		FARMS	1	0.0	2	50.0	50.0
		Non-FARMS	80	12.5	88	77.3	64.8
		ESOL	12	0.0	20	25.0	25.0
		Non-ESOL	69	14.5	70	91.4	76.9
		Special Education	3	0.0	3	33.3	33.3
Non-Special Education	78	12.8	87	78.2	65.3		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Farmland	Grade 2	All Students	98	19.4	103	84.5	65.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	30	26.7	35	82.9	56.2
		African American	5	0.0	5	40.0	40.0
		White	54	20.4	54	92.6	72.2
		Hispanic	9	0.0	9	66.7	66.7
		FARMS	7	28.6	6	33.3	4.8
		Non-FARMS	91	18.7	97	87.6	68.9
		ESOL	14	14.3	20	65.0	50.7
		Non-ESOL	84	20.2	83	89.2	68.9
		Special Education	6	0.0	6	16.7	16.7
Non-Special Education	92	20.7	97	88.7	68.0		
Fields Road	Grade 1	All Students	77	1.3	80	67.5	66.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	7.7	13	46.2	38.5
		African American	13	0.0	15	60.0	60.0
		White	36	0.0	35	80.0	80.0
		Hispanic	15	0.0	17	64.7	64.7
		FARMS	20	0.0	22	59.1	59.1
		Non-FARMS	57	1.8	58	70.7	68.9
		ESOL	6	0.0	8	25.0	25.0
		Non-ESOL	71	1.4	72	72.2	70.8
		Special Education	6	0.0	6	50.0	50.0
	Non-Special Education	71	1.4	74	68.9	67.5	
	Grade 2	All Students	88	26.1	88	63.6	37.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	22	40.9	21	71.4	30.5
		African American	12	16.7	13	69.2	52.6
		White	41	26.8	39	66.7	39.8
		Hispanic	13	7.7	15	40.0	32.3
		FARMS	16	6.3	18	50.0	43.8
		Non-FARMS	72	30.6	70	67.1	36.6
		ESOL	8	0.0	8	12.5	12.5
Non-ESOL		80	28.8	80	68.8	40.0	
Special Education	5	0.0	5	0.0	0.0		
Non-Special Education	83	27.7	83	67.5	39.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Flower Hill	Grade 1	All Students	82	7.3	90	71.1	63.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	14	92.9	92.9
		African American	29	10.3	30	66.7	56.3
		White	19	15.8	22	81.8	66.0
		Hispanic	22	0.0	24	54.2	54.2
		FARMS	30	0.0	33	54.5	54.5
		Non-FARMS	52	11.5	57	80.7	69.2
		ESOL	10	0.0	13	23.1	23.1
		Non-ESOL	72	8.3	77	79.2	70.9
		Special Education	7	0.0	9	33.3	33.3
	Non-Special Education	75	8.0	81	75.3	67.3	
	Grade 2	All Students	89	2.2	91	49.5	47.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	0.0	20	50.0	50.0
		African American	31	0.0	30	66.7	66.7
		White	15	0.0	15	46.7	46.7
		Hispanic	24	8.3	26	30.8	22.4
		FARMS	40	2.5	42	47.6	45.1
		Non-FARMS	49	2.0	49	51.0	49.0
		ESOL	10	0.0	12	0.0	0.0
		Non-ESOL	79	2.5	79	57.0	54.4
Special Education		10	0.0	10	30.0	30.0	
Non-Special Education	79	2.5	81	51.9	49.3		
Flower Valley	Grade 1	All Students	71	5.6	71	73.2	67.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	22.2	7	85.7	63.5
		African American	17	5.9	17	64.7	58.8
		White	43	2.3	44	75.0	72.7
		Hispanic	2	0.0	3	66.7	66.7
		FARMS	9	0.0	10	60.0	60.0
		Non-FARMS	62	6.5	61	75.4	69.0
		ESOL	2	0.0	2	100.0	100.0
		Non-ESOL	69	5.8	69	72.5	66.7
		Special Education	7	0.0	7	57.1	57.1
Non-Special Education	64	6.3	64	75.0	68.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Flower Valley	Grade 2	All Students	78	6.4	82	69.5	63.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	11.1	9	88.9	77.8
		African American	14	7.1	15	40.0	32.9
		White	49	6.1	52	76.9	70.8
		Hispanic	6	0.0	6	50.0	50.0
		FARMS	12	8.3	14	28.6	20.2
		Non-FARMS	66	6.1	68	77.9	71.9
		ESOL	3	33.3	3	33.3	0.0
		Non-ESOL	75	5.3	79	70.9	65.6
		Special Education	10	10.0	10	40.0	30.0
Non-Special Education	68	5.9	72	73.6	67.7		
Forest Knolls	Grade 1	All Students	85	8.2	85	87.1	78.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	8.3	12	100.0	91.7
		African American	19	0.0	19	84.2	84.2
		White	27	18.5	27	92.6	74.1
		Hispanic	27	3.7	27	77.8	74.1
		FARMS	26	0.0	27	70.4	70.4
		Non-FARMS	59	11.9	58	94.8	83.0
		ESOL	11	0.0	11	72.7	72.7
		Non-ESOL	74	9.5	74	89.2	79.7
		Special Education	7	0.0	7	85.7	85.7
	Non-Special Education	78	9.0	78	87.2	78.2	
	Grade 2	All Students	95	10.5	100	72.0	61.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	9	77.8	77.8
		African American	22	0.0	23	65.2	65.2
		White	33	27.3	35	94.3	67.0
		Hispanic	32	3.1	33	51.5	48.4
		FARMS	30	3.3	31	45.2	41.8
		Non-FARMS	65	13.8	69	84.1	70.2
		ESOL	11	0.0	12	33.3	33.3
Non-ESOL		84	11.9	88	77.3	65.4	
Special Education	9	0.0	11	36.4	36.4		
Non-Special Education	86	11.6	89	76.4	64.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Fox Chapel	Grade 1	All Students	81	0.0	83	63.9	63.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	12	91.7	91.7
		African American	22	0.0	24	58.3	58.3
		White	17	0.0	17	70.6	70.6
		Hispanic	30	0.0	30	53.3	53.3
		FARMS	35	0.0	36	47.2	47.2
		Non-FARMS	46	0.0	47	76.6	76.6
		ESOL	20	0.0	20	45.0	45.0
		Non-ESOL	61	0.0	63	69.8	69.8
		Special Education	7	0.0	7	14.3	14.3
	Non-Special Education	74	0.0	76	68.4	68.4	
	Grade 2	All Students	72	5.6	78	73.1	67.5
		American Indian	1	0.0	1	100.0	100.0
		Asian American	12	0.0	12	100.0	100.0
		African American	20	10.0	20	80.0	70.0
		White	15	6.7	17	70.6	63.9
		Hispanic	24	4.2	28	57.1	53.0
		FARMS	30	10.0	34	67.6	57.6
		Non-FARMS	42	2.4	44	77.3	74.9
		ESOL	5	0.0	8	37.5	37.5
		Non-ESOL	67	6.0	70	77.1	71.2
Special Education		7	0.0	7	57.1	57.1	
Non-Special Education	65	6.2	71	74.6	68.5		
Gaithersburg	Grade 1	All Students	89	5.6	89	67.4	61.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	0.0	6	83.3	83.3
		African American	23	4.3	24	62.5	58.2
		White	16	12.5	16	75.0	62.5
		Hispanic	44	4.5	43	65.1	60.6
		FARMS	56	3.6	56	62.5	58.9
		Non-FARMS	33	9.1	33	75.8	66.7
		ESOL	17	0.0	19	31.6	31.6
		Non-ESOL	72	6.9	70	77.1	70.2
		Special Education	9	11.1	9	33.3	22.2
		Non-Special Education	80	5.0	80	71.3	66.3

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Gaithersburg	Grade 2	All Students	88	6.8	93	51.6	44.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	12.5	8	87.5	75.0
		African American	19	15.8	22	54.5	38.8
		White	11	0.0	13	69.2	69.2
		Hispanic	50	4.0	50	40.0	36.0
		FARMS	54	5.6	57	43.9	38.3
		Non-FARMS	34	8.8	36	63.9	55.1
		ESOL	24	0.0	25	16.0	16.0
		Non-ESOL	64	9.4	68	64.7	55.3
		Special Education	10	0.0	10	40.0	40.0
Non-Special Education	78	7.7	83	53.0	45.3		
Galway	Grade 1	All Students	105	0.0	105	73.3	73.3
		American Indian	1	0.0	1	0.0	0.0
		Asian American	28	0.0	26	73.1	73.1
		African American	55	0.0	55	78.2	78.2
		White	12	0.0	13	84.6	84.6
		Hispanic	9	0.0	10	40.0	40.0
		FARMS	36	0.0	35	68.6	68.6
		Non-FARMS	69	0.0	70	75.7	75.7
		ESOL	22	0.0	21	57.1	57.1
		Non-ESOL	83	0.0	84	77.4	77.4
		Special Education	7	0.0	8	37.5	37.5
	Non-Special Education	98	0.0	97	76.3	76.3	
	Grade 2	All Students	98	15.3	102	77.5	62.1
		American Indian	1	0.0	1	100.0	100.0
		Asian American	23	17.4	23	91.3	73.9
		African American	45	13.3	48	64.6	51.3
		White	18	22.2	18	88.9	66.7
		Hispanic	11	9.1	12	83.3	74.2
		FARMS	42	9.5	43	62.8	53.3
		Non-FARMS	56	19.6	59	88.1	68.5
		ESOL	7	0.0	8	62.5	62.5
Non-ESOL		91	16.5	94	78.7	62.2	
Special Education	7	14.3	7	28.6	14.3		
Non-Special Education	91	15.4	95	81.1	65.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Garrett Park	Grade 1	All Students	75	14.7	78	78.2	63.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	20	25.0	21	85.7	60.7
		African American	5	20.0	6	66.7	46.7
		White	33	12.1	33	84.8	72.7
		Hispanic	17	5.9	18	61.1	55.2
		FARMS	18	0.0	19	63.2	63.2
		Non-FARMS	57	19.3	59	83.1	63.8
		ESOL	22	0.0	23	56.5	56.5
		Non-ESOL	53	20.8	55	87.3	66.5
		Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	71	15.5	74	79.7	64.2	
	Grade 2	All Students	67	19.4	71	91.5	72.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	28.6	16	93.8	65.2
		African American	8	0.0	8	100.0	100.0
		White	28	25.0	28	92.9	67.9
		Hispanic	17	11.8	19	84.2	72.4
		FARMS	21	4.8	21	90.5	85.7
		Non-FARMS	46	26.1	50	92.0	65.9
		ESOL	10	10.0	13	84.6	74.6
		Non-ESOL	57	21.1	58	93.1	72.1
Special Education		5	20.0	5	60.0	40.0	
Non-Special Education	62	19.4	66	93.9	74.6		
Georgian Forest	Grade 1	All Students	77	1.3	80	62.5	61.2
		American Indian	1	0.0	1	0.0	0.0
		Asian American	17	5.9	18	88.9	83.0
		African American	25	0.0	26	50.0	50.0
		White	7	0.0	8	87.5	87.5
		Hispanic	27	0.0	27	51.9	51.9
		FARMS	31	3.2	31	48.4	45.2
		Non-FARMS	46	0.0	49	71.4	71.4
		ESOL	8	0.0	9	33.3	33.3
		Non-ESOL	69	1.4	71	66.2	64.7
		Special Education	5	0.0	5	40.0	40.0
Non-Special Education	72	1.4	75	64.0	62.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Georgian Forest	Grade 2	All Students	65	6.2	68	52.9	46.8
		American Indian	3	0.0	3	33.3	33.3
		Asian American	9	11.1	10	70.0	58.9
		African American	26	7.7	27	51.9	44.2
		White	12	8.3	12	50.0	41.7
		Hispanic	15	0.0	16	50.0	50.0
		FARMS	25	8.0	26	42.3	34.3
		Non-FARMS	40	5.0	42	59.5	54.5
		ESOL	14	0.0	14	35.7	35.7
		Non-ESOL	51	7.8	54	57.4	49.6
		Special Education	16	0.0	16	43.8	43.8
Non-Special Education	49	8.2	52	55.8	47.6		
Germantown	Grade 1	All Students	67	0.0	69	56.5	56.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	7	85.7	85.7
		African American	21	0.0	22	63.6	63.6
		White	24	0.0	25	52.0	52.0
		Hispanic	15	0.0	15	40.0	40.0
		FARMS	17	0.0	18	55.6	55.6
		Non-FARMS	50	0.0	51	56.9	56.9
		ESOL	6	0.0	6	33.3	33.3
		Non-ESOL	61	0.0	63	58.7	58.7
		Special Education	10	0.0	10	20.0	20.0
	Non-Special Education	57	0.0	59	62.7	62.7	
	Grade 2	All Students	45	0.0	77	45.5	45.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	13	76.9	76.9
		African American	12	0.0	25	44.0	44.0
		White	22	0.0	32	34.4	34.4
		Hispanic	6	0.0	7	42.9	42.9
		FARMS	13	0.0	18	27.8	27.8
		Non-FARMS	32	0.0	59	50.8	50.8
		ESOL	3	0.0	5	20.0	20.0
Non-ESOL		42	0.0	72	47.2	47.2	
Special Education	3	0.0	6	33.3	33.3		
Non-Special Education	42	0.0	71	46.5	46.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Glen Haven	Grade 1	All Students	72	2.8	77	59.7	57.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	8	25.0	25.0
		African American	23	4.3	24	75.0	70.7
		White	8	12.5	9	77.8	65.3
		Hispanic	34	0.0	36	52.8	52.8
		FARMS	45	0.0	48	54.2	54.2
		Non-FARMS	27	7.4	29	69.0	61.6
		ESOL	11	0.0	14	14.3	14.3
		Non-ESOL	61	3.3	63	69.8	66.6
		Special Education	8	0.0	8	37.5	37.5
	Non-Special Education	64	3.1	69	62.3	59.2	
	Grade 2	All Students	73	8.2	78	62.8	54.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	33.3	8	50.0	16.7
		African American	22	9.1	22	72.7	63.6
		White	9	11.1	9	77.8	66.7
		Hispanic	36	2.8	39	56.4	53.6
		FARMS	37	5.4	40	57.5	52.1
		Non-FARMS	36	11.1	38	68.4	57.3
		ESOL	13	0.0	16	6.3	6.3
		Non-ESOL	60	10.0	62	77.4	67.4
Special Education		9	0.0	9	55.6	55.6	
Non-Special Education	64	9.4	69	63.8	54.4		
Glenallan	Grade 1	All Students	65	1.5	70	70.0	68.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	12	58.3	58.3
		African American	21	0.0	22	72.7	72.7
		White	13	7.7	14	85.7	78.0
		Hispanic	19	0.0	22	63.6	63.6
		FARMS	34	0.0	38	68.4	68.4
		Non-FARMS	31	3.2	32	71.9	68.6
		ESOL	12	0.0	16	31.3	31.3
		Non-ESOL	53	1.9	54	81.5	79.6
		Special Education	8	0.0	8	75.0	75.0
		Non-Special Education	57	1.8	62	69.4	67.6

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Glenallan	Grade 2	All Students	64	10.9	63	82.5	71.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	7.1	13	92.3	85.2
		African American	21	9.5	21	85.7	76.2
		White	13	23.1	13	84.6	61.5
		Hispanic	16	6.3	16	68.8	62.5
		FARMS	25	8.0	26	73.1	65.1
		Non-FARMS	39	12.8	37	89.2	76.4
		ESOL	13	0.0	12	66.7	66.7
		Non-ESOL	51	13.7	51	86.3	72.5
		Special Education	8	0.0	8	62.5	62.5
Non-Special Education	56	12.5	55	85.5	73.0		
Goshen	Grade 1	All Students	113	2.7	114	72.8	70.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	18	0.0	18	88.9	88.9
		African American	22	0.0	22	81.8	81.8
		White	53	5.7	53	77.4	71.7
		Hispanic	20	0.0	21	38.1	38.1
		FARMS	27	0.0	28	39.3	39.3
		Non-FARMS	86	3.5	86	83.7	80.2
		ESOL	11	0.0	12	8.3	8.3
		Non-ESOL	102	2.9	102	80.4	77.5
		Special Education	11	0.0	11	45.5	45.5
	Non-Special Education	102	2.9	103	75.7	72.8	
	Grade 2	All Students	98	15.3	103	72.8	57.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	16	12.5	17	76.5	64.0
		African American	16	25.0	17	76.5	51.5
		White	49	18.4	50	80.0	61.6
		Hispanic	17	0.0	19	47.4	47.4
		FARMS	10	0.0	12	25.0	25.0
		Non-FARMS	88	17.0	91	79.1	62.1
		ESOL	8	0.0	9	22.2	22.2
Non-ESOL		90	16.7	94	77.7	61.0	
Special Education	10	0.0	10	20.0	20.0		
Non-Special Education	88	17.0	93	78.5	61.4		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Greencastle	Grade 1	All Students	98	1.0	103	78.6	77.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	12	83.3	83.3
		African American	72	1.4	75	81.3	79.9
		White	8	0.0	8	62.5	62.5
		Hispanic	5	0.0	8	62.5	62.5
		FARMS	39	0.0	42	71.4	71.4
		Non-FARMS	59	1.7	61	83.6	81.9
		ESOL	11	0.0	10	60.0	60.0
		Non-ESOL	87	1.1	93	80.6	79.5
		Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	94	1.1	99	79.8	78.7	
	Grade 2	All Students	121	5.8	128	56.3	50.5
		American Indian	3	0.0	3	33.3	33.3
		Asian American	10	0.0	10	60.0	60.0
		African American	94	6.4	100	54.0	47.6
		White	2	0.0	3	66.7	66.7
		Hispanic	12	8.3	12	75.0	66.7
		FARMS	56	1.8	59	50.8	49.1
		Non-FARMS	65	9.2	69	60.9	51.6
		ESOL	9	0.0	9	44.4	44.4
		Non-ESOL	112	6.3	119	57.1	50.9
Special Education		5	0.0	5	40.0	40.0	
Non-Special Education	116	6.0	123	56.9	50.9		
Greenwood	Grade 1	All Students	102	1.0	103	77.7	76.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	9	100.0	100.0
		African American	10	0.0	11	63.6	63.6
		White	79	1.3	79	79.7	78.5
		Hispanic	4	0.0	4	25.0	25.0
		FARMS	6	0.0	6	50.0	50.0
		Non-FARMS	96	1.0	97	79.4	78.3
		ESOL	2	0.0	3	33.3	33.3
		Non-ESOL	100	1.0	100	79.0	78.0
		Special Education	10	0.0	10	40.0	40.0
		Non-Special Education	92	1.1	93	81.7	80.6

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Greenwood	Grade 2	All Students	93	14.0	94	78.7	64.7
		American Indian	1	0.0	1	100.0	100.0
		Asian American	3	0.0	3	100.0	100.0
		African American	7	0.0	7	71.4	71.4
		White	77	13.0	78	79.5	66.5
		Hispanic	5	60.0	5	60.0	0.0
		FARMS	4	0.0	4	25.0	25.0
		Non-FARMS	89	14.6	90	81.1	66.5
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	92	14.1	93	79.6	65.4
		Special Education	9	11.1	9	33.3	22.2
Non-Special Education	84	14.3	85	83.5	69.2		
Harmony Hills	Grade 1	All Students	74	1.4	78	82.1	80.7
		American Indian	2	0.0	1	100.0	100.0
		Asian American	0	n.a.	1	0.0	n.a.
		African American	18	0.0	21	100.0	100.0
		White	7	14.3	8	75.0	60.7
		Hispanic	47	0.0	47	76.6	76.6
		FARMS	61	0.0	66	78.8	78.8
		Non-FARMS	13	7.7	12	100.0	92.3
		ESOL	24	0.0	27	59.3	59.3
		Non-ESOL	50	2.0	51	94.1	92.1
		Special Education	7	0.0	7	57.1	57.1
	Non-Special Education	67	1.5	71	84.5	83.0	
	Grade 2	All Students	75	0.0	77	61.0	61.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	0.0	6	83.3	83.3
		African American	25	0.0	25	60.0	60.0
		White	6	0.0	6	83.3	83.3
		Hispanic	38	0.0	40	55.0	55.0
		FARMS	61	0.0	63	58.7	58.7
		Non-FARMS	14	0.0	14	71.4	71.4
		ESOL	18	0.0	20	40.0	40.0
Non-ESOL		57	0.0	57	68.4	68.4	
Special Education	13	0.0	13	7.7	7.7		
Non-Special Education	62	0.0	64	71.9	71.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Highland	Grade 1	All Students	106	4.7	113	57.5	52.8
		American Indian	3	33.3	3	100.0	66.7
		Asian American	9	11.1	9	88.9	77.8
		African American	21	4.8	23	73.9	69.2
		White	8	0.0	8	75.0	75.0
		Hispanic	65	3.1	70	44.3	41.2
		FARMS	66	3.0	70	50.0	47.0
		Non-FARMS	40	7.5	43	69.8	62.3
		ESOL	33	3.0	37	27.0	24.0
		Non-ESOL	73	5.5	76	72.4	66.9
		Special Education	7	14.3	8	50.0	35.7
	Non-Special Education	99	4.0	105	58.1	54.1	
	Grade 2	All Students	127	8.7	133	52.6	44.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	33.3	7	85.7	52.4
		African American	14	7.1	14	35.7	28.6
		White	9	33.3	9	100.0	66.7
		Hispanic	98	5.1	103	48.5	43.4
		FARMS	96	6.3	99	49.5	43.2
		Non-FARMS	31	16.1	34	61.8	45.6
		ESOL	43	0.0	48	22.9	22.9
		Non-ESOL	84	13.1	85	69.4	56.3
Special Education		16	12.5	16	18.8	6.3	
Non-Special Education	111	8.1	117	57.3	49.2		
Highland View	Grade 1	All Students	47	8.5	47	78.7	70.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	100.0	2	100.0	0.0
		African American	18	0.0	17	76.5	76.5
		White	13	15.4	13	84.6	69.2
		Hispanic	14	0.0	15	73.3	73.3
		FARMS	25	4.0	25	76.0	72.0
		Non-FARMS	22	13.6	22	81.8	68.2
		ESOL	8	0.0	8	62.5	62.5
		Non-ESOL	39	10.3	39	82.1	71.8
		Special Education	2	0.0	2	0.0	0.0
Non-Special Education	45	8.9	45	82.2	73.3		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Highland View	Grade 2	All Students	52	19.2	56	67.9	48.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	66.7	4	75.0	8.3
		African American	15	13.3	16	62.5	49.2
		White	12	41.7	12	100.0	58.3
		Hispanic	22	4.5	24	54.2	49.6
		FARMS	30	10.0	34	52.9	42.9
		Non-FARMS	22	31.8	22	90.9	59.1
		ESOL	11	0.0	14	21.4	21.4
		Non-ESOL	41	24.4	42	83.3	58.9
		Special Education	5	0.0	6	33.3	33.3
Non-Special Education	47	21.3	50	72.0	50.7		
Jackson Road	Grade 1	All Students	59	5.1	63	74.6	69.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	0.0	12	91.7	91.7
		African American	28	7.1	29	75.9	68.7
		White	9	11.1	9	66.7	55.6
		Hispanic	11	0.0	13	61.5	61.5
		FARMS	32	0.0	35	68.6	68.6
		Non-FARMS	27	11.1	28	82.1	71.0
		ESOL	10	0.0	11	63.6	63.6
		Non-ESOL	49	6.1	52	76.9	70.8
		Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	54	5.6	58	77.6	72.0	
	Grade 2	All Students	63	14.3	66	60.6	46.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	7.7	13	53.8	46.2
		African American	22	13.6	24	58.3	44.7
		White	13	15.4	13	76.9	61.5
		Hispanic	15	20.0	16	56.3	36.3
		FARMS	34	5.9	36	52.8	46.9
		Non-FARMS	29	24.1	30	70.0	45.9
		ESOL	7	0.0	9	22.2	22.2
Non-ESOL		56	16.1	57	66.7	50.6	
Special Education	3	0.0	3	0.0	0.0		
Non-Special Education	60	15.0	63	63.5	48.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Jones Lane	Grade 1	All Students	88	6.8	90	78.9	72.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	9.1	11	100.0	90.9
		African American	7	0.0	9	55.6	55.6
		White	56	8.9	55	90.9	82.0
		Hispanic	14	0.0	15	33.3	33.3
		FARMS	16	0.0	17	35.3	35.3
		Non-FARMS	72	8.3	73	89.0	80.7
		ESOL	7	0.0	8	12.5	12.5
		Non-ESOL	81	7.4	82	85.4	78.0
		Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	84	7.1	86	79.1	71.9	
	Grade 2	All Students	87	18.4	93	83.9	65.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	37.5	9	100.0	62.5
		African American	10	0.0	12	66.7	66.7
		White	59	20.3	59	86.4	66.1
		Hispanic	10	10.0	13	76.9	66.9
		FARMS	12	8.3	15	73.3	65.0
		Non-FARMS	75	20.0	78	85.9	65.9
		ESOL	3	0.0	6	66.7	66.7
		Non-ESOL	84	19.0	87	85.1	66.0
Special Education		13	15.4	14	64.3	48.9	
Non-Special Education	74	18.9	79	87.3	68.4		
Kemp Mill	Grade 1	All Students	106	2.8	113	66.4	63.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	14.3	15	80.0	65.7
		African American	38	2.6	39	69.2	66.6
		White	16	0.0	16	81.3	81.3
		Hispanic	38	0.0	43	53.5	53.5
		FARMS	70	0.0	77	59.7	59.7
		Non-FARMS	36	8.3	36	80.6	72.2
		ESOL	31	0.0	35	37.1	37.1
		Non-ESOL	75	4.0	78	79.5	75.5
		Special Education	16	0.0	16	31.3	31.3
Non-Special Education	90	3.3	97	72.2	68.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Kemp Mill	Grade 2	All Students	100	8.0	107	52.3	44.3
		American Indian	1	0.0	1	100.0	100.0
		Asian American	8	12.5	9	66.7	54.2
		African American	35	11.4	37	54.1	42.6
		White	15	13.3	15	66.7	53.3
		Hispanic	41	2.4	45	42.2	39.8
		FARMS	58	5.2	63	39.7	34.5
		Non-FARMS	42	11.9	44	70.5	58.5
		ESOL	28	0.0	33	15.2	15.2
		Non-ESOL	72	11.1	74	68.9	57.8
		Special Education	11	0.0	11	36.4	36.4
Non-Special Education	89	9.0	96	54.2	45.2		
Kensington Parkwood	Grade 1	All Students	81	6.2	87	88.5	82.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	10.0	12	91.7	81.7
		African American	9	0.0	10	80.0	80.0
		White	56	7.1	58	93.1	86.0
		Hispanic	6	0.0	7	57.1	57.1
		FARMS	5	0.0	6	33.3	33.3
		Non-FARMS	76	6.6	81	92.6	86.0
		ESOL	4	0.0	7	57.1	57.1
		Non-ESOL	77	6.5	80	91.3	84.8
		Special Education	10	10.0	10	70.0	60.0
	Non-Special Education	71	5.6	77	90.9	85.3	
	Grade 2	All Students	77	16.9	78	85.9	69.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	33.3	7	85.7	52.4
		African American	7	0.0	8	50.0	50.0
		White	52	21.2	52	96.2	75.0
		Hispanic	12	0.0	11	63.6	63.6
		FARMS	14	0.0	13	53.8	53.8
		Non-FARMS	63	20.6	65	92.3	71.7
		ESOL	4	0.0	4	75.0	75.0
Non-ESOL		73	17.8	74	86.5	68.7	
Special Education	13	7.7	13	61.5	53.8		
Non-Special Education	64	18.8	65	90.8	72.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Lake Seneca	Grade 1	All Students	47	0.0	50	22.0	22.0
		American Indian	1	0.0	1	0.0	0.0
		Asian American	4	0.0	4	50.0	50.0
		African American	16	0.0	16	37.5	37.5
		White	17	0.0	19	15.8	15.8
		Hispanic	9	0.0	10	0.0	0.0
		FARMS	23	0.0	24	16.7	16.7
		Non-FARMS	24	0.0	26	26.9	26.9
		ESOL	5	0.0	5	0.0	0.0
		Non-ESOL	42	0.0	45	24.4	24.4
		Special Education	3	0.0	3	0.0	0.0
	Non-Special Education	44	0.0	47	23.4	23.4	
	Grade 2	All Students	56	0.0	57	61.4	61.4
		American Indian	1	0.0	1	0.0	0.0
		Asian American	5	0.0	5	100.0	100.0
		African American	14	0.0	14	50.0	50.0
		White	22	0.0	23	60.9	60.9
		Hispanic	14	0.0	14	64.3	64.3
		FARMS	12	0.0	14	35.7	35.7
		Non-FARMS	44	0.0	43	69.8	69.8
		ESOL	5	0.0	6	50.0	50.0
		Non-ESOL	51	0.0	51	62.7	62.7
Special Education		7	0.0	7	57.1	57.1	
Non-Special Education	49	0.0	50	62.0	62.0		
Lakewood	Grade 1	All Students	72	15.3	75	77.3	62.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	30	13.3	32	75.0	61.7
		African American	1	0.0	1	0.0	0.0
		White	40	17.5	41	82.9	65.4
		Hispanic	1	0.0	1	0.0	0.0
		FARMS	2	0.0	2	0.0	0.0
		Non-FARMS	70	15.7	73	79.5	63.7
		ESOL	4	0.0	7	42.9	42.9
		Non-ESOL	68	16.2	68	80.9	64.7
		Special Education	6	0.0	6	83.3	83.3
Non-Special Education	66	16.7	69	76.8	60.1		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Lakewood	Grade 2	All Students	107	20.6	113	88.5	67.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	31	16.1	33	84.8	68.7
		African American	5	20.0	7	71.4	51.4
		White	67	22.4	68	94.1	71.7
		Hispanic	4	25.0	5	60.0	35.0
		FARMS	2	0.0	4	75.0	75.0
		Non-FARMS	105	21.0	109	89.0	68.0
		ESOL	7	0.0	11	54.5	54.5
		Non-ESOL	100	22.0	102	92.2	70.2
		Special Education	8	25.0	10	70.0	45.0
Non-Special Education	99	20.2	103	90.3	70.1		
Laytonsville	Grade 1	All Students	88	6.8	88	83.0	76.1
		American Indian	1	0.0	1	100.0	100.0
		Asian American	11	9.1	11	90.9	81.8
		African American	16	6.3	16	93.8	87.5
		White	55	7.3	55	80.0	72.7
		Hispanic	5	0.0	5	60.0	60.0
		FARMS	6	0.0	6	83.3	83.3
		Non-FARMS	82	7.3	82	82.9	75.6
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	86	7.0	86	84.9	77.9
		Special Education	9	0.0	9	77.8	77.8
	Non-Special Education	79	7.6	79	83.5	75.9	
	Grade 2	All Students	104	29.8	106	84.0	54.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	26.3	19	78.9	52.6
		African American	16	31.3	18	72.2	41.0
		White	60	33.3	60	93.3	60.0
		Hispanic	9	11.1	9	55.6	44.4
		FARMS	9	0.0	10	60.0	60.0
		Non-FARMS	95	32.6	96	86.5	53.8
		ESOL	9	0.0	9	55.6	55.6
Non-ESOL		95	32.6	97	86.6	54.0	
Special Education	10	30.0	11	63.6	33.6		
Non-Special Education	94	29.8	95	86.3	56.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Lourie Center for Infant and Child.	Grade 1	All Students	1	0.0	1	0.0	0.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	0	n.a.	0	n.a.	n.a.
		White	1	0.0	1	0.0	0.0
		Hispanic	0	n.a.	0	n.a.	n.a.
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	1	0.0	1	0.0	0.0
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	1	0.0	1	0.0	0.0
		Special Education	1	0.0	1	0.0	0.0
	Non-Special Education	0	n.a.	0	n.a.	n.a.	
	Grade 2	All Students	0	n.a.	0	n.a.	n.a.
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	0	n.a.	0	n.a.	n.a.
		White	0	n.a.	0	n.a.	n.a.
		Hispanic	0	n.a.	0	n.a.	n.a.
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	0	n.a.	0	n.a.	n.a.
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	0	n.a.	0	n.a.	n.a.
Special Education		0	n.a.	0	n.a.	n.a.	
Non-Special Education	0	n.a.	0	n.a.	n.a.		
Luxmanor	Grade 1	All Students	36	5.6	43	83.7	78.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	20.0	14	85.7	65.7
		African American	3	0.0	5	80.0	80.0
		White	20	0.0	21	85.7	85.7
		Hispanic	3	0.0	3	66.7	66.7
		FARMS	3	0.0	3	66.7	66.7
		Non-FARMS	33	6.1	40	85.0	78.9
		ESOL	2	0.0	5	60.0	60.0
		Non-ESOL	34	5.9	38	86.8	81.0
		Special Education	3	0.0	3	33.3	33.3
Non-Special Education	33	6.1	40	87.5	81.4		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Luxmanor	Grade 2	All Students	44	13.6	50	84.0	70.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	14	64.3	64.3
		African American	2	0.0	1	0.0	0.0
		White	32	18.8	33	93.9	75.2
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	3	0.0	3	33.3	33.3
		Non-FARMS	41	14.6	47	87.2	72.6
		ESOL	3	0.0	7	57.1	57.1
		Non-ESOL	41	14.6	43	88.4	73.7
		Special Education	7	14.3	6	100.0	85.7
Non-Special Education	37	13.5	44	81.8	68.3		
Marshall, Thurgood	Grade 1	All Students	72	6.9	75	76.0	69.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	22	13.6	22	90.9	77.3
		African American	8	0.0	12	41.7	41.7
		White	33	6.1	32	84.4	78.3
		Hispanic	9	0.0	9	55.6	55.6
		FARMS	13	0.0	13	38.5	38.5
		Non-FARMS	59	8.5	62	83.9	75.4
		ESOL	2	0.0	1	0.0	0.0
		Non-ESOL	70	7.1	74	77.0	69.9
		Special Education	8	0.0	7	14.3	14.3
	Non-Special Education	64	7.8	68	82.4	74.5	
	Grade 2	All Students	103	19.4	107	57.9	38.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	42.1	20	75.0	32.9
		African American	26	3.8	27	44.4	40.6
		White	46	19.6	47	59.6	40.0
		Hispanic	12	16.7	13	53.8	37.2
		FARMS	20	0.0	23	34.8	34.8
		Non-FARMS	83	24.1	84	64.3	40.2
		ESOL	4	0.0	7	14.3	14.3
Non-ESOL		99	20.2	100	61.0	40.8	
Special Education	11	0.0	11	45.5	45.5		
Non-Special Education	92	21.7	96	59.4	37.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Maryvale	Grade 1	All Students	35	0.0	39	20.5	20.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	5	20.0	20.0
		African American	9	0.0	12	8.3	8.3
		White	4	0.0	4	50.0	50.0
		Hispanic	17	0.0	18	22.2	22.2
		FARMS	16	0.0	19	10.5	10.5
		Non-FARMS	19	0.0	20	30.0	30.0
		ESOL	5	0.0	6	0.0	0.0
		Non-ESOL	30	0.0	33	24.2	24.2
		Special Education	4	0.0	6	16.7	16.7
	Non-Special Education	31	0.0	33	21.2	21.2	
	Grade 2	All Students	47	10.6	49	22.4	11.8
		American Indian	1	0.0	1	0.0	0.0
		Asian American	5	40.0	5	80.0	40.0
		African American	17	5.9	17	17.6	11.8
		White	9	22.2	11	36.4	14.1
		Hispanic	15	0.0	15	0.0	0.0
		FARMS	33	6.1	33	15.2	9.1
		Non-FARMS	14	21.4	16	37.5	16.1
		ESOL	13	0.0	13	7.7	7.7
		Non-ESOL	34	14.7	36	27.8	13.1
Special Education		8	25.0	9	22.2	-2.8	
Non-Special Education	39	7.7	40	22.5	14.8		
McAuliffe, S. Christa	Grade 1	All Students	108	2.8	111	64.9	62.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	10	50.0	50.0
		African American	39	5.1	40	60.0	54.9
		White	46	2.2	46	82.6	80.4
		Hispanic	14	0.0	15	33.3	33.3
		FARMS	27	0.0	28	50.0	50.0
		Non-FARMS	81	3.7	83	69.9	66.2
		ESOL	12	0.0	12	41.7	41.7
		Non-ESOL	96	3.1	99	67.7	64.6
		Special Education	8	0.0	8	25.0	25.0
		Non-Special Education	100	3.0	103	68.0	65.0

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
McAuliffe, S. Christa	Grade 2	All Students	120	12.5	123	63.4	50.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	40.0	10	90.0	50.0
		African American	39	7.7	42	52.4	44.7
		White	46	15.2	46	76.1	60.9
		Hispanic	25	4.0	25	48.0	44.0
		FARMS	38	5.3	40	52.5	47.2
		Non-FARMS	82	15.9	83	68.7	52.8
		ESOL	11	0.0	11	27.3	27.3
		Non-ESOL	109	13.8	112	67.0	53.2
		Special Education	15	0.0	15	6.7	6.7
Non-Special Education	105	14.3	108	71.3	57.0		
McNair, Ronald	Grade 1	All Students	115	8.7	117	90.6	81.9
		American Indian	1	0.0	1	100.0	100.0
		Asian American	21	19.0	21	100.0	81.0
		African American	27	3.7	27	77.8	74.1
		White	57	8.8	57	96.5	87.7
		Hispanic	9	0.0	11	72.7	72.7
		FARMS	19	5.3	20	75.0	69.7
		Non-FARMS	96	9.4	97	93.8	84.4
		ESOL	10	0.0	11	72.7	72.7
		Non-ESOL	105	9.5	106	92.5	82.9
		Special Education	10	0.0	9	66.7	66.7
	Non-Special Education	105	9.5	108	92.6	83.1	
	Grade 2	All Students	102	7.8	108	83.3	75.5
		American Indian	1	0.0	2	100.0	100.0
		Asian American	19	21.1	20	90.0	68.9
		African American	28	3.6	32	65.6	62.1
		White	47	4.3	47	89.4	85.1
		Hispanic	7	14.3	7	100.0	85.7
		FARMS	7	14.3	8	75.0	60.7
		Non-FARMS	95	7.4	100	84.0	76.6
		ESOL	2	0.0	2	100.0	100.0
Non-ESOL		100	8.0	106	83.0	75.0	
Special Education	3	0.0	3	100.0	100.0		
Non-Special Education	99	8.1	105	82.9	74.8		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Meadow Hall	Grade 1	All Students	63	0.0	67	35.8	35.8
		American Indian	2	0.0	2	0.0	0.0
		Asian American	5	0.0	6	50.0	50.0
		African American	12	0.0	13	23.1	23.1
		White	27	0.0	28	50.0	50.0
		Hispanic	17	0.0	18	22.2	22.2
		FARMS	26	0.0	29	17.2	17.2
		Non-FARMS	37	0.0	38	50.0	50.0
		ESOL	9	0.0	10	30.0	30.0
		Non-ESOL	54	0.0	57	36.8	36.8
		Special Education	10	0.0	10	30.0	30.0
	Non-Special Education	53	0.0	57	36.8	36.8	
	Grade 2	All Students	53	3.8	70	27.1	23.4
		American Indian	0	n.a.	1	0.0	n.a.
		Asian American	3	0.0	5	40.0	40.0
		African American	14	0.0	18	11.1	11.1
		White	21	4.8	25	44.0	39.2
		Hispanic	15	6.7	21	19.0	12.4
		FARMS	24	4.2	32	15.6	11.5
		Non-FARMS	29	3.4	38	36.8	33.4
		ESOL	6	0.0	7	14.3	14.3
		Non-ESOL	47	4.3	63	28.6	24.3
Special Education		11	0.0	10	20.0	20.0	
Non-Special Education	42	4.8	60	28.3	23.6		
Mill Creek Towne	Grade 1	All Students	64	3.1	67	68.7	65.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	0.0	13	84.6	84.6
		African American	14	0.0	14	64.3	64.3
		White	24	8.3	26	80.8	72.4
		Hispanic	13	0.0	14	35.7	35.7
		FARMS	21	0.0	22	54.5	54.5
		Non-FARMS	43	4.7	45	75.6	70.9
		ESOL	7	0.0	8	37.5	37.5
		Non-ESOL	57	3.5	59	72.9	69.4
		Special Education	11	0.0	13	30.8	30.8
Non-Special Education	53	3.8	54	77.8	74.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Mill Creek Towne	Grade 2	All Students	80	8.8	80	72.5	63.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	16.7	12	83.3	66.7
		African American	13	0.0	13	61.5	61.5
		White	35	14.3	35	77.1	62.9
		Hispanic	20	0.0	20	65.0	65.0
		FARMS	23	0.0	23	60.9	60.9
		Non-FARMS	57	12.3	57	77.2	64.9
		ESOL	3	0.0	3	33.3	33.3
		Non-ESOL	77	9.1	77	74.0	64.9
		Special Education	11	0.0	11	27.3	27.3
Non-Special Education	69	10.1	69	79.7	69.6		
Monocacy	Grade 1	All Students	29	0.0	30	83.3	83.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	0.0	2	100.0	100.0
		African American	3	0.0	3	33.3	33.3
		White	22	0.0	23	87.0	87.0
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	3	0.0	3	33.3	33.3
		Non-FARMS	26	0.0	27	88.9	88.9
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	28	0.0	29	86.2	86.2
		Special Education	3	0.0	3	100.0	100.0
	Non-Special Education	26	0.0	27	81.5	81.5	
	Grade 2	All Students	35	14.3	35	85.7	71.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	0	n.a.	0	n.a.	n.a.
		White	34	14.7	34	88.2	73.5
		Hispanic	1	0.0	1	0.0	0.0
		FARMS	4	0.0	4	50.0	50.0
		Non-FARMS	31	16.1	31	90.3	74.2
		ESOL	1	0.0	1	0.0	0.0
Non-ESOL		34	14.7	34	88.2	73.5	
Special Education	3	0.0	3	33.3	33.3		
Non-Special Education	32	15.6	32	90.6	75.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Montgomery Knolls	Grade 1	All Students	93	1.1	104	47.1	46.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	10	50.0	50.0
		African American	44	2.3	49	46.9	44.7
		White	8	0.0	10	80.0	80.0
		Hispanic	32	0.0	35	37.1	37.1
		FARMS	55	1.8	64	39.1	37.2
		Non-FARMS	38	0.0	40	60.0	60.0
		ESOL	24	4.2	29	24.1	20.0
		Non-ESOL	69	0.0	75	56.0	56.0
		Special Education	6	0.0	5	40.0	40.0
	Non-Special Education	87	1.1	99	47.5	46.3	
	Grade 2	All Students	88	9.1	94	47.9	38.8
		American Indian	1	0.0	2	0.0	0.0
		Asian American	6	0.0	8	37.5	37.5
		African American	41	9.8	43	48.8	39.1
		White	11	9.1	11	54.5	45.5
		Hispanic	29	10.3	30	50.0	39.7
		FARMS	58	6.9	61	44.3	37.4
		Non-FARMS	30	13.3	33	54.5	41.2
		ESOL	15	0.0	19	21.1	21.1
		Non-ESOL	73	11.0	75	54.7	43.7
Special Education		5	0.0	6	16.7	16.7	
Non-Special Education	83	9.6	88	50.0	40.4		
New Hampshire Estates	Grade 1	All Students	84	1.2	96	70.8	69.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	8	100.0	100.0
		African American	16	6.3	21	66.7	60.4
		White	2	0.0	3	100.0	100.0
		Hispanic	59	0.0	64	67.2	67.2
		FARMS	66	1.5	76	69.7	68.2
		Non-FARMS	18	0.0	20	75.0	75.0
		ESOL	46	0.0	53	67.9	67.9
		Non-ESOL	38	2.6	43	74.4	71.8
		Special Education	10	0.0	11	36.4	36.4
		Non-Special Education	74	1.4	85	75.3	73.9

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
New Hampshire Estates	Grade 2	All Students	82	3.7	89	57.3	53.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	8.3	15	53.3	45.0
		African American	18	5.6	19	63.2	57.6
		White	4	25.0	4	100.0	75.0
		Hispanic	48	0.0	51	52.9	52.9
		FARMS	58	1.7	63	57.1	55.4
		Non-FARMS	24	8.3	26	57.7	49.4
		ESOL	35	0.0	42	38.1	38.1
		Non-ESOL	47	6.4	47	74.5	68.1
		Special Education	8	0.0	8	50.0	50.0
Non-Special Education	74	4.1	81	58.0	54.0		
Oakland Terrace	Grade 1	All Students	121	7.4	125	59.2	51.8
		American Indian	1	0.0	1	100.0	100.0
		Asian American	15	0.0	16	50.0	50.0
		African American	23	8.7	24	58.3	49.6
		White	46	13.0	47	78.7	65.7
		Hispanic	36	2.8	37	37.8	35.1
		FARMS	45	2.2	46	54.3	52.1
		Non-FARMS	76	10.5	79	62.0	51.5
		ESOL	12	0.0	15	20.0	20.0
		Non-ESOL	109	8.3	110	64.5	56.3
		Special Education	10	0.0	11	27.3	27.3
	Non-Special Education	111	8.1	114	62.3	54.2	
	Grade 2	All Students	120	10.8	124	54.8	44.0
		American Indian	1	0.0	1	100.0	100.0
		Asian American	11	0.0	11	54.5	54.5
		African American	17	11.8	20	50.0	38.2
		White	39	17.9	41	61.0	43.0
		Hispanic	52	7.7	51	51.0	43.3
		FARMS	37	5.4	36	38.9	33.5
		Non-FARMS	83	13.3	88	61.4	48.1
		ESOL	5	0.0	5	0.0	0.0
Non-ESOL		115	11.3	119	57.1	45.8	
Special Education	10	0.0	11	45.5	45.5		
Non-Special Education	110	11.8	113	55.8	43.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Olney	Grade 1	All Students	88	1.1	87	62.1	60.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	0.0	10	60.0	60.0
		African American	16	0.0	16	43.8	43.8
		White	58	1.7	58	70.7	69.0
		Hispanic	4	0.0	3	0.0	0.0
		FARMS	10	0.0	10	20.0	20.0
		Non-FARMS	78	1.3	77	67.5	66.3
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	86	1.2	85	63.5	62.4
		Special Education	9	0.0	9	11.1	11.1
	Non-Special Education	79	1.3	78	67.9	66.7	
	Grade 2	All Students	96	15.6	97	74.2	58.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	33.3	3	66.7	33.3
		African American	19	10.5	19	68.4	57.9
		White	67	17.9	68	77.9	60.0
		Hispanic	7	0.0	7	57.1	57.1
		FARMS	13	7.7	13	46.2	38.5
		Non-FARMS	83	16.9	84	78.6	61.7
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	95	15.8	96	75.0	59.2
Special Education		14	0.0	14	28.6	28.6	
Non-Special Education	82	18.3	83	81.9	63.6		
Page, William Tyler	Grade 1	All Students	64	4.7	67	70.1	65.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	17	0.0	18	77.8	77.8
		African American	29	6.9	29	72.4	65.5
		White	7	14.3	8	75.0	60.7
		Hispanic	11	0.0	12	50.0	50.0
		FARMS	22	4.5	23	47.8	43.3
		Non-FARMS	42	4.8	44	81.8	77.1
		ESOL	8	0.0	8	37.5	37.5
		Non-ESOL	56	5.4	59	74.6	69.2
		Special Education	9	0.0	10	40.0	40.0
Non-Special Education	55	5.5	57	75.4	70.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Page, William Tyler	Grade 2	All Students	63	9.5	63	63.5	54.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	20	0.0	20	75.0	75.0
		African American	25	8.0	25	44.0	36.0
		White	13	23.1	13	76.9	53.8
		Hispanic	5	20.0	5	80.0	60.0
		FARMS	16	0.0	16	25.0	25.0
		Non-FARMS	47	12.8	47	76.6	63.8
		ESOL	3	0.0	3	33.3	33.3
		Non-ESOL	60	10.0	60	65.0	55.0
		Special Education	7	0.0	7	14.3	14.3
Non-Special Education	56	10.7	56	69.6	58.9		
Poolesville	Grade 1	All Students	60	0.0	63	77.8	77.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	2	0.0	2	50.0	50.0
		White	57	0.0	60	80.0	80.0
		Hispanic	1	0.0	1	0.0	0.0
		FARMS	6	0.0	6	66.7	66.7
		Non-FARMS	54	0.0	57	78.9	78.9
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	60	0.0	63	77.8	77.8
		Special Education	6	0.0	6	33.3	33.3
	Non-Special Education	54	0.0	57	82.5	82.5	
	Grade 2	All Students	90	22.2	92	63.0	40.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	0	n.a.	0	n.a.	n.a.
		African American	7	0.0	7	57.1	57.1
		White	76	26.3	78	66.7	40.4
		Hispanic	7	0.0	7	28.6	28.6
		FARMS	8	0.0	9	22.2	22.2
		Non-FARMS	82	24.4	83	67.5	43.1
		ESOL	4	0.0	4	0.0	0.0
Non-ESOL		86	23.3	88	65.9	42.7	
Special Education	17	11.8	17	35.3	23.5		
Non-Special Education	73	24.7	75	69.3	44.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Potomac	Grade 1	All Students	74	8.1	76	82.9	74.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	19	10.5	19	84.2	73.7
		African American	3	0.0	3	33.3	33.3
		White	46	6.5	47	85.1	78.6
		Hispanic	6	16.7	7	85.7	69.0
		FARMS	4	0.0	4	75.0	75.0
		Non-FARMS	70	8.6	72	83.3	74.8
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	72	8.3	74	83.8	75.5
		Special Education	5	0.0	5	60.0	60.0
	Non-Special Education	69	8.7	71	84.5	75.8	
	Grade 2	All Students	99	0.0	102	96.1	96.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	27	0.0	28	100.0	100.0
		African American	4	0.0	4	50.0	50.0
		White	65	0.0	67	97.0	97.0
		Hispanic	3	0.0	3	100.0	100.0
		FARMS	4	0.0	4	75.0	75.0
		Non-FARMS	95	0.0	98	96.9	96.9
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	97	0.0	100	97.0	97.0
Special Education		7	0.0	7	85.7	85.7	
Non-Special Education	92	0.0	95	96.8	96.8		
Resnik, Judith A.	Grade 1	All Students	109	4.6	113	79.6	75.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	12	83.3	83.3
		African American	26	3.8	29	96.6	92.7
		White	40	7.5	41	85.4	77.9
		Hispanic	31	3.2	31	54.8	51.6
		FARMS	42	0.0	42	61.9	61.9
		Non-FARMS	67	7.5	71	90.1	82.7
		ESOL	18	0.0	18	27.8	27.8
		Non-ESOL	91	5.5	95	89.5	84.0
		Special Education	3	0.0	3	33.3	33.3
Non-Special Education	106	4.7	110	80.9	76.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Resnik, Judith A.	Grade 2	All Students	103	17.5	106	71.7	54.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	30.0	10	100.0	70.0
		African American	27	7.4	27	63.0	55.6
		White	29	24.1	28	85.7	61.6
		Hispanic	37	16.2	41	61.0	44.8
		FARMS	41	4.9	45	57.8	52.9
		Non-FARMS	62	25.8	61	82.0	56.2
		ESOL	9	0.0	13	46.2	46.2
		Non-ESOL	94	19.1	93	75.3	56.1
		Special Education	7	14.3	7	57.1	42.9
Non-Special Education	96	17.7	99	72.7	55.0		
Ride, Dr. Sally K.	Grade 1	All Students	101	1.0	103	69.9	68.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	29	3.4	29	79.3	75.9
		African American	20	0.0	20	60.0	60.0
		White	39	0.0	40	77.5	77.5
		Hispanic	13	0.0	14	42.9	42.9
		FARMS	31	3.2	31	58.1	54.8
		Non-FARMS	70	0.0	72	75.0	75.0
		ESOL	6	0.0	8	25.0	25.0
		Non-ESOL	95	1.1	95	73.7	72.6
		Special Education	15	0.0	15	26.7	26.7
	Non-Special Education	86	1.2	88	77.3	76.1	
	Grade 2	All Students	84	15.5	87	63.2	47.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	26	26.9	27	85.2	58.3
		African American	12	0.0	12	50.0	50.0
		White	31	16.1	31	67.7	51.6
		Hispanic	15	6.7	17	29.4	22.7
		FARMS	24	4.2	25	36.0	31.8
		Non-FARMS	60	20.0	62	74.2	54.2
		ESOL	7	0.0	9	22.2	22.2
Non-ESOL		77	16.9	78	67.9	51.1	
Special Education	12	8.3	13	38.5	30.1		
Non-Special Education	72	16.7	74	67.6	50.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Ritchie Park	Grade 1	All Students	40	0.0	47	83.0	83.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	13	69.2	69.2
		African American	3	0.0	4	50.0	50.0
		White	25	0.0	27	92.6	92.6
		Hispanic	3	0.0	3	100.0	100.0
		FARMS	4	0.0	5	60.0	60.0
		Non-FARMS	36	0.0	42	85.7	85.7
		ESOL	5	0.0	8	50.0	50.0
		Non-ESOL	35	0.0	39	89.7	89.7
		Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	38	0.0	45	82.2	82.2	
	Grade 2	All Students	50	28.0	56	67.9	39.9
		American Indian	0	n.a.	1	0.0	n.a.
		Asian American	12	25.0	14	85.7	60.7
		African American	6	0.0	7	42.9	42.9
		White	25	40.0	26	73.1	33.1
		Hispanic	7	14.3	8	50.0	35.7
		FARMS	11	9.1	13	46.2	37.1
		Non-FARMS	39	33.3	43	74.4	41.1
		ESOL	4	0.0	4	50.0	50.0
		Non-ESOL	46	30.4	52	69.2	38.8
Special Education		1	0.0	1	0.0	0.0	
Non-Special Education	49	28.6	55	69.1	40.5		
Rock Creek Forest	Grade 1	All Students	31	9.7	33	81.8	72.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	0.0	4	100.0	100.0
		African American	6	16.7	6	83.3	66.7
		White	9	11.1	9	88.9	77.8
		Hispanic	13	7.7	14	71.4	63.7
		FARMS	14	7.1	15	66.7	59.5
		Non-FARMS	17	11.8	18	94.4	82.7
		ESOL	9	11.1	10	60.0	48.9
		Non-ESOL	22	9.1	23	91.3	82.2
		Special Education	2	0.0	2	50.0	50.0
Non-Special Education	29	10.3	31	83.9	73.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Rock Creek Forest	Grade 2	All Students	85	8.2	86	72.1	63.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	0.0	2	0.0	0.0
		African American	19	5.3	20	70.0	64.7
		White	40	10.0	39	89.7	79.7
		Hispanic	24	8.3	25	52.0	43.7
		FARMS	25	8.0	26	38.5	30.5
		Non-FARMS	60	8.3	60	86.7	78.3
		ESOL	10	0.0	10	30.0	30.0
		Non-ESOL	75	9.3	76	77.6	68.3
		Special Education	8	0.0	8	37.5	37.5
Non-Special Education	77	9.1	78	75.6	66.6		
Rock Creek Valley	Grade 1	All Students	52	3.8	53	58.5	54.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	0.0	2	50.0	50.0
		African American	3	0.0	3	0.0	0.0
		White	31	6.5	32	71.9	65.4
		Hispanic	16	0.0	16	43.8	43.8
		FARMS	12	8.3	12	58.3	50.0
		Non-FARMS	40	2.5	41	58.5	56.0
		ESOL	14	0.0	14	35.7	35.7
		Non-ESOL	38	5.3	39	66.7	61.4
		Special Education	9	0.0	9	22.2	22.2
	Non-Special Education	43	4.7	44	65.9	61.3	
	Grade 2	All Students	47	6.4	51	49.0	42.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	4	0.0	4	50.0	50.0
		African American	6	0.0	7	42.9	42.9
		White	27	11.1	27	66.7	55.6
		Hispanic	10	0.0	13	15.4	15.4
		FARMS	7	0.0	8	0.0	0.0
		Non-FARMS	40	7.5	43	58.1	50.6
		ESOL	11	0.0	13	7.7	7.7
Non-ESOL		36	8.3	38	63.2	54.8	
Special Education	18	0.0	20	35.0	35.0		
Non-Special Education	29	10.3	31	58.1	47.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Rock View	Grade 1	All Students	83	3.6	85	72.9	69.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	0.0	15	60.0	60.0
		African American	10	0.0	10	60.0	60.0
		White	23	13.0	23	87.0	73.9
		Hispanic	36	0.0	37	73.0	73.0
		FARMS	28	0.0	28	67.9	67.9
		Non-FARMS	55	5.5	57	75.4	70.0
		ESOL	21	0.0	24	45.8	45.8
		Non-ESOL	62	4.8	61	83.6	78.8
		Special Education	17	0.0	17	41.2	41.2
	Non-Special Education	66	4.5	68	80.9	76.3	
	Grade 2	All Students	68	17.6	72	55.6	37.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	27.3	12	58.3	31.1
		African American	10	10.0	11	54.5	44.5
		White	20	15.0	20	55.0	40.0
		Hispanic	27	18.5	29	55.2	36.7
		FARMS	26	7.7	27	48.1	40.5
		Non-FARMS	42	23.8	45	60.0	36.2
		ESOL	11	9.1	13	23.1	14.0
		Non-ESOL	57	19.3	59	62.7	43.4
Special Education		12	0.0	12	16.7	16.7	
Non-Special Education	56	21.4	60	63.3	41.9		
Rockwell, Lois P.	Grade 1	All Students	73	4.1	72	65.3	61.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	1	0.0	1	0.0	0.0
		African American	0	n.a.	0	n.a.	n.a.
		White	65	4.6	64	71.9	67.3
		Hispanic	7	0.0	7	14.3	14.3
		FARMS	9	11.1	9	33.3	22.2
		Non-FARMS	64	3.1	63	69.8	66.7
		ESOL	2	0.0	2	0.0	0.0
		Non-ESOL	71	4.2	70	67.1	62.9
		Special Education	10	0.0	9	44.4	44.4
Non-Special Education	63	4.8	63	68.3	63.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Rockwell, Lois P.	Grade 2	All Students	65	12.3	67	88.1	75.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	4	0.0	4	100.0	100.0
		African American	2	0.0	2	100.0	100.0
		White	54	14.8	56	89.3	74.5
		Hispanic	5	0.0	5	60.0	60.0
		FARMS	5	0.0	5	40.0	40.0
		Non-FARMS	60	13.3	62	91.9	78.6
		ESOL	4	0.0	4	50.0	50.0
		Non-ESOL	61	13.1	63	90.5	77.4
		Special Education	5	0.0	5	40.0	40.0
Non-Special Education	60	13.3	62	91.9	78.6		
Rolling Terrace	Grade 1	All Students	131	4.6	133	76.7	72.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	0.0	11	100.0	100.0
		African American	21	0.0	21	71.4	71.4
		White	34	14.7	35	85.7	71.0
		Hispanic	65	1.5	66	69.7	68.2
		FARMS	66	1.5	67	65.7	64.2
		Non-FARMS	65	7.7	66	87.9	80.2
		ESOL	40	0.0	41	61.0	61.0
		Non-ESOL	91	6.6	92	83.7	77.1
		Special Education	10	0.0	10	70.0	70.0
	Non-Special Education	121	5.0	123	77.2	72.3	
	Grade 2	All Students	102	13.7	111	77.5	63.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	8	87.5	87.5
		African American	20	20.0	24	70.8	50.8
		White	22	31.8	22	100.0	68.2
		Hispanic	52	5.8	57	70.2	64.4
		FARMS	54	3.7	61	62.3	58.6
		Non-FARMS	48	25.0	50	96.0	71.0
		ESOL	16	0.0	22	59.1	59.1
Non-ESOL		86	16.3	89	82.0	65.7	
Special Education	8	0.0	9	66.7	66.7		
Non-Special Education	94	14.9	102	78.4	63.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Rosemary Hills	Grade 1	All Students	163	7.4	164	83.5	76.2
		American Indian	1	0.0	1	100.0	100.0
		Asian American	8	12.5	8	75.0	62.5
		African American	25	8.0	27	63.0	55.0
		White	115	7.8	112	94.6	86.8
		Hispanic	14	0.0	16	43.8	43.8
		FARMS	26	0.0	29	44.8	44.8
		Non-FARMS	137	8.8	135	91.9	83.1
		ESOL	18	0.0	18	38.9	38.9
		Non-ESOL	145	8.3	146	89.0	80.8
		Special Education	18	0.0	18	44.4	44.4
	Non-Special Education	145	8.3	146	88.4	80.1	
	Grade 2	All Students	158	38.0	162	85.8	47.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	35.7	14	78.6	42.9
		African American	28	21.4	29	75.9	54.4
		White	96	51.0	97	95.9	44.8
		Hispanic	20	0.0	22	59.1	59.1
		FARMS	28	7.1	30	50.0	42.9
		Non-FARMS	130	44.6	132	93.9	49.3
		ESOL	18	0.0	19	47.4	47.4
		Non-ESOL	140	42.9	143	90.9	48.1
Special Education		18	5.6	18	77.8	72.2	
Non-Special Education	140	42.1	144	86.8	44.7		
Rosemont	Grade 1	All Students	68	2.9	74	55.4	52.5
		American Indian	2	0.0	2	100.0	100.0
		Asian American	10	10.0	11	90.9	80.9
		African American	16	0.0	18	38.9	38.9
		White	7	14.3	8	100.0	85.7
		Hispanic	33	0.0	35	40.0	40.0
		FARMS	41	2.4	47	42.6	40.1
		Non-FARMS	27	3.7	27	77.8	74.1
		ESOL	34	2.9	39	43.6	40.6
		Non-ESOL	34	2.9	35	68.6	65.6
		Special Education	12	0.0	12	25.0	25.0
Non-Special Education	56	3.6	62	61.3	57.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Rosemont	Grade 2	All Students	73	9.6	79	48.1	38.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	10	20.0	15	60.0	40.0
		African American	18	11.1	18	50.0	38.9
		White	15	20.0	17	82.4	62.4
		Hispanic	30	0.0	29	20.7	20.7
		FARMS	44	2.3	46	34.8	32.5
		Non-FARMS	29	20.7	33	66.7	46.0
		ESOL	21	0.0	24	20.8	20.8
		Non-ESOL	52	13.5	55	60.0	46.5
		Special Education	16	0.0	15	20.0	20.0
Non-Special Education	57	12.3	64	54.7	42.4		
Sequoyah	Grade 1	All Students	85	1.2	88	63.6	62.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	9.1	11	100.0	90.9
		African American	17	0.0	19	42.1	42.1
		White	28	0.0	29	86.2	86.2
		Hispanic	29	0.0	29	41.4	41.4
		FARMS	47	0.0	51	51.0	51.0
		Non-FARMS	38	2.6	37	81.1	78.4
		ESOL	25	0.0	27	40.7	40.7
		Non-ESOL	60	1.7	61	73.8	72.1
		Special Education	15	0.0	15	33.3	33.3
	Non-Special Education	70	1.4	73	69.9	68.4	
	Grade 2	All Students	88	11.4	89	64.0	52.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	21.4	14	71.4	50.0
		African American	15	0.0	15	33.3	33.3
		White	37	16.2	38	84.2	68.0
		Hispanic	22	4.5	22	45.5	40.9
		FARMS	23	4.3	23	39.1	34.8
		Non-FARMS	65	13.8	66	72.7	58.9
		ESOL	11	0.0	11	18.2	18.2
Non-ESOL		77	13.0	78	70.5	57.5	
Special Education	14	0.0	14	21.4	21.4		
Non-Special Education	74	13.5	75	72.0	58.5		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Seven Locks	Grade 1	All Students	38	7.9	39	92.3	84.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	20.0	6	100.0	80.0
		African American	3	33.3	3	66.7	33.3
		White	26	3.8	26	92.3	88.5
		Hispanic	4	0.0	4	100.0	100.0
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	37	8.1	38	92.1	84.0
		ESOL	3	0.0	3	100.0	100.0
		Non-ESOL	35	8.6	36	91.7	83.1
		Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	36	8.3	37	94.6	86.3	
	Grade 2	All Students	44	27.3	45	86.7	59.4
		American Indian	1	0.0	1	100.0	100.0
		Asian American	3	66.7	3	100.0	33.3
		African American	1	0.0	1	0.0	0.0
		White	37	27.0	38	86.8	59.8
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	1	0.0	1	0.0	0.0
		Non-FARMS	43	27.9	44	88.6	60.7
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	42	28.6	43	88.4	59.8
Special Education		3	0.0	3	33.3	33.3	
Non-Special Education	41	29.3	42	90.5	61.2		
Sherwood	Grade 1	All Students	75	2.7	79	86.1	83.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	9	0.0	10	80.0	80.0
		African American	14	0.0	17	82.4	82.4
		White	43	4.7	43	90.7	86.0
		Hispanic	9	0.0	9	77.8	77.8
		FARMS	10	0.0	11	63.6	63.6
		Non-FARMS	65	3.1	68	89.7	86.6
		ESOL	6	0.0	6	50.0	50.0
		Non-ESOL	69	2.9	73	89.0	86.1
		Special Education	10	0.0	11	36.4	36.4
		Non-Special Education	65	3.1	68	94.1	91.0

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Sherwood	Grade 2	All Students	68	16.2	71	70.4	54.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	13	46.2	13	84.6	38.5
		African American	9	0.0	11	36.4	36.4
		White	41	9.8	42	76.2	66.4
		Hispanic	5	20.0	5	60.0	40.0
		FARMS	10	10.0	10	50.0	40.0
		Non-FARMS	58	17.2	61	73.8	56.5
		ESOL	1	0.0	1	100.0	100.0
		Non-ESOL	67	16.4	70	70.0	53.6
		Special Education	11	0.0	11	36.4	36.4
		Non-Special Education	57	19.3	60	76.7	57.4
Sligo Creek	Grade 1	All Students	51	2.0	56	73.2	71.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	1	0.0	3	33.3	33.3
		African American	21	0.0	23	60.9	60.9
		White	21	4.8	22	95.5	90.7
		Hispanic	8	0.0	8	62.5	62.5
		FARMS	21	0.0	25	64.0	64.0
		Non-FARMS	30	3.3	31	80.6	77.3
		ESOL	2	0.0	4	0.0	0.0
		Non-ESOL	49	2.0	52	78.8	76.8
		Special Education	5	0.0	5	40.0	40.0
		Non-Special Education	46	2.2	51	76.5	74.3
	Grade 2	All Students	68	20.6	73	47.9	27.4
		American Indian	1	0.0	1	100.0	100.0
		Asian American	4	25.0	5	40.0	15.0
		African American	23	13.0	25	44.0	31.0
		White	23	43.5	25	64.0	20.5
		Hispanic	17	0.0	17	29.4	29.4
		FARMS	24	4.2	25	40.0	35.8
		Non-FARMS	44	29.5	48	52.1	22.5
		ESOL	8	0.0	10	0.0	0.0
		Non-ESOL	60	23.3	63	55.6	32.2
Special Education	7	0.0	8	50.0	50.0		
Non-Special Education	61	23.0	65	47.7	24.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Somerset	Grade 1	All Students	60	6.7	63	85.7	79.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	14.3	7	100.0	85.7
		African American	2	0.0	2	100.0	100.0
		White	46	6.5	48	85.4	78.9
		Hispanic	5	0.0	6	66.7	66.7
		FARMS	2	0.0	2	100.0	100.0
		Non-FARMS	58	6.9	61	85.2	78.3
		ESOL	9	0.0	11	45.5	45.5
		Non-ESOL	51	7.8	52	94.2	86.4
		Special Education	1	0.0	1	100.0	100.0
	Non-Special Education	59	6.8	62	85.5	78.7	
	Grade 2	All Students	55	40.0	65	60.0	20.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	50.0	3	33.3	-16.7
		African American	0	n.a.	1	0.0	n.a.
		White	46	45.7	53	69.8	24.2
		Hispanic	7	0.0	8	12.5	12.5
		FARMS	2	0.0	4	0.0	0.0
		Non-FARMS	53	41.5	61	63.9	22.4
		ESOL	10	0.0	15	13.3	13.3
		Non-ESOL	45	48.9	50	74.0	25.1
Special Education		9	11.1	9	33.3	22.2	
Non-Special Education	46	45.7	56	64.3	18.6		
South Lake	Grade 1	All Students	84	7.1	93	59.1	52.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	16	12.5	18	88.9	76.4
		African American	31	12.9	34	61.8	48.9
		White	8	0.0	8	62.5	62.5
		Hispanic	29	0.0	33	39.4	39.4
		FARMS	42	4.8	49	42.9	38.1
		Non-FARMS	42	9.5	44	77.3	67.7
		ESOL	15	0.0	20	30.0	30.0
		Non-ESOL	69	8.7	73	67.1	58.4
		Special Education	9	0.0	9	33.3	33.3
Non-Special Education	75	8.0	84	61.9	53.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
South Lake	Grade 2	All Students	84	6.0	97	69.1	63.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	20	20.0	22	90.9	70.9
		African American	21	4.8	24	66.7	61.9
		White	10	0.0	13	69.2	69.2
		Hispanic	33	0.0	38	57.9	57.9
		FARMS	51	2.0	57	59.6	57.7
		Non-FARMS	33	12.1	40	82.5	70.4
		ESOL	12	0.0	20	55.0	55.0
		Non-ESOL	72	6.9	77	72.7	65.8
		Special Education	5	0.0	6	33.3	33.3
Non-Special Education	79	6.3	91	71.4	65.1		
Spark Matsunaga	Grade 1	All Students	172	7.6	173	78.6	71.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	58	13.8	58	89.7	75.9
		African American	23	4.3	24	66.7	62.3
		White	80	5.0	79	77.2	72.2
		Hispanic	11	0.0	12	58.3	58.3
		FARMS	23	0.0	23	52.2	52.2
		Non-FARMS	149	8.7	150	82.7	73.9
		ESOL	12	0.0	13	46.2	46.2
		Non-ESOL	160	8.1	160	81.3	73.1
		Special Education	12	0.0	12	16.7	16.7
	Non-Special Education	160	8.1	161	83.2	75.1	
	Grade 2	All Students	182	17.0	185	81.1	64.0
		American Indian	1	0.0	1	0.0	0.0
		Asian American	61	27.9	63	85.7	57.8
		African American	24	8.3	25	80.0	71.7
		White	81	13.6	81	84.0	70.4
		Hispanic	15	6.7	15	53.3	46.7
		FARMS	26	3.8	26	57.7	53.8
		Non-FARMS	156	19.2	159	84.9	65.7
		ESOL	9	0.0	9	44.4	44.4
Non-ESOL		173	17.9	176	83.0	65.0	
Special Education	16	6.3	16	50.0	43.8		
Non-Special Education	166	18.1	169	84.0	66.0		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Stedwick	Grade 1	All Students	94	2.1	96	75.0	72.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	16	6.3	17	82.4	76.1
		African American	33	3.0	33	63.6	60.6
		White	27	0.0	28	96.4	96.4
		Hispanic	18	0.0	18	55.6	55.6
		FARMS	40	2.5	39	56.4	53.9
		Non-FARMS	54	1.9	57	87.7	85.9
		ESOL	11	0.0	11	18.2	18.2
		Non-ESOL	83	2.4	85	82.4	79.9
		Special Education	8	12.5	8	25.0	12.5
	Non-Special Education	86	1.2	88	79.5	78.4	
	Grade 2	All Students	100	4.0	102	74.5	70.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	0.0	11	81.8	81.8
		African American	34	2.9	35	62.9	59.9
		White	40	7.5	40	87.5	80.0
		Hispanic	15	0.0	16	62.5	62.5
		FARMS	37	0.0	39	59.0	59.0
		Non-FARMS	63	6.3	63	84.1	77.8
		ESOL	7	0.0	7	28.6	28.6
		Non-ESOL	93	4.3	95	77.9	73.6
Special Education		9	0.0	9	33.3	33.3	
Non-Special Education	91	4.4	93	78.5	74.1		
Stone Mill	Grade 1	All Students	97	0.0	98	96.9	96.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	48	0.0	49	95.9	95.9
		African American	6	0.0	6	100.0	100.0
		White	42	0.0	42	97.6	97.6
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	5	0.0	6	100.0	100.0
		Non-FARMS	92	0.0	92	96.7	96.7
		ESOL	6	0.0	6	100.0	100.0
		Non-ESOL	91	0.0	92	96.7	96.7
		Special Education	3	0.0	3	66.7	66.7
Non-Special Education	94	0.0	95	97.9	97.9		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Stone Mill	Grade 2	All Students	102	30.4	105	96.2	65.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	41	39.0	43	95.3	56.3
		African American	7	14.3	7	100.0	85.7
		White	50	26.0	51	96.1	70.1
		Hispanic	4	25.0	4	100.0	75.0
		FARMS	5	0.0	5	100.0	100.0
		Non-FARMS	97	32.0	100	96.0	64.0
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	100	31.0	103	97.1	66.1
		Special Education	3	0.0	3	100.0	100.0
Non-Special Education	99	31.3	102	96.1	64.8		
Stonegate	Grade 1	All Students	49	12.2	65	89.2	77.0
		American Indian	1	100.0	1	100.0	0.0
		Asian American	10	20.0	11	100.0	80.0
		African American	12	8.3	18	94.4	86.1
		White	24	8.3	33	81.8	73.5
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	2	0.0	4	75.0	75.0
		Non-FARMS	47	12.8	61	90.2	77.4
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	49	12.2	65	89.2	77.0
		Special Education	3	0.0	5	80.0	80.0
	Non-Special Education	46	13.0	60	90.0	77.0	
	Grade 2	All Students	62	14.5	61	98.4	83.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	14	0.0	14	100.0	100.0
		African American	18	16.7	17	94.1	77.5
		White	26	23.1	26	100.0	76.9
		Hispanic	4	0.0	4	100.0	100.0
		FARMS	4	0.0	3	100.0	100.0
		Non-FARMS	58	15.5	58	98.3	82.8
		ESOL	2	0.0	2	100.0	100.0
Non-ESOL		60	15.0	59	98.3	83.3	
Special Education	7	0.0	6	83.3	83.3		
Non-Special Education	55	16.4	55	100.0	83.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Strawberry Knolls	Grade 1	All Students	72	2.8	75	80.0	77.2
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	0.0	14	92.9	92.9
		African American	18	0.0	18	77.8	77.8
		White	23	8.7	23	78.3	69.6
		Hispanic	20	0.0	20	75.0	75.0
		FARMS	25	0.0	27	77.8	77.8
		Non-FARMS	47	4.3	48	81.3	77.0
		ESOL	10	0.0	10	50.0	50.0
		Non-ESOL	62	3.2	65	84.6	81.4
		Special Education	8	12.5	8	37.5	25.0
	Non-Special Education	64	1.6	67	85.1	83.5	
	Grade 2	All Students	95	9.5	96	87.5	78.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	15	6.7	15	100.0	93.3
		African American	24	8.3	25	80.0	71.7
		White	32	15.6	32	93.8	78.1
		Hispanic	24	4.2	24	79.2	75.0
		FARMS	34	5.9	34	82.4	76.5
		Non-FARMS	61	11.5	62	90.3	78.8
		ESOL	12	0.0	12	75.0	75.0
		Non-ESOL	83	10.8	84	89.3	78.4
Special Education		7	0.0	7	57.1	57.1	
Non-Special Education	88	10.2	89	89.9	79.7		
Summit Hall	Grade 1	All Students	73	5.5	79	60.8	55.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	0.0	7	85.7	85.7
		African American	19	10.5	22	54.5	44.0
		White	8	0.0	8	75.0	75.0
		Hispanic	39	5.1	42	57.1	52.0
		FARMS	52	3.8	57	52.6	48.8
		Non-FARMS	21	9.5	22	81.8	72.3
		ESOL	24	4.2	27	44.4	40.3
		Non-ESOL	49	6.1	52	69.2	63.1
		Special Education	4	0.0	4	75.0	75.0
Non-Special Education	69	5.8	75	60.0	54.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Summit Hall	Grade 2	All Students	80	6.3	83	60.2	54.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	7	28.6	9	66.7	38.1
		African American	16	0.0	17	41.2	41.2
		White	16	0.0	16	56.3	56.3
		Hispanic	41	7.3	41	68.3	61.0
		FARMS	43	0.0	46	56.5	56.5
		Non-FARMS	37	13.5	37	64.9	51.4
		ESOL	19	0.0	21	47.6	47.6
		Non-ESOL	61	8.2	62	64.5	56.3
		Special Education	11	0.0	11	18.2	18.2
Non-Special Education	69	7.2	72	66.7	59.4		
Takoma Park	Grade 1	All Students	122	15.6	124	83.9	68.3
		American Indian	2	50.0	2	100.0	50.0
		Asian American	10	30.0	10	90.0	60.0
		African American	39	7.7	41	78.0	70.4
		White	52	23.1	53	98.1	75.0
		Hispanic	19	0.0	18	50.0	50.0
		FARMS	37	2.7	37	62.2	59.5
		Non-FARMS	85	21.2	87	93.1	71.9
		ESOL	21	0.0	23	52.2	52.2
		Non-ESOL	101	18.8	101	91.1	72.3
		Special Education	5	0.0	5	20.0	20.0
	Non-Special Education	117	16.2	119	86.6	70.3	
	Grade 2	All Students	121	15.7	126	77.0	61.3
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	8	87.5	87.5
		African American	38	5.3	40	65.0	59.7
		White	55	29.1	56	98.2	69.1
		Hispanic	20	5.0	22	40.9	35.9
		FARMS	43	2.3	45	53.3	51.0
		Non-FARMS	78	23.1	81	90.1	67.0
		ESOL	18	0.0	19	42.1	42.1
Non-ESOL		103	18.4	107	83.2	64.7	
Special Education	13	23.1	13	76.9	53.8		
Non-Special Education	108	14.8	113	77.0	62.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Travilah	Grade 1	All Students	88	5.7	88	81.8	76.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	42	11.9	42	85.7	73.8
		African American	3	0.0	3	66.7	66.7
		White	38	0.0	38	84.2	84.2
		Hispanic	5	0.0	5	40.0	40.0
		FARMS	4	0.0	4	50.0	50.0
		Non-FARMS	84	6.0	84	83.3	77.4
		ESOL	8	0.0	8	75.0	75.0
		Non-ESOL	80	6.3	80	82.5	76.3
		Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	85	5.9	85	82.4	76.5	
	Grade 2	All Students	70	22.9	72	94.4	71.6
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	31	38.7	32	100.0	61.3
		African American	3	0.0	4	100.0	100.0
		White	34	11.8	34	91.2	79.4
		Hispanic	2	0.0	2	50.0	50.0
		FARMS	4	0.0	4	50.0	50.0
		Non-FARMS	66	24.2	68	97.1	72.8
		ESOL	4	0.0	4	50.0	50.0
		Non-ESOL	66	24.2	68	97.1	72.8
Special Education		6	0.0	6	83.3	83.3	
Non-Special Education	64	25.0	66	95.5	70.5		
Twinbrook	Grade 1	All Students	77	3.9	79	75.9	72.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	8.3	12	91.7	83.3
		African American	6	0.0	7	85.7	85.7
		White	23	4.3	23	82.6	78.3
		Hispanic	36	2.8	37	64.9	62.1
		FARMS	41	0.0	44	63.6	63.6
		Non-FARMS	36	8.3	35	91.4	83.1
		ESOL	19	0.0	20	55.0	55.0
		Non-ESOL	58	5.2	59	83.1	77.9
		Special Education	6	0.0	5	40.0	40.0
Non-Special Education	71	4.2	74	78.4	74.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Twinbrook	Grade 2	All Students	81	12.3	84	54.8	42.4
		American Indian	1	0.0	1	100.0	100.0
		Asian American	16	12.5	18	61.1	48.6
		African American	14	7.1	14	42.9	35.7
		White	20	25.0	20	65.0	40.0
		Hispanic	30	6.7	31	48.4	41.7
		FARMS	52	5.8	55	47.3	41.5
		Non-FARMS	29	24.1	29	69.0	44.8
		ESOL	19	5.3	22	36.4	31.1
		Non-ESOL	62	14.5	62	61.3	46.8
		Special Education	9	0.0	9	11.1	11.1
Non-Special Education	72	13.9	75	60.0	46.1		
Veirs Mill	Grade 1	All Students	109	2.8	113	67.3	64.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	6	83.3	83.3
		African American	32	6.3	34	67.6	61.4
		White	15	6.7	15	80.0	73.3
		Hispanic	57	0.0	58	62.1	62.1
		FARMS	71	1.4	74	66.2	64.8
		Non-FARMS	38	5.3	39	69.2	64.0
		ESOL	35	0.0	37	43.2	43.2
		Non-ESOL	74	4.1	76	78.9	74.9
		Special Education	8	0.0	8	50.0	50.0
	Non-Special Education	101	3.0	105	68.6	65.6	
	Grade 2	All Students	97	18.6	105	71.4	52.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	18.2	14	78.6	60.4
		African American	13	7.7	16	81.3	73.6
		White	12	50.0	11	100.0	50.0
		Hispanic	61	14.8	64	62.5	47.7
		FARMS	62	6.5	69	69.6	63.1
		Non-FARMS	35	40.0	36	75.0	35.0
		ESOL	26	0.0	32	43.8	43.8
Non-ESOL		71	25.4	73	83.6	58.2	
Special Education	14	7.1	14	42.9	35.7		
Non-Special Education	83	20.5	91	75.8	55.3		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Washington Grove	Grade 1	All Students	64	6.3	63	73.0	66.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	16.7	6	100.0	83.3
		African American	10	0.0	10	70.0	70.0
		White	29	10.3	28	82.1	71.8
		Hispanic	19	0.0	19	52.6	52.6
		FARMS	29	0.0	29	58.6	58.6
		Non-FARMS	35	11.4	34	85.3	73.9
		ESOL	13	0.0	13	53.8	53.8
		Non-ESOL	51	7.8	50	78.0	70.2
		Special Education	7	0.0	7	42.9	42.9
	Non-Special Education	57	7.0	56	76.8	69.8	
	Grade 2	All Students	64	9.4	64	64.1	54.7
		American Indian	1	0.0	1	100.0	100.0
		Asian American	5	20.0	5	80.0	60.0
		African American	18	11.1	18	55.6	44.4
		White	16	12.5	15	86.7	74.2
		Hispanic	24	4.2	25	52.0	47.8
		FARMS	32	6.3	33	48.5	42.2
		Non-FARMS	32	12.5	31	80.6	68.1
		ESOL	16	0.0	17	35.3	35.3
		Non-ESOL	48	12.5	47	74.5	62.0
Special Education		12	0.0	12	16.7	16.7	
Non-Special Education	52	11.5	52	75.0	63.5		
Waters Landing	Grade 1	All Students	109	0.0	112	46.4	46.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	10	40.0	40.0
		African American	27	0.0	29	31.0	31.0
		White	47	0.0	48	64.6	64.6
		Hispanic	27	0.0	25	32.0	32.0
		FARMS	40	0.0	40	22.5	22.5
		Non-FARMS	69	0.0	72	59.7	59.7
		ESOL	9	0.0	9	22.2	22.2
		Non-ESOL	100	0.0	103	48.5	48.5
		Special Education	4	0.0	3	0.0	0.0
Non-Special Education	105	0.0	109	47.7	47.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Waters Landing	Grade 2	All Students	109	6.4	114	64.9	58.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	0.0	13	53.8	53.8
		African American	27	3.7	28	53.6	49.9
		White	48	10.4	49	79.6	69.2
		Hispanic	22	4.5	24	54.2	49.6
		FARMS	31	0.0	33	48.5	48.5
		Non-FARMS	78	9.0	81	71.6	62.6
		ESOL	6	0.0	9	11.1	11.1
		Non-ESOL	103	6.8	105	69.5	62.7
		Special Education	8	0.0	9	33.3	33.3
Non-Special Education	101	6.9	105	67.6	60.7		
Watkins Mill	Grade 1	All Students	90	2.2	99	85.9	83.6
		American Indian	1	0.0	1	0.0	0.0
		Asian American	11	9.1	13	92.3	83.2
		African American	42	0.0	46	89.1	89.1
		White	14	0.0	15	86.7	86.7
		Hispanic	22	4.5	24	79.2	74.6
		FARMS	36	2.8	44	88.6	85.9
		Non-FARMS	54	1.9	55	83.6	81.8
		ESOL	10	0.0	12	58.3	58.3
		Non-ESOL	80	2.5	87	89.7	87.2
		Special Education	5	0.0	6	50.0	50.0
	Non-Special Education	85	2.4	93	88.2	85.8	
	Grade 2	All Students	94	12.8	96	56.3	43.5
		American Indian	1	0.0	1	0.0	0.0
		Asian American	12	16.7	12	58.3	41.7
		African American	35	8.6	38	63.2	54.6
		White	20	30.0	21	52.4	22.4
		Hispanic	26	3.8	24	50.0	46.2
		FARMS	38	2.6	39	48.7	46.1
		Non-FARMS	56	19.6	57	61.4	41.8
		ESOL	13	0.0	11	27.3	27.3
Non-ESOL		81	14.8	85	60.0	45.2	
Special Education	12	0.0	14	0.0	0.0		
Non-Special Education	82	14.6	82	65.9	51.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Wayside	Grade 1	All Students	93	9.7	93	93.5	83.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	29	24.1	29	93.1	69.0
		African American	3	0.0	3	66.7	66.7
		White	61	3.3	61	95.1	91.8
		Hispanic	0	n.a.	0	n.a.	n.a.
		FARMS	1	0.0	1	0.0	0.0
		Non-FARMS	92	9.8	92	94.6	84.8
		ESOL	9	0.0	9	77.8	77.8
		Non-ESOL	84	10.7	84	95.2	84.5
		Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	91	9.9	91	93.4	83.5	
	Grade 2	All Students	109	45.9	109	92.7	46.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	39	64.1	39	89.7	25.6
		African American	9	11.1	9	66.7	55.6
		White	60	40.0	60	98.3	58.3
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	4	25.0	4	25.0	0.0
		Non-FARMS	105	46.7	105	95.2	48.6
		ESOL	8	0.0	8	37.5	37.5
		Non-ESOL	101	49.5	101	97.0	47.5
Special Education		3	0.0	3	33.3	33.3	
Non-Special Education	106	47.2	106	94.3	47.2		
Weller Road	Grade 1	All Students	95	10.5	97	80.4	69.9
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	9.1	12	100.0	90.9
		African American	14	21.4	14	71.4	50.0
		White	7	0.0	6	83.3	83.3
		Hispanic	63	9.5	65	78.5	68.9
		FARMS	62	4.8	63	76.2	71.4
		Non-FARMS	33	21.2	34	88.2	67.0
		ESOL	25	0.0	24	62.5	62.5
		Non-ESOL	70	14.3	73	86.3	72.0
		Special Education	3	0.0	3	33.3	33.3
		Non-Special Education	92	10.9	94	81.9	71.0

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Weller Road	Grade 2	All Students	94	14.9	100	47.0	32.1
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	36.4	12	75.0	38.6
		African American	12	16.7	12	58.3	41.7
		White	12	41.7	13	53.8	12.2
		Hispanic	59	5.1	63	38.1	33.0
		FARMS	58	15.5	62	41.9	26.4
		Non-FARMS	36	13.9	38	55.3	41.4
		ESOL	16	0.0	20	30.0	30.0
		Non-ESOL	78	17.9	80	51.3	33.3
		Special Education	9	0.0	9	11.1	11.1
Non-Special Education	85	16.5	91	50.5	34.1		
Westbrook	Grade 1	All Students	46	2.2	46	87.0	84.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	3	0.0	3	66.7	66.7
		African American	1	0.0	1	100.0	100.0
		White	39	2.6	39	87.2	84.6
		Hispanic	3	0.0	3	100.0	100.0
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	45	2.2	45	86.7	84.4
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	44	2.3	44	88.6	86.4
		Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	46	2.2	46	87.0	84.8	
	Grade 2	All Students	51	33.3	51	92.2	58.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	2	50.0	2	100.0	50.0
		African American	4	50.0	4	100.0	50.0
		White	44	31.8	44	90.9	59.1
		Hispanic	1	0.0	1	100.0	100.0
		FARMS	1	0.0	1	100.0	100.0
		Non-FARMS	50	34.0	50	92.0	58.0
		ESOL	0	n.a.	0	n.a.	n.a.
Non-ESOL		51	33.3	51	92.2	58.8	
Special Education	5	0.0	5	60.0	60.0		
Non-Special Education	46	37.0	46	95.7	58.7		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Westover	Grade 1	All Students	40	10.0	40	75.0	65.0
		American Indian	1	0.0	1	100.0	100.0
		Asian American	9	11.1	9	88.9	77.8
		African American	13	0.0	13	61.5	61.5
		White	17	17.6	17	76.5	58.8
		Hispanic	0	n.a.	0	n.a.	n.a.
		FARMS	3	0.0	3	33.3	33.3
		Non-FARMS	37	10.8	37	78.4	67.6
		ESOL	0	n.a.	0	n.a.	n.a.
		Non-ESOL	40	10.0	40	75.0	65.0
		Special Education	6	0.0	6	16.7	16.7
	Non-Special Education	34	11.8	34	85.3	73.5	
	Grade 2	All Students	44	18.2	44	63.6	45.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	12.5	8	75.0	62.5
		African American	8	25.0	8	75.0	50.0
		White	24	20.8	24	58.3	37.5
		Hispanic	4	0.0	4	50.0	50.0
		FARMS	4	0.0	4	25.0	25.0
		Non-FARMS	40	20.0	40	67.5	47.5
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	42	19.0	42	64.3	45.2
Special Education		9	0.0	9	11.1	11.1	
Non-Special Education	35	22.9	35	77.1	54.3		
Wheaton Woods	Grade 1	All Students	93	3.2	100	50.0	46.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	9.1	12	91.7	82.6
		African American	12	0.0	14	50.0	50.0
		White	9	0.0	12	66.7	66.7
		Hispanic	61	3.3	62	38.7	35.4
		FARMS	56	1.8	59	45.8	44.0
		Non-FARMS	37	5.4	41	56.1	50.7
		ESOL	29	0.0	33	21.2	21.2
		Non-ESOL	64	4.7	67	64.2	59.5
		Special Education	6	0.0	6	33.3	33.3
Non-Special Education	87	3.4	94	51.1	47.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Wheaton Woods	Grade 2	All Students	106	7.5	113	47.8	40.2
		American Indian	1	0.0	1	0.0	0.0
		Asian American	13	0.0	14	28.6	28.6
		African American	14	7.1	14	57.1	50.0
		White	11	18.2	11	63.6	45.5
		Hispanic	67	7.5	73	47.9	40.5
		FARMS	63	7.9	69	47.8	39.9
		Non-FARMS	43	7.0	44	47.7	40.8
		ESOL	26	0.0	31	22.6	22.6
		Non-ESOL	80	10.0	82	57.3	47.3
		Special Education	8	12.5	8	12.5	0.0
Non-Special Education	98	7.1	105	50.5	43.3		
Whetstone	Grade 1	All Students	92	2.2	97	71.1	69.0
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	11	9.1	12	66.7	57.6
		African American	30	0.0	32	75.0	75.0
		White	17	5.9	18	83.3	77.5
		Hispanic	34	0.0	35	62.9	62.9
		FARMS	52	1.9	56	66.1	64.1
		Non-FARMS	40	2.5	41	78.0	75.5
		ESOL	7	0.0	8	37.5	37.5
		Non-ESOL	85	2.4	89	74.2	71.8
		Special Education	6	0.0	6	66.7	66.7
	Non-Special Education	86	2.3	91	71.4	69.1	
	Grade 2	All Students	89	5.6	94	61.7	56.1
		American Indian	1	100.0	1	100.0	0.0
		Asian American	6	0.0	7	28.6	28.6
		African American	32	0.0	35	65.7	65.7
		White	25	8.0	25	76.0	68.0
		Hispanic	25	8.0	26	50.0	42.0
		FARMS	38	5.3	41	53.7	48.4
		Non-FARMS	51	5.9	53	67.9	62.0
		ESOL	8	0.0	10	0.0	0.0
Non-ESOL		81	6.2	84	69.0	62.9	
Special Education	10	10.0	10	40.0	30.0		
Non-Special Education	79	5.1	84	64.3	59.2		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Wood Acres	Grade 1	All Students	95	4.2	96	90.6	86.4
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	0.0	6	83.3	83.3
		African American	2	0.0	2	100.0	100.0
		White	86	4.7	86	91.9	87.2
		Hispanic	2	0.0	2	50.0	50.0
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	95	4.2	96	90.6	86.4
		ESOL	3	0.0	4	50.0	50.0
		Non-ESOL	92	4.3	92	92.4	88.0
		Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	90	4.4	91	93.4	89.0	
	Grade 2	All Students	111	26.1	115	95.7	69.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	6	0.0	6	83.3	83.3
		African American	2	50.0	2	100.0	50.0
		White	99	27.3	103	96.1	68.8
		Hispanic	4	25.0	4	100.0	75.0
		FARMS	3	0.0	4	50.0	50.0
		Non-FARMS	108	26.9	111	97.3	70.4
		ESOL	1	0.0	1	100.0	100.0
		Non-ESOL	110	26.4	114	95.6	69.3
Special Education		14	7.1	15	66.7	59.5	
Non-Special Education	97	28.9	100	100.0	71.1		
Woodfield	Grade 1	All Students	64	4.7	64	93.8	89.1
		American Indian	1	0.0	1	100.0	100.0
		Asian American	4	25.0	4	100.0	75.0
		African American	5	0.0	5	100.0	100.0
		White	50	4.0	50	96.0	92.0
		Hispanic	4	0.0	4	50.0	50.0
		FARMS	4	0.0	4	100.0	100.0
		Non-FARMS	60	5.0	60	93.3	88.3
		ESOL	1	0.0	1	0.0	0.0
		Non-ESOL	63	4.8	63	95.2	90.5
		Special Education	6	0.0	6	66.7	66.7
Non-Special Education	58	5.2	58	96.6	91.4		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Woodfield	Grade 2	All Students	70	12.9	73	84.9	72.1
		American Indian	1	0.0	1	0.0	0.0
		Asian American	3	0.0	3	100.0	100.0
		African American	2	50.0	3	66.7	16.7
		White	61	13.1	63	85.7	72.6
		Hispanic	3	0.0	3	100.0	100.0
		FARMS	2	0.0	2	100.0	100.0
		Non-FARMS	68	13.2	71	84.5	71.3
		ESOL	2	0.0	2	50.0	50.0
		Non-ESOL	68	13.2	71	85.9	72.7
		Special Education	11	0.0	11	72.7	72.7
Non-Special Education	59	15.3	62	87.1	71.8		
Woodlin	Grade 1	All Students	94	7.4	96	81.3	73.8
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	8	0.0	8	87.5	87.5
		African American	24	4.2	24	70.8	66.7
		White	39	12.8	41	95.1	82.3
		Hispanic	23	4.3	23	65.2	60.9
		FARMS	33	3.0	33	66.7	63.6
		Non-FARMS	61	9.8	63	88.9	79.1
		ESOL	12	0.0	12	91.7	91.7
		Non-ESOL	82	8.5	84	79.8	71.2
		Special Education	22	4.5	22	40.9	36.4
	Non-Special Education	72	8.3	74	93.2	84.9	
	Grade 2	All Students	63	28.6	67	76.1	47.5
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	5	40.0	6	50.0	10.0
		African American	16	31.3	19	68.4	37.2
		White	36	27.8	36	86.1	58.3
		Hispanic	6	16.7	6	66.7	50.0
		FARMS	12	33.3	13	61.5	28.2
		Non-FARMS	51	27.5	54	79.6	52.2
		ESOL	2	0.0	3	0.0	0.0
Non-ESOL		61	29.5	64	79.7	50.2	
Special Education	8	0.0	8	37.5	37.5		
Non-Special Education	55	32.7	59	81.4	48.6		

Appendix C: 2003–2004 Individual School Performance on End-of-Year Reading Benchmark Attainment

			Fall 2003		Spring 2004		Fall 2003 to Spring 2004 Improvement
			Number Assessed	% At or Above End-of-Year Benchmark	Number Assessed	% At or Above End-of-Year Benchmark	
Wyngate	Grade 1	All Students	70	0.0	76	94.7	94.7
		American Indian	3	0.0	3	66.7	66.7
		Asian American	5	0.0	5	100.0	100.0
		African American	3	0.0	4	100.0	100.0
		White	57	0.0	62	95.2	95.2
		Hispanic	2	0.0	2	100.0	100.0
		FARMS	2	0.0	3	100.0	100.0
		Non-FARMS	68	0.0	73	94.5	94.5
		ESOL	1	0.0	2	0.0	0.0
		Non-ESOL	69	0.0	74	97.3	97.3
		Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	65	0.0	71	95.8	95.8	
	Grade 2	All Students	83	33.7	85	96.5	62.7
		American Indian	0	n.a.	0	n.a.	n.a.
		Asian American	12	41.7	12	100.0	58.3
		African American	1	0.0	1	100.0	100.0
		White	65	33.8	67	95.5	61.7
		Hispanic	5	20.0	5	100.0	80.0
		FARMS	0	n.a.	0	n.a.	n.a.
		Non-FARMS	83	33.7	85	96.5	62.7
		ESOL	1	0.0	2	100.0	100.0
		Non-ESOL	82	34.1	83	96.4	62.2
		Special Education	10	10.0	10	90.0	80.0
Non-Special Education		73	37.0	75	97.3	60.3	