

**2003–2004 Kindergarten Reading Achievement
Report**

Department of Shared Accountability

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2003–2004 KINDERGARTEN READING ACHIEVEMENT REPORT

Executive Summary

As part of its Early Success Performance Plan (ESPP) initiative, kindergarten through Grade 2 students in the Montgomery County Public Schools (MCPS) are assessed on the MCPS Assessment Program-Primary Reading (MCPS AP-PR) instrument at least twice during the school year, in fall and spring. The MCPS AP-PR instrument is a tool that helps to document the extent to which students can demonstrate knowledge of what they have 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 ratings on the reading subtest of the Grade 3 Maryland School Assessment (MSA).

This study examines the reading achievement of kindergarten students during the 2003–2004 school year. In addition, the study examines how student performance varies by (a) type of school, (b) racial/ethnic group, (c) participation in the Free and Reduced-price Meals System (FARMS) program, and (d) English language proficiency. To put the performance of the 2003–2004 kindergarten students in context, the reading achievement for 2003–2004 was compared with those of the past two years. Key findings of the study are summarized below.

Key Findings

- By spring 2004, a significantly high percentage (70.9%) of kindergarten students met or exceeded the district's end-of-year kindergarten reading benchmark. In addition, 68.9% were proficient on all six foundational reading skills.
- By the end of the 2003–2004 school year, kindergarten students in Focus schools¹ were on par with their counterparts in non-Focus schools in percentage of students at or above end-of-year reading benchmarks.
- All demographic subgroups showed substantial gain from fall 2003 to spring 2004 in the percentage of kindergarten students proficient on all six foundational reading skills and who were at or above the end-of-year kindergarten reading benchmark. However, the gap among various subgroups widened between fall 2003 and spring 2004. The widest year-end gap was 31.9 percentage points, between ESOL and non-ESOL students.
- On both the aggregate (i.e., districtwide) and subgroup level, the 2003–2004 kindergarten students outperformed their counterparts of earlier school years on both foundational reading skills and end-of-year benchmark attainment.

¹ During the 2003–2004 school year, the district's 128 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. Of the additional services provided in Focus schools, the most relevant to the present study is full-day kindergarten. During 2003–2004, all Focus schools had a full-day kindergarten program.

- The improvements made in reading achievement over the past three years are higher among subgroups facing challenging demographic factors of limited English language proficiency and poverty. The resulting effect is the narrowing of the reading achievement gap between these subgroups and those not similarly challenged.

Recommendations

1. Continue to provide ongoing professional training to classroom teachers and school personnel.

The progressively increasing percentages of kindergarten students meeting established benchmarks in both foundational reading skills and text-reading level suggest that the ongoing professional training and support provided to classroom teachers and school personnel have a positive impact on students' reading achievement.

2. Continue to fund full-day kindergarten programs in elementary schools with high concentrations of students facing challenging demographic factors of poverty and limited English language proficiency.

The relatively higher 2002–2004 improvements in reading achievement among subgroups of students facing challenging demographic factors affirm the effectiveness of the full-day kindergarten program.

2003–2004 KINDERGARTEN READING ACHIEVEMENT REPORT

Background

Since the 2000–2001 school year, the Montgomery County Public Schools (MCPS) has implemented the Early Success Performance Plan (ESPP) with the aim of improving the performance of prekindergarten through Grade 2 students in reading, writing, and mathematics. The ESPP is a series of interdependent initiatives whose primary goal is to address the inequity of opportunities and achievement among MCPS students in the primary grades. The initiatives that make up the ESPP include increased full-day kindergarten classes, smaller class sizes (15:1 in kindergarten and 17:1 in Grades 1 and 2), extended learning opportunities, revised standards-based curriculum, diagnostic student assessments, professional development for teachers and support staff, and increased parent involvement. For a detailed description of ESPP, please see *Early Success Performance Plan: Reform in the Montgomery County Public Schools*, May 2003.

The linchpin to the success of the ESPP is the revised standards-based curriculum and the accompanying assessment program. The revised standards-based curriculum “raises the bar” for all children by establishing precise expectations for what students are expected to know and be able to do by the end of each grade. The standards in the revised curriculum are aligned, not only with the Maryland Content Standards, but also with national and international standards. Though the revised curriculum is standards-based and sets minimum expectations for all students to achieve, its delivery to each student or group of students is guided by the assessment program.

The assessment program accompanying the revised curriculum comprises pre-, formative, and summative assessments. Pre-assessments provide teachers with information about what students know about a given indicator or group of indicators, thus helping to determine the instructional pathways teachers should use in the instructional delivery. Formative assessments, on the other hand, allow teachers to determine the extent to which students are learning the indicators or group of indicators being taught. Finally, summative assessments help to document the extent to which students can demonstrate knowledge of what has been taught. Presently, the Montgomery County Public Schools Assessment Program-Primary Reading (MCPS AP-PR) is used as the summative assessment for reading in kindergarten through Grade 2. 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. The established end-of-year kindergarten reading benchmark is reading a level 3 text with 90% accuracy and adequate accuracy in comprehension. A brief summary of the MCPS AP-PR and the proficiency benchmarks of the various elements are presented in Appendix A.

Purpose

Each year since the inception of the ESPP, researchers in the Department of Shared Accountability have analyzed MCPS AP-PR data to document the extent to which the ESPP is achieving its stated goals of increasing the reading performance of all students while at the same time closing the reading achievement gap between students from various demographic groups. Findings from these studies have, by and large, affirmed the positive impact of the ESPP on reading achievement among MCPS kindergarten students (see Bridges-Cline, 2001 and 2002; Nielsen and Cooper-Martin, 2002; and Curry-Corcoran and Alban, 2003). The evaluation presented in this report follows the same thread as early studies. Specifically, the evaluation seeks to document reading performance of kindergarten students during the 2003–2004 school year. The results are presented by (a) type of school (i.e., Focus and Non-Focus Schools¹), (b) racial/ethnic groups, (c) participation in the Free and Reduced-price Meals System (FARMS) program; and (d) English language proficiency (i.e., receiving English Speakers of Other Languages (ESOL) services or not).

Methods

Samples

All kindergarten students who were assessed on the MCPS AP-PR during the fall 2003 and/or spring 2004 testing windows are included in the samples used in this study. Administration of the MCPS AP-PR is mandatory for all elementary schools during fall and spring testing windows, but not so during the winter assessment window. During the winter testing window, only schools with full-day kindergarten are required to administer the MCPS AP-PR. In schools with half-day kindergarten, teachers are directed to assess students reading below the quarterly reading targets. As such, analyses of data of students assessed during the winter testing window will not provide a complete picture of the status of the reading achievement of all students. The number of students included in the sample and their demographic characteristics are presented in the Results section of this report.

Data

This report is based on reading-achievement data gathered during the fall 2003, winter 2004, and spring 2004 administrations of the MCPS AP-PR. 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 scores on these assessment elements are then used to determine the number of foundational reading skills in which students are proficient and the students' text-reading level. The students' fall 2003 reading achievement data represents the their abilities shortly after entering kindergarten. On the other hand, the spring 2004 data is adjusted to reflect the highest of fall 2003, winter 2004, and spring 2004 reading achievement

¹ During the 2003–2004 school year, the district's 128 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. Of the additional services provided in Focus schools, the most relevant to this report is full-day kindergarten. During 2003–2004, all Focus schools had full-day kindergarten program. See Appendix B for a complete list of Focus and non-Focus schools.

levels. The decision to adjust the spring 2004 data was dictated by the flexibility embedding the administration of the MCPS AP-PR instrument. Teachers have the option of not assessing students on foundational skills in which they had already demonstrated proficiency during a previous testing window. For example, if a student was proficient on Letter Identification (one of the foundational reading skills) in fall 2004, that student's teacher has the option of not reassessing the student during winter 2003 or spring 2004. For such students not assessed, the spring achievement data are missing. Without the adjustment described above, the number of students at or above benchmark scores during the school year would be under reported. For consistency, the adjustment was made for all students. In effect, the various spring 2004 achievement data used in this report represent the highest achievement level during the 2003–2004 school year.

Analyses

Descriptive statistics were used to summarize the reading achievement of students in the 2003–2004 school year. T-tests of proportions (one-sample and independent sample) were used to examine whether differences in percentages of students meeting established benchmarks were statistically significant. One-sample T-test of proportions analyses were used in comparing the percentage meeting established benchmark during 2003–2004 to those of previous school years, while independent sample T-test proportions were used to compare percentages on benchmark of groups during the 2003–2004 school year. Statistical significance was established at probability, p , less than 0.05

Results

Student Sample

A combined total of 9,232 kindergarten students have fall 2003 and/or spring 2004 assessment data. Of these students, 8,577 have assessment data for fall 2003, while 9,117 have assessment data for spring. Demographic distribution of these students is detailed in Table 1.

As indicated in Table 1, the demographic distributions of the students were 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 previous school years (see Curry-Corcoran and Alban, 2003 Nielsen and Copper-Martin, 2002). 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.

Table 1. Demographic Characteristics of Kindergarten Students with Fall 2003 and Spring 2004 Reading Assessment Data

Student group	Students with Fall Assessment Data		Students with Spring Assessment Data		Students with both Fall & Spring Assessment Data	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
All Students	8,577	100.0	9,117	100.0	8,452	100.0
Race/Ethnicity						
American Indian	38	0.4	43	0.5	38	0.4
Asian American	1,210	14.1	1,307	14.3	1,188	14.1
African American	1,839	21.4	2,002	22.0	1,808	21.4
White	3,707	43.2	3,839	42.1	3,664	43.4
Hispanic	1,783	20.8	1,926	21.1	1,754	20.8
FARMS Status						
FARMS	2,314	27.0	2,528	27.7	2,273	26.9
Non-FARMS	6,263	73.0	6,589	72.3	6,179	73.1
ESOL Status						
ESOL	1,735	20.2	1,954	21.4	1,705	20.2
Non-ESOL	6,842	79.8	7,163	78.6	6,747	79.8
Special Education Status						
Special Education	743	8.7	776	8.5	729	8.6
Non-Special Education	7,834	91.3	8,341	91.5	7,723	91.4

Foundational Reading Skills

Table 2 shows the distribution of kindergarten students by the number of foundational reading skills in which they are proficient during the fall 2003 and spring 2004 testing windows. As indicated in Table 2, a high percentage of kindergarten students started the 2003–2004 school year not proficient on most of the foundational reading skills. In fall 2003, only 558 (or 6.5% of 8,577) of kindergarten students were proficient on all six foundational reading skills. Students who were proficient on 4 to 5 foundational reading skills numbered 1,424 (or 16.6%). More than 75% of kindergarten students (6,595 of 8,577), demonstrated proficiency in three or fewer foundational reading skills at the beginning of 2003–2004.

Table 2. Distribution of Kindergarten Students on Number of Foundational Reading Skills Proficient, Fall 2003 and Spring 2004

Number of Foundational Reading Skills Proficient	Fall 2003 (N=8,577)		Spring 2004 (N=9117)	
	<i>n</i>	Percentage	<i>n</i>	Percentage
Zero	1,889	22.0	185	2.0
One	2,040	23.8	208	2.3
Two	1,523	17.8	290	3.2
Three	1,143	13.3	366	4.0
Four	824	9.6	557	6.1
Five	600	7.0	1,227	13.5
Six	558	6.5	6,284	68.9

The fall 2003 proficiency rates on foundational reading skills vary widely with the highest rates being in Record of Oral Language (64.3%) and Letter Identification (50.9%). On the other hand, kindergarten students were least proficient in Hearing and Recording Sounds (18.4%) and Word Recognition (13.1%) during fall 2003. For Phonemic Awareness and Concepts About Print, the proficiency rates in fall 2003 were 43.5% and 21.5%, respectively (see Table 3).

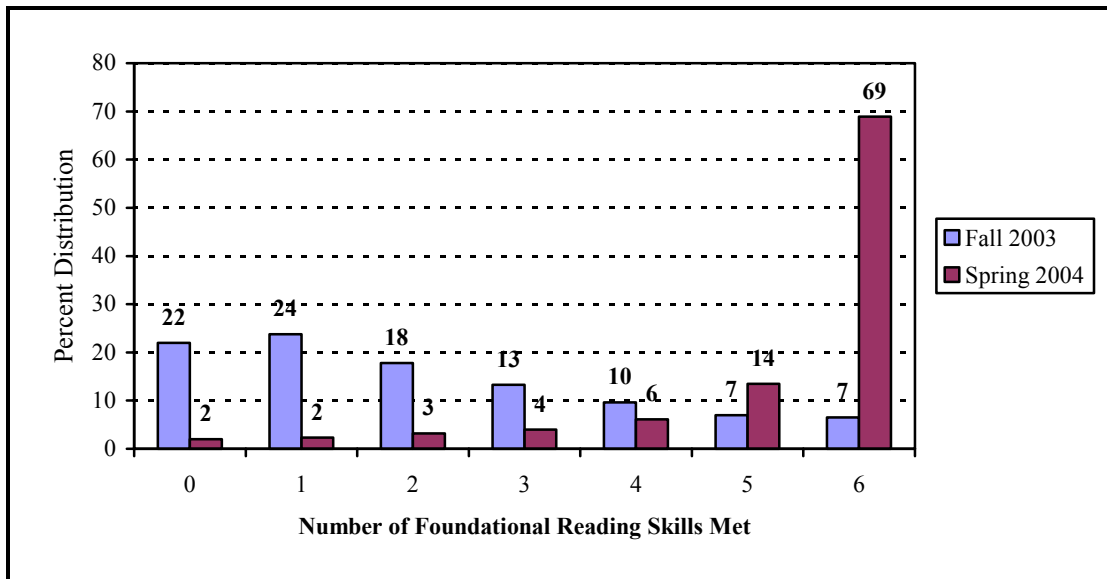
Table 3. Kindergarten Students with Proficiency on Foundational Reading Skills, Fall 2003 and Spring 2004

Foundational Reading Skill	Fall 2003 (N=8,577)		Spring 2004 (N=9117)	
	<i>n</i>	Percentage	<i>n</i>	Percentage
Letter identification (LID)	4,362	50.9	8,461	92.8
Concepts About Print (CAP)	1,844	21.5	7,780	85.3
Record of Oral Language (ROL)	5,518	64.3	7,967	88.8
Phonemic Awareness (PhA)	3,731	43.5	8,236	90.3
Hearing and Recording Sounds (H&RS)	1,577	18.4	7,504	82.3
Word Recognition (WR)	1,127	13.1	8,005	87.8

By spring 2004, the percentages of kindergarten students performing at or above the district's proficiency benchmarks on the foundational reading skills had increased significantly. The percentage of kindergarten students who were proficient on all six foundational reading skills had increased by more than 60 percentage points, from 6.9% in fall 2003 to 68.9% (6,284 of 9,117 see Table 2). As the data in Table 2 show, the increase in the percentage of students proficient in all six foundational skills are from students that met the proficiency benchmark in three or fewer foundational skills in fall. Specifically, while 76.9% of kindergarten students were proficient in three or fewer foundational reading skills in fall 2003, only 11.5% (1,049 of

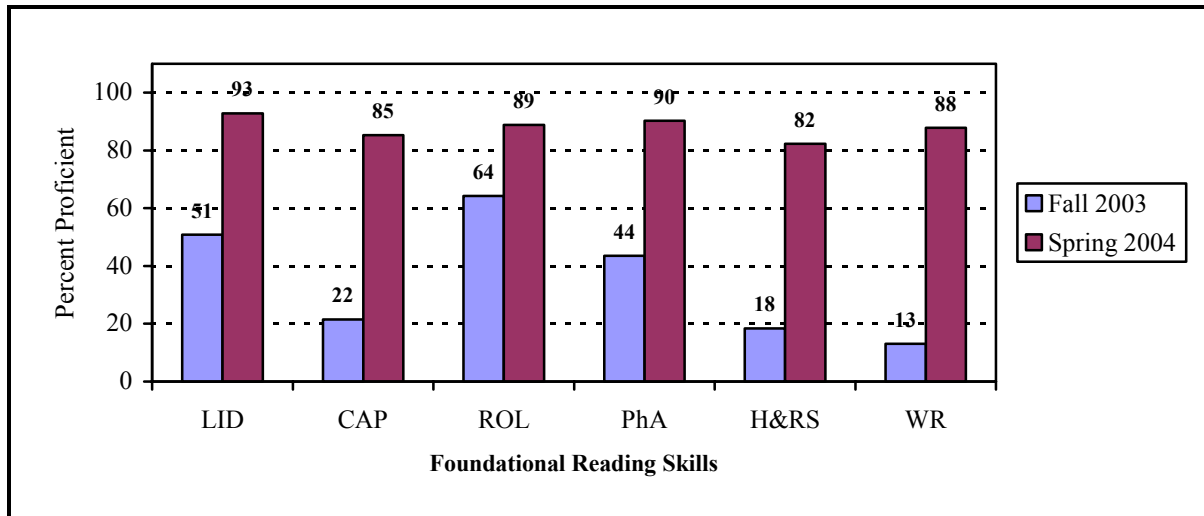
9,117) were so classified in spring 2004. The fall 2003-spring 2004 comparison of student performance by the number of foundational reading skills in which they are proficient is detailed in Figure 1.

Figure 1. Distribution of Kindergarten Students by Number of Foundational Reading Skills Met, Fall 2003 and Spring 2004



As would be expected from the spring 2004 data in Table 2, there was a substantial increase in the percentage of kindergarten students that attained proficiency on individual foundational reading skills between fall 2003 and spring 2004. The highest percentage increase was in Word Recognition, where the percentage of students who met the proficiency scores increased from 13.1% in fall 2003 to 87.8% in spring 2004, a 74.7 percentage-point increase. Foundational reading skills with substantial fall 2003 to spring 2004 increases are Hearing and Recording Sound, from 18.4% to 82.3% and Concepts About Print, from 21.5% to 85.3%. Fall 2003 to Spring 2004 percentage-point increases for Phonetic Awareness, Letter Identification, and Record of Oral Language are 46.8 (from 43.5% to 90.3%), 41.9 (from 50.9% to 92.8%), and 24.5 (from 64.3 to 88.8%), respectively. The fall 2003 to spring 2004 comparison of proficiency rate on the foundational reading skills is detailed in Figure 2. It is noteworthy that the spring 2004 proficiency rates were quite high for all foundational reading skills. This suggests that an overwhelming percentage of kindergarten students had acquired the basic skills necessary to become strong readers before proceeding to Grade 1.

Figure 2. Percentage of Kindergarten Students at or Above Proficiency Score, by Foundational Reading Skills, Fall 2003 and Spring 2004



Year-to-year comparisons of the kindergarten student achievement on foundational reading skills indicate that the 2003–2004 kindergarten students out performed those of the past two school years. While 69% of the 2003–2004 kindergarten students were proficient on all six foundational reading skills by spring, only 57% of the 2002–2003 kindergarten students were proficient in all six foundational reading skills by spring (Curry-Corcoran and Alban, 2003). The difference between these two percentages is statistically significant.² The corresponding figure for the 2001–2002 school year is 60% (Curry-Corcoran and Alban, 2003 see Table 4). The difference between this percentage and that for the 2003–2004 kindergarten students is statistically significant.³ The 2001–2002 to 2003–2004 trend in the percentage of kindergarten students proficient on all six foundational reading skills is depicted in Figure 3.

² 2003-2004 v. 2002-2003 comparison: $t = 24.6, p < 0.0001$

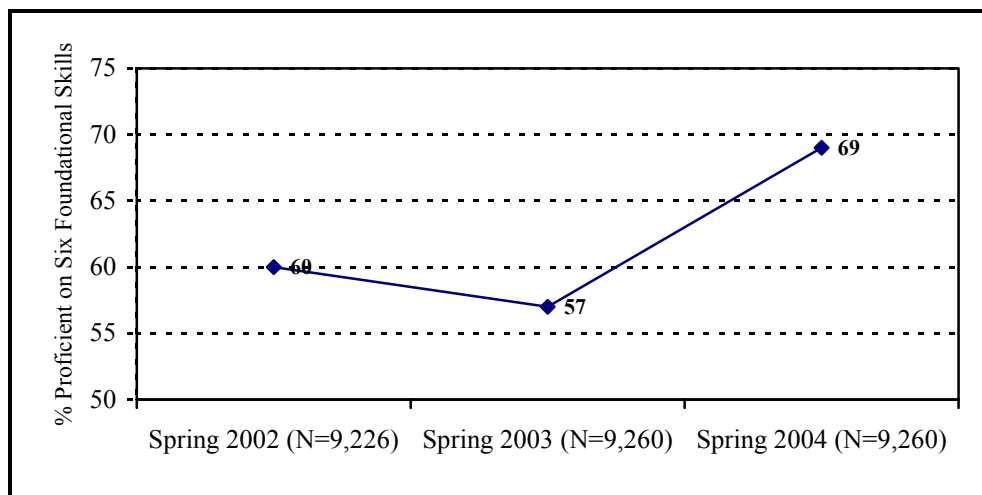
³ 2003-2004 v. 2001-2002 comparison: $t = 18.4, p < 0.0001$

Table 4. Comparison of End-of-Year Kindergarten Student Performance on Foundational Reading Skills, Spring 2002, Spring 2003, and Spring 2004

Number of Foundational Reading Skills Proficient	Percent Spring 2002 (<i>N</i> =9,226) ¹	Percent Spring 2003 (<i>N</i> =9,260) ¹	Percent Spring 2004 (<i>N</i> =9,117)
Zero	3	2	2
One	4	3	2
Two	5	4	3
Three	6	6	4
Four	8	9	6
Five	15	19	14
Six	60	57	69

Note: ¹) Source of formula, see Curry-Corcoran and Alban, 2003. p. 16
Percentages are rounded to the nearest whole number.

Figure 3. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Data for 2001–2002 and 2002–2003 school years obtained from Curry-Corcoran and Alban (2003). p. 16.
2. Percentages are rounded to the nearest whole number.

Gaps in Foundational Reading Skills Attainment

The percentages of kindergarten students who were proficient in all six foundational reading skills in fall 2003 and spring 2004 by type of school and major demographic characteristics are presented in Table 5. As indicated, the percentage of students who were proficient on all six foundational reading skills during the two testing windows varies substantially by demographic group. Similarly, the fall 2003 to spring 2004 percentage-point improvements also vary substantially by demographic groups.

Table 5. Percentage of Kindergarten Students Proficient on All Six Foundation Reading Skills, Fall 2003 and Spring 2004

	Fall 2003		Spring 2004		Fall-Spring %-Point Gain
	<i>N</i>	Percent	<i>N</i>	Percent	
All Students	8,577	6.5	9,117	68.9	62.4
Type of School					
Focus Schools	4,219	4.1	4,515	66.4	62.4
Non-Focus Schools	4,358	8.9	4,602	71.4	62.5
Race/Ethnicity					
American Indian	38	13.2	43	69.8	56.6
Asian American	1,210	9.3	1,307	71.8	62.4
African American	1,839	4.2	2,002	67.7	63.5
White	3,707	9.2	3,839	77.2	68.0
Hispanic	1,783	1.2	1,926	51.8	50.5
FARMS Status					
FARMS	2,314	1.1	2,528	54.4	53.3
Non-FARMS	6,263	8.5	6,589	74.5	66.0
ESOL Status					
ESOL	1,735	0.2	1,954	43.9	43.7
Non-ESOL	6,842	8.1	7,163	75.8	67.7
Special Education Status					
Special Education	743	3.1	776	41.9	38.8
Non-Special Education	7,834	6.8	8,341	71.4	64.6

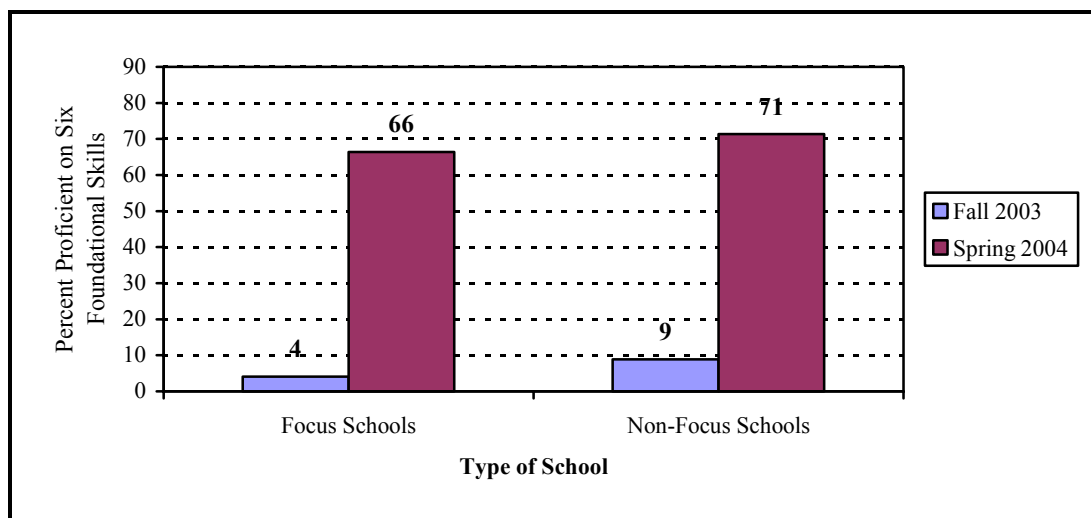
Note: Number may not add up to 100%, due to rounding.

In fall 2003, 4.1% (173 out of 4,219) of kindergarten students in the district's Focus schools were proficient on all six foundational reading skills, compared to 8.9% of those in non-Focus schools. This 4.8 percentage-point gap in favor of students in non-Focus schools was statistically significant.⁴ Between fall 2003 and spring 2004, the percentage of students in Focus

⁴ $t = 9.1, p < 0.0001$

and non-Focus schools proficient on all six foundational skills increased by similar percentage points; Focus schools by 62.4 percentage points, from 4.1% to 66.4% and non-Focus schools by 62.5 percentage points, from 8.9% to 71.4%. In effect, the achievement gap between Focus and non-Focus schools on percentage of kindergarten students proficient on all foundational readings remained virtually unchanged between fall 2003 and spring 2004 (see Figure 4). As would be expected, the gap between Focus and non-Focus schools continued to be statistically significant for spring.⁵ Individual school performances on the foundational reading skills in fall 2003 and spring 2004 are presented in Appendix C.

Figure 4. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by School Type, Fall 2003, and Spring 2004



Relative to other racial/ethnic subgroups, fewer proportions of African American and Hispanic kindergarten students were proficient on all six foundational reading skills during both the fall 2003 and spring 2004 testing windows (see Table 5). In fall 2003, 1.2% and 4.2% of Hispanic and African American kindergarten students, respectively, were proficient on all six foundational reading skills. For White and Asian American kindergarten students, the corresponding percentages were 9.2 and 9.3. American Indian kindergarten students (13.2%) posted the highest percentage of students who were proficient on all six foundational reading skills in fall 2003. However, the fall 2003 rate for American Indians must be viewed with caution because of the small number (38) of students in this subgroup. The differences among racial/ethnic groups on the percentage of students who were proficient on all six foundational skills in fall are statistically significant.⁶

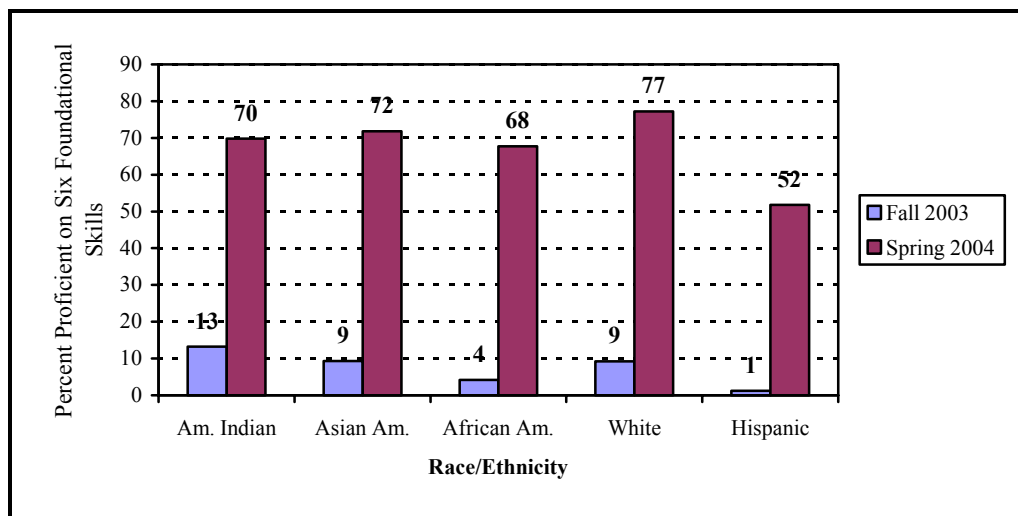
By spring 2004, all racial/ethnic groups posted substantial improvements, ranging from 50.5 (for Hispanics) to 68.0 (for White) percentage points. The percentages of students proficient on all six foundational skills in spring 2004 are 69.8 for American Indians, 71.8 for Asian Americans,

⁵ $t = 5.1, p < 0.0001$

⁶ $F = 40.9, p < 0.0001$

67.7 for African Americans, 77.2 for Whites, and 51.8 for Hispanics. See Table 5. As with fall 2003, the differences in the percentages proficient on all six foundational skills in spring 2004 are statistically significant.⁷ These results suggest further widening of the gap between kindergarten students of racial/ethnic groups facing challenging demographic factors (i.e., African Americans and Hispanics) and their counterparts not facing similar challenges (i.e., Asian Americans and Whites). The widening of the gap is best exemplified by the White and Hispanic subgroups. In fall 2003, the gap between White and Hispanic kindergarten students on percentage of students proficient on all six foundational reading skills was 8 percentage points. By spring 2004, the gap had widened to 25.4 percentage points (see Figure 5).

Figure 5. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by Racial/Ethnic Groups, Fall 2003 and Spring 2004



As the data in Table 5 show, the percentages of kindergarten students receiving support services (i.e., ESOL and special education) or participating in the FARMS program who were proficient on all six foundational reading skills were statistically significantly lower than that of their counterparts not receiving corresponding services during both the fall 2003 and spring 2004 testing windows.⁸ In fall 2003, only 1.1% of kindergarten students participating in FARMS were proficient on all six foundational reading skills, compared with 8.5% of non-FARMS kindergarten students, a 6.6 percentage point gap. Corresponding figures for other groups are 0.2% for ESOL, 8.1% for non-ESOL, 3.1% for students receiving special education services and 6.8% for non-special education.

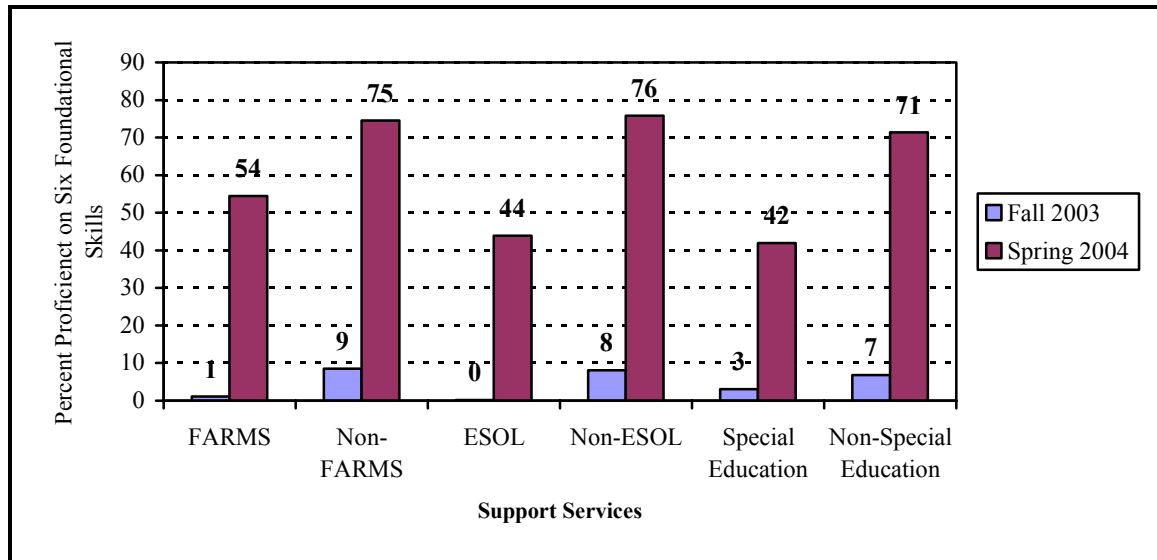
By spring 2004, the percentages of kindergarten students proficient on all six foundational reading skills had increased for all subgroups. However, the improvements made by

⁷ $F = 102.9, p < 0.0001$

⁸ For FARM non-FARMS, $t = 12.4; p < 0.0001$
 For ESOL non-ESOL, $t = 12.0, p < 0.0001$
 For IEP non-IEP, $t = 4.0, p < 0.0001$

kindergarten students receiving support services were substantially lower than those made by students not receiving these services. For example, while ESOL students posted a fall 2003–spring 2004 gain of 43.7 percentage-points, (from 0.2% to 43.9%, their non-ESOL colleagues posted a 67.7 percentage-point gain (from 8.1% to 75.8%). The resultant effect is that the gap between ESOL and non-ESOL widened from 7.9 percentage points in fall 2003 to 31.9 percentage points in spring 2004. Similar trends were observed between FARMS and non-FARMS and between special education and non-special education students (see Table 5 and Figure 6). As would be expected, all the spring 2004 gaps on the percentage of students proficient on all six foundational skills between kindergarten students receiving support services and those not receiving are statistically significant.⁹

Figure 6. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by Support Service Received, Fall 2003 and Spring 2004



Findings detailed in the foregoing paragraphs indicate that the gaps between kindergarten students facing challenging demographic factors and those not similarly challenged on foundational reading skills attainment widened during the 2003–2004 school year. These findings notwithstanding, the spring 2004 achievement among students facing challenging demographic factors is the highest they have ever been for these student subgroups since the inception of the ESPP. As data in Table 6 show, the percentages of African American and Hispanic kindergarten students who were proficient on all six foundational reading skills in spring 2004 were 10 and 16 percentage points higher, respectively, than for the same subgroups in spring 2003. Relative to the spring 2002 data, the spring 2004 performance of African

⁹ For FARM-non FARMS, $t = 18.9$; $p < 0.0001$
 For ESOL-non ESOL, $t = 28.1$, $p < 0.0001$
 For IEP-non IEP, $t = 17.3$, $p < 0.0001$

American and Hispanic kindergarten students was 13 and 21 percentage points higher. As would be expected by the magnitude of these spring 2002 to spring 2004 and spring 2003 to spring 2004 differences, T-tests of proportions indicate that they all statistically significant.¹⁰

Table 6. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by Demographic Group, Spring 2002, Spring 2003, and Spring 2004.

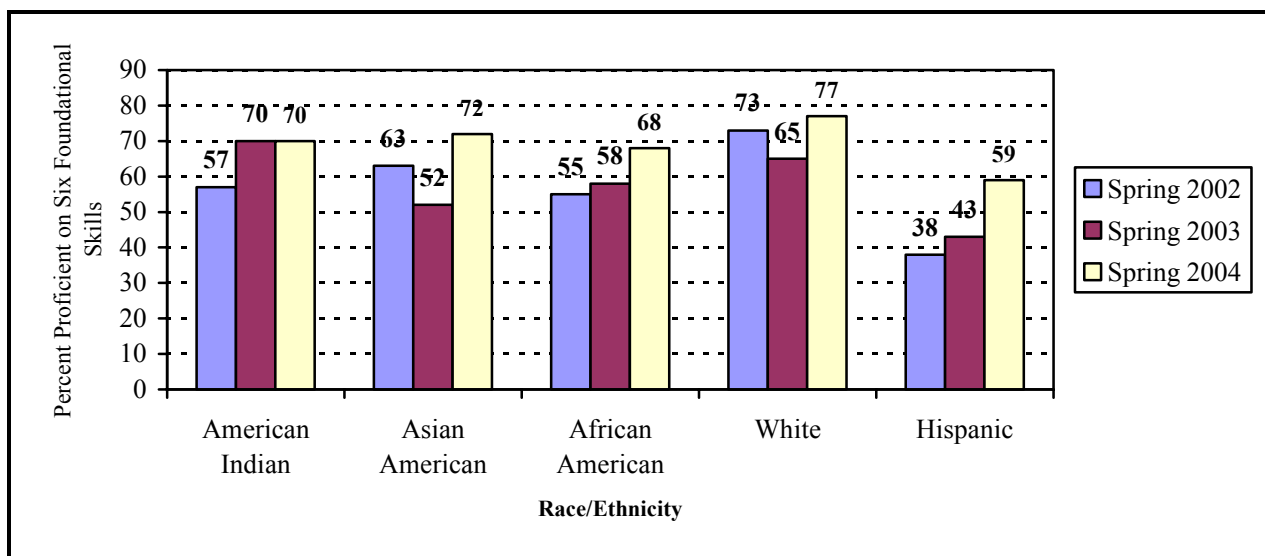
Student group	Spring 2002		Spring 2003		Spring 2004	
	<i>N</i>	Percent	<i>N</i>	Percent	<i>N</i>	Percent
All Students	9,226	60	9,260	57	9,117	69%
Race/Ethnicity						
American Indian	28	57	46	70	43	70
Asian American	1,360	63	1,367	52	1,307	72
African American	1,830	55	1,998	58	2,002	68
White	4,013	73	3,814	65	3,839	77
Hispanic	1,995	38	2,013	43	1,926	59
FARMS Status						
FARMS	2,416	41	1,518	49	2,528	54
Non-FARMS	6,803	67	7,720	58	6,589	75
ESOL Status						
ESOL	1,207	18	1,636	29	1,954	44
Non-ESOL	8,012	66	7,602	63	7,163	76
Special Education Status						
IEP	661	38	673	33	776	42
Non-IEP	8516	62	8,586	59	8,341	71

Comparisons of the year-to-year increases in percentage of students proficient on all six foundational reading skills indicate that increases posted by African American and Hispanic kindergarten students were higher relative to those of other racial/ethnic subgroups. Specifically, while the percentage of African American and Hispanic kindergarten students proficient on all six foundational reading skills increased by 13 and 21 percentage points, respectively, between spring 2002 and spring 2004, the corresponding increases for Asian American and White kindergarten students were 9 and 4 percentage points, respectively (see Table 6). This finding indicates that the achievement gap (as measured by percentage proficient on all six foundational reading skills) by spring is narrower during the 2003–2004 school year when compared with

¹⁰ For African Americans:
 Spring 2002–Spring 2004, $t = 12.1, p < 0.0001$; Spring 2003–Spring 2004, $t = 9.3, p < 0.0001$
 For Hispanics:
 Spring 2002–Spring 2004, $t = 12.1, p < 0.0001$; Spring 2003–Spring 2004, $t = 7.7, p < 0.0001$

those of previous school years. The spring 2002 to spring 2004 trends on performance on the foundational reading skills among racial/ethnic subgroups facing challenging demographic factors are depicted in Figure 7.

Figure 7. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by Racial/Ethnic Groups, Spring 2002, Spring 2003, and Spring 2004



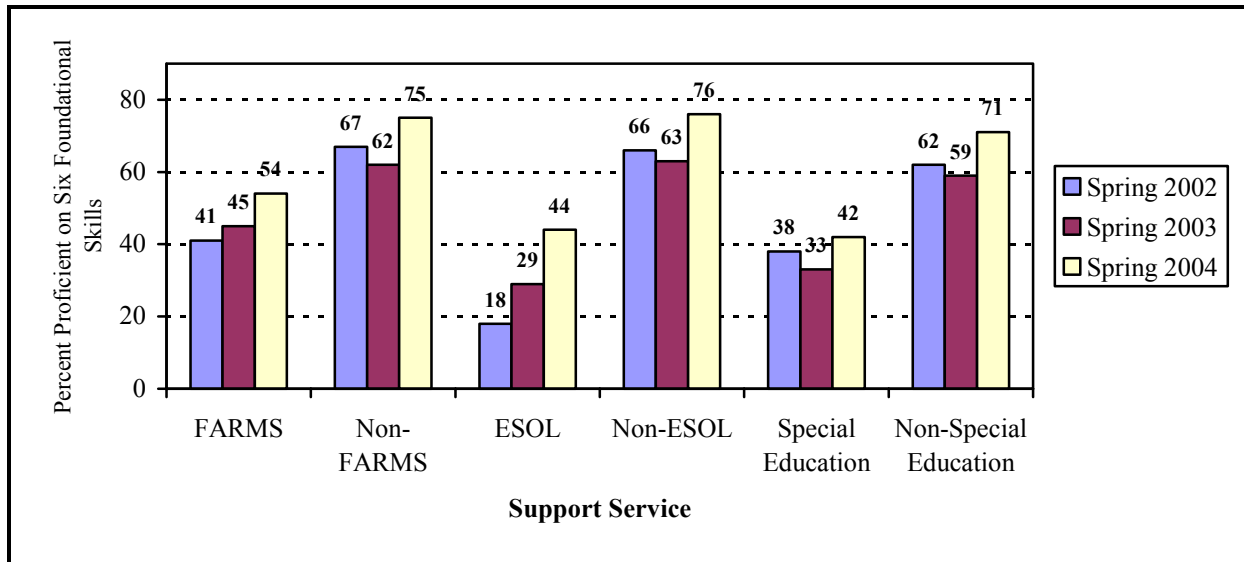
Notes: 1. Data for spring 2002 and spring 2003 were obtained from Curry-Corcoran and Alban (2003).
2. Percentages are rounded to the nearest whole number.

The spring 2002 to spring 2004 trends in the percentages of kindergarten students who were proficient on all six foundational reading skills among students receiving support services closely mirror that of African American and Hispanic students. As with African American and Hispanic students, the percentage of ESOL, FARMS, and special education kindergarten students who were proficient on all six foundational reading skills in spring was higher in 2003–2004 than in 2001–2002 or 2002–2003 (see Table 6). The differences between the spring 2004 percentages and those of previous years are all statistically significant.¹¹ As with the trends among racial/ethnic groups documented above, the 2002–2004 increases in percentage of FARMS and ESOL students who were proficient on all six foundational reading skills were higher relative to that of their corresponding counterparts (i.e., non-FARMS and non-ESOL, respectively). For example, while the percentage of ESOL students proficient on all six foundational reading skills increased by 30 percentage points, non-ESOL students only posted an increase of 10 percentage

¹¹ For FARMS Students:
Spring 2002–Spring 2004, $t = 13.6, p < 0.0001$; Spring 2003–Spring 2004, $t = 9.5, p < 0.0001$
For ESOL Students:
Spring 2002–Spring 2004, $t = 23.1, p < 0.0001$; Spring 2003–Spring 2004, $t = 13.3, p < 0.0001$
For IEP Students:
Spring 2002–Spring 2004, $t = 2.2, p < 0.05$; Spring 2003–Spring 2004, $t = 5.0, p < 0.0001$

points. The spring 2002 to spring 2004 trends on performance on all six foundational reading skills among kindergarten students receiving support services are depicted in Figure 8.

Figure 8. Percentage of Kindergarten Students Proficient on all Six Foundational Reading Skills, by Support Services Received, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Spring 2002 and spring 2003 data were obtained from Curry-Corcoran and Alban (2003).
2. Percentages are rounded to the nearest whole number.

Reading Benchmark Attainment

An overwhelming percentage of kindergarten students started the 2003–2004 school year with limited or no text-reading skills. Of the 8,577 kindergarten students with reading assessment data for fall 2003, only 485 (5.1%) met the end-of-year kindergarten text reading benchmark. Of the 8,102 kindergarten students who did not meet the end-of-kindergarten text reading benchmark, 6,252 (or 65.9% of 8,577) were not yet on text (i.e., they were not able to read a level 2 text); 1,608 (19.4%) read a level 2 text, and the remaining 232 read a level 4 text or higher without adequate accuracy and/or comprehension¹² (see Table 7).

By spring 2004, the proportion of kindergarten students who were on or above the end-of-year kindergarten reading benchmark had increased substantially. Of the 9,117 kindergarten students with spring 2004 assessment data, 6,467 (70.9%) met the end-of-year text-reading benchmark. This represents more than a 65-percentage-point improvement over the fall 2003 performance level. The distribution of the 2,650 kindergarten students who did not meet the end-of-year benchmark in spring 2004 is as follows: able to reading a level 3 text or above, but without adequate accuracy and/or comprehension, 279 (3.0%); read level 2 text, 1,608 (or 21.3%); and not yet on text, 425 (4.7%) see Table 7).

¹² As discussed in Appendix A, a reading text level of 4 or above can only be assigned if students demonstrate reading accuracy of 90% and above and adequate comprehension.

Table 7. Kindergarten Students Reading Benchmark Attainment, Fall 2003 and Spring 2004

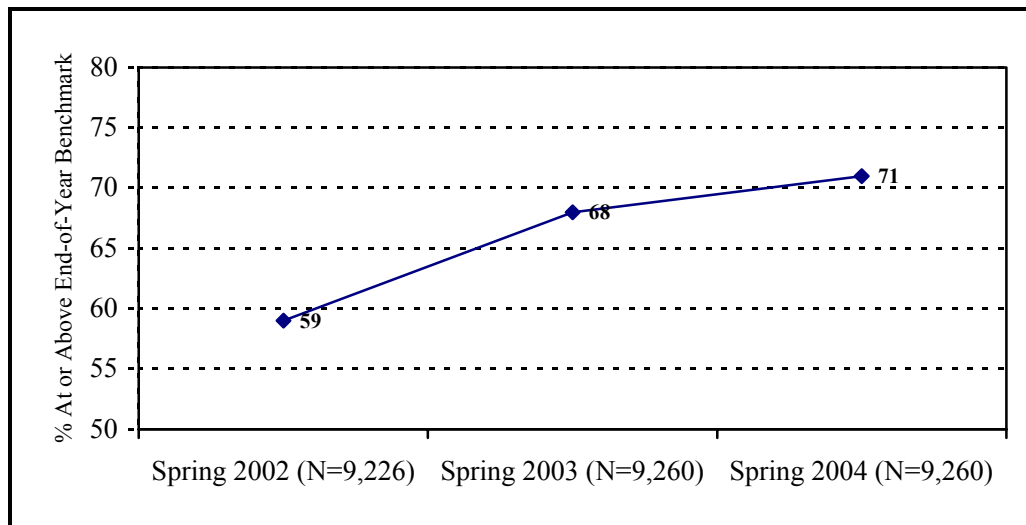
Benchmark Attainment Status	Fall 2003 (<i>N</i> =8,577)		Spring 2004 (<i>N</i> =9,117)	
	<i>n</i>	Percentage	<i>n</i>	Percentage
Met benchmark (i.e., read text level > 3 with adequate accuracy and comprehension)	485	5.1	6,467	70.9
Did not meet benchmark	8,102	94.9	2,650	29.1
Read text level > 3 without adequate accuracy and/or comprehension	232	0.7	279	3.0
Read text level 2	1,608	18.7	1,946	21.3
Not yet on text	6,252	65.9	425	4.7

Of the 6,467 kindergarten students that met the end-of-year kindergarten benchmark in spring 2004, 1,624 (17.8% of all kindergarten students with reading scores) read a text at level 8 or higher, text which is the end-of-second-quarter expectation for Grade 1 students (see Appendix A). Thus, 17.8% of the 2003–2004 students were at least six months ahead in reading by spring 2004. This is a significant improvement over where the kindergarten students were when they started school in fall 2003. In fall 2003, only 105 (1.2% of 8,577) met the end-of-second-quarter expectation for Grade 1 students.

Relative to previous school years, available data suggest continued improvement in the percentage of kindergarten students at or above the district’s end-of-year kindergarten reading benchmark. For school years 2001–2002 and 2002–2003, the percentages of kindergarten students who met the end-of-year kindergarten benchmark in spring were 59% and 68%, respectively (Curry-Corcoran and Alban, 2003) compared with 71% for 2003–2004. The difference in the percentage between the current year and each of the previous two years is statistically significant.¹³ The trend in percentage of kindergarten students at or above end-of-year benchmark for school years 2001–2002 through 2003–2004 is depicted in Figure 9.

¹³ 2001–2002 v. 2003–2004, $t = 25.1, p < 0.0001$; 2002–2003 v. 2003–2004, $t = 6.2, p < 0.0001$

Figure 9. End-of-Year Text Reading Benchmark Attainment by Spring Among Kindergarten Students for 2001–2002, 2002–2003, and 2003–2004 School Years



Notes: 1. Data for 2001-2002 and 2002-2003 school years obtained from Curry-Corcoran and Alban (2003). pg. 16.
2. Percentages are rounded to the nearest whole number.

Gaps in Reading Benchmark Attainment

Table 8 shows the percentages of kindergarten students at or above the end-of-year kindergarten reading benchmark in fall 2003 and spring 2004 by type of school and major demographic group. As indicated, these percentages of students and the fall 2003 to spring 2004 gains varied considerably by subgroup.

In fall 2003, 3.6% (131 out of 4,219) of kindergarten students in the district’s Focus schools met or exceeded the end-of-year kindergarten reading benchmark, compared with 7.7% of those in non-Focus schools. The 4.1 percentage-point gap favoring kindergarten students in non-Focus schools was statistically significant.¹⁴ Between fall 2003 and spring 2004, the percentage of students in Focus schools at or above the end-of-year kindergarten reading benchmark increased by 67.7 percentage points to 71.3%, while non-Focus schools students posted a 63.0 percentage-point gain to 70.6% (see Table 8 and Figure10). In effect, kindergarten students in Focus schools, not only posted a higher fall to spring percentage-point increase, the increase was large enough to close the gap that existed in fall 2003 between them and their counterparts in non-Focus schools. T-test of proportions analysis indicates that the percentage of kindergarten students at or above the end-of-year kindergarten reading benchmark in Focus and non-Focus schools in spring 2004 are virtually the same (i.e., they are not statistically significantly different).¹⁵ Individual school performances on end-of-year kindergarten reading benchmark attainment during the 2003 –2004 school year are presented in Appendix D.

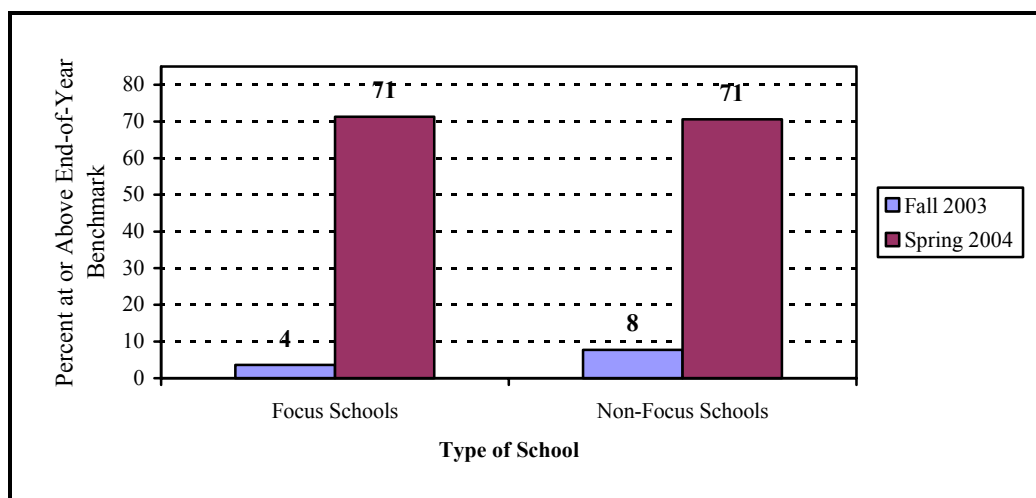
¹⁴ $t = 8.2, p < 0.0001$

¹⁵ $t = -0.7, p > 0.500$

Table 8. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading Benchmark, Fall 2003 and Spring 2004

	Fall 2003		Spring 2004		Fall-Spring %-Point Gain
	<i>N</i>	Percent	<i>N</i>	Percent	
All Students	8,577	5.7	9,117	70.9	65.3
Type of School					
Focus Schools	4,219	3.6	4,515	71.3	67.7
Non-Focus Schools	4,358	7.7	4,602	70.6	63.0
Race/Ethnicity					
American Indian	38	2.6	43	69.8	67.1
Asian American	1,210	10.3	1,307	78.0	67.7
African American	1,839	4.1	2,002	68.7	64.7
White	3,707	6.9	3,839	74.5	67.6
Hispanic	1,783	1.5	1,926	61.3	59.8
FARMS Status					
FARMS	2,314	1.5	2,528	62.0	60.5
Non-FARMS	6,263	7.2	6,589	74.4	67.2
ESOL Status					
ESOL	1,735	1.3	1,954	58.3	57.1
Non-ESOL	6,842	6.8	7,163	74.4	67.6
Special Education Status					
Special Education	743	3.2	776	52.2	49.0
Non-Special Education	7,834	5.9	8,341	72.7	68.8

Figure 10. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading Benchmark, by School Type, Fall 2003 and Spring 2004

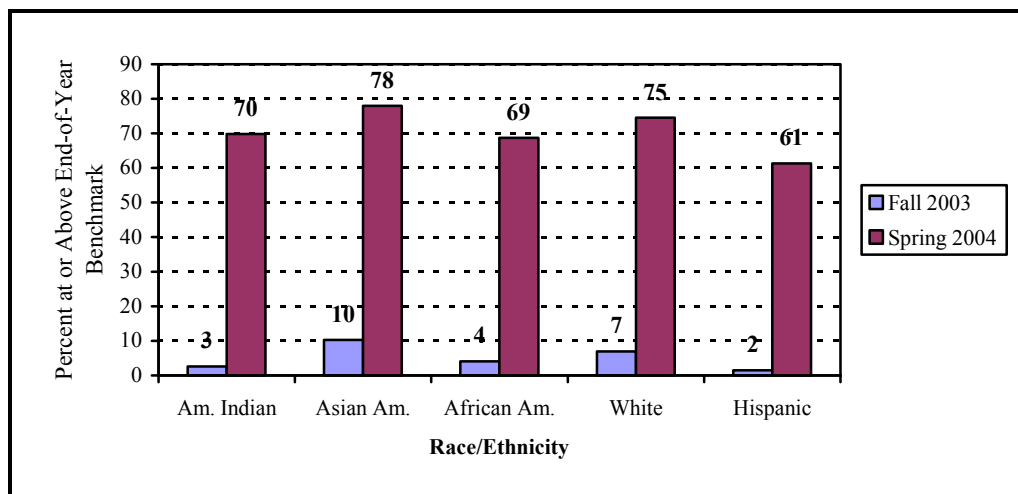


Notes: 1. Percentages are rounded to the nearest whole number.

The trends in the data presented in Table 8 on the end-of-year kindergarten reading benchmark attainment closely mirror those discussed earlier for proficiency on all six foundational reading skills. As with percentage proficient on all six foundational skills, Hispanic students started the 2003–2004 school year with the fewest proportion of students (1.5%) at or above the end-of-year kindergarten reading benchmark. Asian Americans, with 10.3%, had the highest percentage at or above end-of-year kindergarten benchmark in fall 2003. For American Indian, African American, and White kindergarten students, the corresponding percentages were 2.6, 4.1, and 6.9, respectively (see Table 8). The racial/ethnic differences on the percentage of students at or above end-of-year kindergarten reading benchmark in fall 2003 are statistically significant.¹⁶

By spring 2004, the percentage of kindergarten students at or above end-of-year kindergarten reading benchmark had increased appreciably for all racial/ethnic groups. The percentages of students at or above end-of-year kindergarten reading benchmark in spring 2004 were 69.8 for American Indians, 78.0 for Asian Americans, 68.7 for African Americans, 74.5 for Whites, and 61.3 for Hispanics (see Table 8). As with fall 2003, the differences among racial/ethnic groups on the percentage of students who met or exceeded end-of-year kindergarten benchmark in spring 2004 are statistically significant.¹⁷ As indicated in Table 8, the fall 2003 to spring 2004 improvements in the percentage of students at or above benchmark vary by racial/ethnic group. The fall 2003 to spring 2004 improvements of 59.8 and 64.7 percentage points made by Hispanics and African American kindergarten students, respectively, were the lowest among all racial/ethnic groups. As these two racial/ethnic groups had the lowest fall 2003 achievement, the result of the lower fall 2003 to spring 2004 improvements is a widening of the reading achievement gap (as measured by percentage at or above end-of-year kindergarten benchmark) between them and other racial/ethnic groups during the 2003–2004 school year (see Figure 11).

Figure 11. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading Benchmark, by Race/Ethnicity, Fall 2003, and Spring 2004



Notes: 1. Percentages are rounded to the nearest whole number.

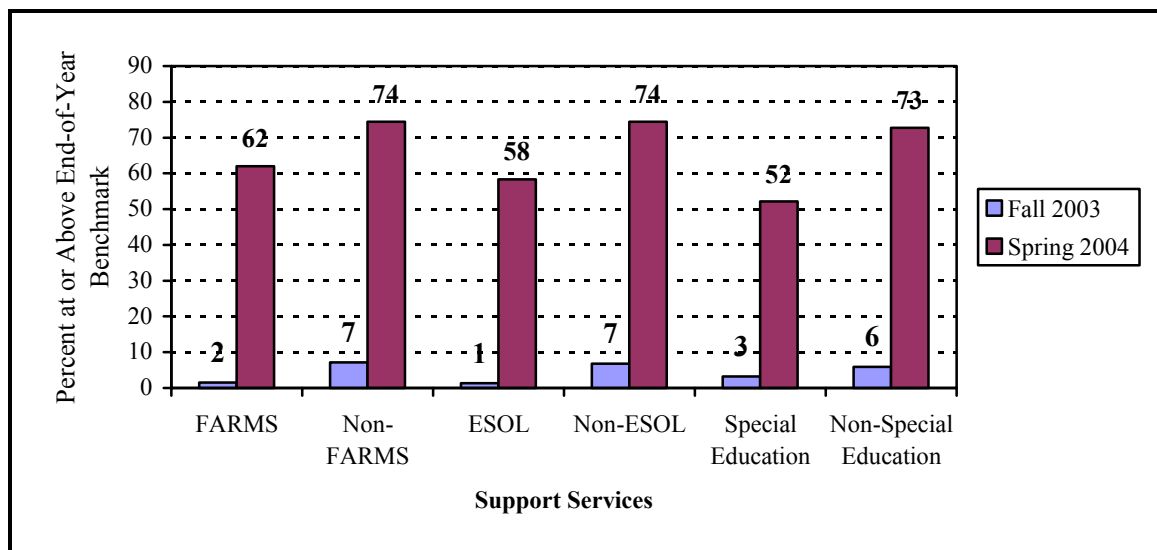
¹⁶ $F = 32.3, p < 0.0001$

¹⁷ $F = 37.3, p < 0.0001$

As with proficiency on all six foundational reading skills, relatively fewer kindergarten students receiving support services and/or participating in the FARMS program met the end-of-year kindergarten reading benchmark during both the fall 2003 and spring 2004 testing windows. In fall 2003, only 1.5% of FARMS kindergarten students were at or above the end-of-year benchmark, compared with 7.2% of non-FARMS kindergarten students, a 5.7 percentage-point gap. Corresponding figures for other groups are 0.2% for ESOL, 8.1% for non-ESOL, 3.1 for special education and 6.8% for non-special education. All fall 2003 achievement gaps, which favor kindergarten students not receiving support services, are statistically significant.¹⁸

The spring 2004 data show consistent improvement in the percentages of kindergarten students meeting the end-of-year kindergarten reading benchmark for all subgroups. However, the improvements made by students receiving support services were lower. For example, while non-FARMS students posted a fall 2003 to spring 2004 gain of 67.2 percentage points (from 7.2% to 74.4%), FARMS students posted a 60.5 percentage-point gain (from 1.5 to 62.0%). Similar trends were observed between ESOL and non-ESOL and between special education and non-special education students (see Table 8). All the spring 2004 differences between kindergarten students receiving support services and those not receiving support services are statistically significant.¹⁹ In effect, the reading achievement gaps (as measured by on end-of-year kindergarten reading benchmark attainment) between student subgroups receiving support services and those not receiving support services widened during the 2003–2004 school year (see Figure 12).

Figure 12. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading Benchmark, by Support Services Received, Fall 2003 and Spring 2004



Notes: 1. Percentages are rounded to the nearest whole number.

¹⁸ FARM v. non-FARMS, $t = 10.2$; $p < 0.0001$; ESOL v. non-ESOL, $t = 8.9$, $p < 0.0001$; and IEP v. non-IEP, $t = 3.0$, $p < 0.01$

¹⁹ FARM v. non-FARMS, $t = 11.7$; $p < 0.0001$; ESOL v. non-ESOL, $t = 14.1$, $p < 0.0001$; and IEP v. non-IEP, $t = 12.1$, $p < 0.0001$

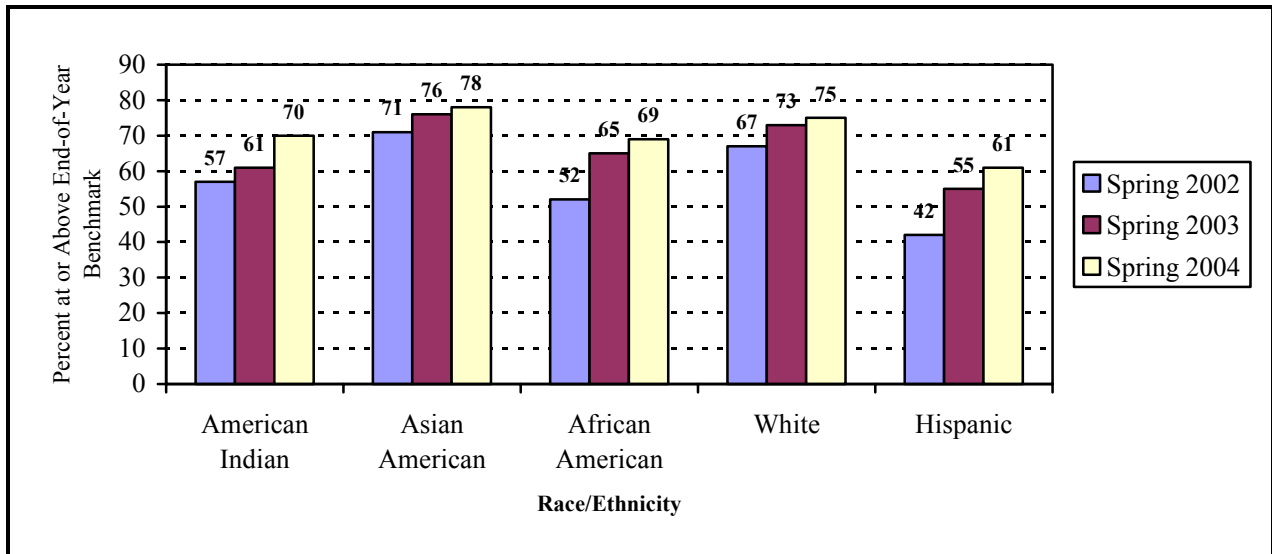
Table 9 shows the percentages of kindergarten students who met or exceeded end-of year reading benchmark for spring 2002, spring 2003, and spring 2004. As indicated, the percentage of students on benchmark increased progressively over the years for every subgroup. However, the year-to-year increases posted by subgroups facing challenging demographic factors (such as, limited English language proficiency and poverty) were relatively higher than subgroups not facing similar challenges. For example, while the percentage of African American and Hispanic kindergarten students on benchmark increased by 17 and 19 percentage-points, respectively, between spring 2002 and spring 2004, the corresponding increases for Asian American and White kindergarten students were 7 and 8 percentage points, respectively. The 2002–2004 trends in the percentage of kindergarten students at or above end-of year reading benchmark by racial/ethnic subgroup are detailed in Figure 13.

Table 9. Percentage of Kindergarten Students at or Above Reading Benchmark, by Demographic Group, Spring 2002, Spring 2003, and Spring 2004.

Student group	Spring 2002		Spring 2003		Spring 2004	
	<i>N</i>	Percent	<i>N</i>	Percent	<i>N</i>	Percent
All Students	9,226	59	9,260	68	9,117	71
Race/Ethnicity						
American Indian	28	57	46	61	43	70
Asian American	1,360	71	1367	76	1,307	78
African American	1,830	52	1998	65	2,002	69
White	4,013	67	3814	73	3,839	75
Hispanic	1,995	42	2013	55	1,926	61
FARMS Status						
FARMS	2,416	44	2,739	58	2,528	62
Non-FARMS	6,803	65	6,520	73	6,589	74
ESOL Status						
ESOL	1,207	28	1,636	48	1,954	58
Non-ESOL	8,012	64	7,602	73	7,163	74
Special Education Status						
Special Education	661	45	673	50	776	52
Non-Special Education	8,516	60	8,586	70	8,341	73

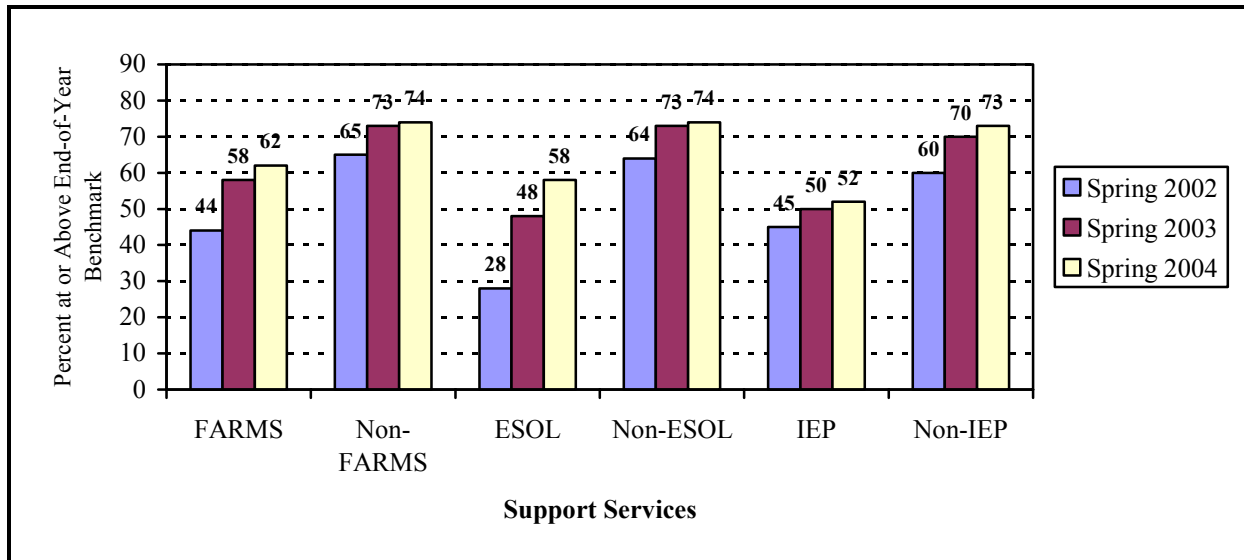
The largest narrowing of the reading achievement gap was between ESOL and non-ESOL students. Between spring 2002 and spring 2004, the percentage of ESOL kindergarten students at or above benchmark increased by 30 percentage points, compared with a 10 percentage-point increase for the non-ESOL subgroup (see Table 9). Similar narrowing, albeit, not as large, of the achievement gap between FARMS and non-FARMS students was observed between the 2002 and 2004. The 2002–2004 trends in the percentage of kindergarten students at or above end-of-year reading benchmark by support service received are depicted in Figure 14. The findings detailed here and in the preceding paragraph indicate a closing of the reading achievement gap between students facing challenging demographic factors and those not similarly challenged is narrower during 2003–2004 when compared to those of previous school years.

Figure 13. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading Benchmark, by Racial/Ethnic Groups, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Data for spring 2002 and spring 2003 were obtained from Curry-Corcoran and Alban (2003).
 2. Percentages are rounded to the nearest whole number.

Figure 14. Percentage of Kindergarten Students at or Above End-of-Year Kindergarten Reading, by Support Services Received, Spring 2002, Spring 2003, and Spring 2004



Notes: 1. Spring 2002 and spring 2003 data were obtained from Curry-Corcoran and Alban (2003).
2. Percentages are rounded to the nearest whole number.

Summary and Recommendations

This study examines the reading achievement of kindergarten 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-price Meals System (FARMS) program; and (d) English language proficiency (i.e., receiving ESOL services or not). To put the performance of the 2003–2004 kindergarten students in context, the reading achievement for 2003–2004 was compared with those of previous years.

All analyses utilized in this study depend on descriptive statistics. T-tests of proportions (one-sample and independent sample) were used to examine whether differences in percentages of students meeting established benchmarks are statistically significant. One-sample *t*-test of proportions analyses was used in comparing the percentage meeting established benchmark during the 2003–2004 with those of previous school years, while independent sample *t*-test proportions were used to compare percentages on benchmark of groups during the 2003–2004 school year. Statistical significance was established at probability, *p*, less than 0.05. Key findings of the study are summarized below.

Key Findings

- By spring 2004, a significantly high percentage (70.9%) of kindergarten students met or exceeded the district's end-of-year kindergarten reading benchmark. In addition, 68.9% were proficient on all six foundational reading skills.
- By the end of the 2003–2004 school year, kindergarten students in Focus schools were on par with their counterparts in non-Focus schools on percentage of students on or above end-of-year reading benchmark.
- All demographic subgroups showed substantial gain from fall 2003 to spring 2004 in the percentage of kindergarten students proficient on all six foundational reading skills and were on or above end-of-year kindergarten reading benchmark. However, the gap among various subgroups widened between fall 2003 and spring 2004. The widest year-end gap was 31.9 percentage points, between ESOL and non-ESOL students.
- On both the aggregate (i.e., districtwide) and subgroup levels, the 2003–2004 kindergarten students out performed their counterparts of earlier school years on both foundational reading skills and end-of-year benchmark attainment.
- The improvements made in reading achievement over the past three years were higher among subgroups facing challenging demographic factors of limited English language proficiency and poverty. The resultant effect is the narrowing of the reading achievement gap between these subgroups and those not similarly challenged.

Recommendations

1. Continue to provide ongoing professional training to classroom teachers and school personnel.

The progressively increasing percentages of kindergarten students meeting established benchmark in both foundational reading skills and text-reading level suggest that the ongoing professional training and support provided to classroom teachers and school personnel have positive impacts on students reading achievement.

2. Continue to fund targeted programs and initiative (e.g., full-day kindergarten) in elementary schools with a high concentration of students facing challenging demographic factors of poverty and limited English language proficiency.

The relatively higher 2002–2004 improvements in reading achievement among students in Focus schools and student subgroups facing challenging demographic factors affirm the effectiveness of such programs as full-day kindergarten.

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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, 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 lowercase 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 if 14 or more pairs of words out of 24 pairs rhyme or not
- Hearing and Recording Sounds (H&RS)—can write letters that correspond to at least 9 sounds in a dictated sentence with 15 sounds
- Word Recognition (WR)—can 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 were 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 to assess comprehension. These tools are Oral Retell (which allows the students to demonstrate the understanding of story structure), Oral Comprehension Questions (which allows a student to demonstrate understanding of explicit and implicit details from the text read), and Written Response (understanding of text through the four reading stances of global understanding, developing interpretation, personal response, and critical thinking). Comprehension is assessed only 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 student's text reading level is determined by the book level, 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 Foundational Reading Skills—
Percent Proficient on all Six Foundational Reading Skills**

**Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—
Percent Proficient on all Six Foundational Reading Skills**

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Ashburton	All Students	65	10.8	75	65.3	54.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	13	7.7	14	78.6	70.9
	African American	4	0.0	7	28.6	28.6
	White	43	14.0	45	73.3	59.4
	Hispanic	5	0.0	9	33.3	33.3
	FARMS	4	0.0	7	42.9	42.9
	Non-FARMS	61	11.5	68	67.6	56.2
	ESOL	7	0.0	12	33.3	33.3
	Non-ESOL	58	12.1	63	71.4	59.4
	Special Education	5	0.0	5	60.0	60.0
	Non-Special Education	60	11.7	70	65.7	54.0
Barnsley, Lucy V.	All Students	47	6.4	49	63.3	56.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	1	0.0	2	50.0	50.0
	African American	11	9.1	12	50.0	40.9
	White	25	8.0	25	72.0	64.0
	Hispanic	10	0.0	10	60.0	60.0
	FARMS	3	0.0	4	25.0	25.0
	Non-FARMS	44	6.8	45	66.7	59.8
	ESOL	5	0.0	5	20.0	20.0
	Non-ESOL	42	7.1	44	68.2	61.0
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	43	7.0	45	66.7	59.7
Beall	All Students	119	11.8	119	72.3	60.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	28	14.3	26	73.1	58.8
	African American	20	0.0	20	60.0	60.0
	White	56	14.3	57	80.7	66.4
	Hispanic	15	13.3	16	56.3	42.9
	FARMS	31	3.2	30	70.0	66.8
	Non-FARMS	88	14.8	89	73.0	58.3
	ESOL	25	0.0	26	53.8	53.8
	Non-ESOL	94	14.9	93	77.4	62.5
	Special Education	14	7.1	15	53.3	46.2
	Non-Special Education	105	12.4	104	75.0	62.6

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Bel Pre	All Students	141	2.8	154	72.7	69.9
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	16	6.3	16	68.8	62.5
	African American	67	1.5	77	68.8	67.3
	White	14	14.3	15	93.3	79.0
	Hispanic	44	0.0	45	73.3	73.3
	FARMS	74	2.7	78	67.9	65.2
	Non-FARMS	67	3.0	76	77.6	74.6
	ESOL	23	0.0	24	58.3	58.3
	Non-ESOL	118	3.4	130	75.4	72.0
	Special Education	7	0.0	7	14.3	14.3
	Non-Special Education	134	3.0	147	75.5	72.5
Bells Mill	All Students	50	16.0	54	88.9	72.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	25.0	9	100.0	75.0
	African American	5	0.0	5	60.0	60.0
	White	30	20.0	33	87.9	67.9
	Hispanic	7	0.0	7	100.0	100.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	50	16.0	54	88.9	72.9
	ESOL	12	0.0	12	75.0	75.0
	Non-ESOL	38	21.1	42	92.9	71.8
	Special Education	1	0.0	1	0.0	0.0
	Non-Special Education	49	16.3	53	90.6	74.2
Belmont	All Students	47	0.0	47	76.6	76.6
	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	28.6	28.6
	White	39	0.0	39	84.6	84.6
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	2	0.0	2	100.0	100.0
	Non-FARMS	45	0.0	45	75.6	75.6
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	46	0.0	46	78.3	78.3
	Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	45	0.0	45	77.8	77.8

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Bethesda	All Students	49	18.4	52	40.4	22.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	6	33.3	7	57.1	23.8
	African American	2	0.0	2	50.0	50.0
	White	38	18.4	39	41.0	22.6
	Hispanic	3	0.0	4	0.0	0.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	48	18.8	51	41.2	22.4
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	47	19.1	50	42.0	22.9
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	49	18.4	52	40.4	22.0
Beverly Farms	All Students	58	8.6	62	85.5	76.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	0.0	10	90.0	90.0
	African American	4	25.0	4	100.0	75.0
	White	42	9.5	44	86.4	76.8
	Hispanic	3	0.0	4	50.0	50.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	57	8.8	61	86.9	78.1
	ESOL	4	0.0	6	50.0	50.0
	Non-ESOL	54	9.3	56	89.3	80.0
	Special Education	10	10.0	10	60.0	50.0
	Non-Special Education	48	8.3	52	90.4	82.1
Bradley Hills	All Students	57	12.3	59	86.4	74.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	4	75.0	75.0
	African American	2	0.0	1	0.0	0.0
	White	47	14.9	48	91.7	76.8
	Hispanic	5	0.0	6	66.7	66.7
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	56	12.5	58	87.9	75.4
	ESOL	2	0.0	3	0.0	0.0
	Non-ESOL	55	12.7	56	91.1	78.3
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	52	13.5	54	87.0	73.6

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Broad Acres	All Students	68	1.5	73	54.8	53.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	9	44.4	31.9
	African American	23	0.0	25	72.0	72.0
	White	0	n.a.	0	n.a.	n.a.
	Hispanic	37	0.0	39	46.2	46.2
	FARMS	59	1.7	63	54.0	52.3
	Non-FARMS	9	0.0	10	60.0	60.0
	ESOL	30	0.0	34	32.4	32.4
	Non-ESOL	38	2.6	39	74.4	71.7
	Special Education	4	0.0	3	0.0	0.0
	Non-Special Education	64	1.6	70	57.1	55.6
Brooke Grove	All Students	54	1.9	55	80.0	78.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	87.5	75.0
	African American	7	0.0	8	50.0	50.0
	White	31	0.0	31	93.5	93.5
	Hispanic	8	0.0	8	50.0	50.0
	FARMS	5	0.0	5	20.0	20.0
	Non-FARMS	49	2.0	50	86.0	84.0
	ESOL	10	0.0	10	70.0	70.0
	Non-ESOL	44	2.3	45	82.2	79.9
	Special Education	6	0.0	7	28.6	28.6
	Non-Special Education	48	2.1	48	87.5	85.4
Brookhaven	All Students	37	2.7	41	65.9	63.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	5	100.0	100.0
	African American	17	5.9	18	55.6	49.7
	White	2	0.0	2	100.0	100.0
	Hispanic	15	0.0	16	62.5	62.5
	FARMS	14	7.1	15	60.0	52.9
	Non-FARMS	23	0.0	26	69.2	69.2
	ESOL	19	0.0	21	66.7	66.7
	Non-ESOL	18	5.6	20	65.0	59.4
	Special Education	4	0.0	5	20.0	20.0
	Non-Special Education	33	3.0	36	72.2	69.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Brown Station	All Students	48	0.0	54	55.6	55.6
	American Indian	1	0.0	1	100.0	100.0
	Asian American	9	0.0	9	77.8	77.8
	African American	17	0.0	19	57.9	57.9
	White	8	0.0	9	77.8	77.8
	Hispanic	13	0.0	16	25.0	25.0
	FARMS	14	0.0	18	38.9	38.9
	Non-FARMS	34	0.0	36	63.9	63.9
	ESOL	19	0.0	22	40.9	40.9
	Non-ESOL	29	0.0	32	65.6	65.6
	Special Education	3	0.0	4	0.0	0.0
	Non-Special Education	45	0.0	50	60.0	60.0
Burning Tree	All Students	64	10.9	66	86.4	75.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	22.2	9	100.0	77.8
	African American	4	25.0	4	75.0	50.0
	White	46	6.5	47	87.2	80.7
	Hispanic	5	20.0	6	66.7	46.7
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	63	11.1	65	86.2	75.0
	ESOL	3	0.0	4	25.0	25.0
	Non-ESOL	61	11.5	62	90.3	78.8
	Special Education	7	0.0	7	57.1	57.1
	Non-Special Education	57	12.3	59	89.8	77.5
Burnt Mills	All Students	66	0.0	75	58.7	58.7
	American Indian	2	0.0	2	100.0	100.0
	Asian American	6	0.0	5	60.0	60.0
	African American	37	0.0	45	71.1	71.1
	White	3	0.0	3	66.7	66.7
	Hispanic	18	0.0	20	25.0	25.0
	FARMS	31	0.0	37	51.4	51.4
	Non-FARMS	35	0.0	38	65.8	65.8
	ESOL	17	0.0	19	26.3	26.3
	Non-ESOL	49	0.0	56	69.6	69.6
	Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	62	0.0	71	59.2	59.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Burtonsville	All Students	84	10.7	90	78.9	68.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	17	17.6	18	77.8	60.1
	African American	44	6.8	47	80.9	74.0
	White	17	11.8	19	73.7	61.9
	Hispanic	6	16.7	6	83.3	66.7
	FARMS	17	5.9	19	68.4	62.5
	Non-FARMS	67	11.9	71	81.7	69.7
	ESOL	12	0.0	14	50.0	50.0
	Non-ESOL	72	12.5	76	84.2	71.7
	Special Education	6	16.7	6	83.3	66.7
	Non-Special Education	78	10.3	84	78.6	68.3
Candlewood	All Students	46	2.2	46	67.4	65.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	10	70.0	60.0
	African American	6	0.0	6	50.0	50.0
	White	24	0.0	24	70.8	70.8
	Hispanic	6	0.0	6	66.7	66.7
	FARMS	5	0.0	5	40.0	40.0
	Non-FARMS	41	2.4	41	70.7	68.3
	ESOL	3	0.0	3	66.7	66.7
	Non-ESOL	43	2.3	43	67.4	65.1
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	46	2.2	46	67.4	65.2
Cannon Road	All Students	69	5.8	70	61.4	55.6
	American Indian	1	0.0	1	0.0	0.0
	Asian American	10	0.0	10	60.0	60.0
	African American	24	4.2	24	66.7	62.5
	White	13	23.1	14	78.6	55.5
	Hispanic	21	0.0	21	47.6	47.6
	FARMS	29	0.0	29	58.6	58.6
	Non-FARMS	40	10.0	41	63.4	53.4
	ESOL	20	0.0	20	30.0	30.0
	Non-ESOL	49	8.2	50	74.0	65.8
	Special Education	11	9.1	11	36.4	27.3
	Non-Special Education	58	5.2	59	66.1	60.9

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Carderock Springs	All Students	33	15.2	34	88.2	73.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	4	75.0	75.0
	African American	0	n.a.	0	n.a.	n.a.
	White	28	14.3	28	92.9	78.6
	Hispanic	2	50.0	2	50.0	0.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	32	15.6	33	90.9	75.3
	ESOL	1	0.0	2	50.0	50.0
	Non-ESOL	32	15.6	32	90.6	75.0
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	30	16.7	31	90.3	73.7
Carl Sanburg Learning Center	All Students	13	0.0	12	8.3	8.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	2	0.0	0.0
	African American	5	0.0	4	25.0	25.0
	White	3	0.0	3	0.0	0.0
	Hispanic	3	0.0	3	0.0	0.0
	FARMS	7	0.0	6	0.0	0.0
	Non-FARMS	6	0.0	6	16.7	16.7
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	11	0.0	10	10.0	10.0
	Special Education	13	0.0	12	8.3	8.3
	Non-Special Education	0	n.a.	0	n.a.	n.a.
Carson, Rachel	All Students	119	4.2	122	69.7	65.5
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	15	6.7	15	93.3	86.7
	African American	8	0.0	8	50.0	50.0
	White	79	2.5	80	75.0	72.5
	Hispanic	17	11.8	18	33.3	21.6
	FARMS	9	11.1	9	22.2	11.1
	Non-FARMS	110	3.6	113	73.5	69.8
	ESOL	18	0.0	20	50.0	50.0
	Non-ESOL	101	5.0	102	73.5	68.6
	Special Education	17	0.0	18	44.4	44.4
	Non-Special Education	102	4.9	104	74.0	69.1

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Cashell	All Students	45	17.8	46	76.1	58.3
	American Indian	1	0.0	2	50.0	50.0
	Asian American	4	25.0	4	100.0	75.0
	African American	5	20.0	5	80.0	60.0
	White	33	18.2	33	75.8	57.6
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	44	18.2	45	75.6	57.4
	ESOL	0	n.a.	0	n.a.	n.a.
	Non-ESOL	45	17.8	46	76.1	58.3
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	41	19.5	42	81.0	61.4
Cedar Grove	All Students	86	10.5	86	53.5	43.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	21	4.8	23	43.5	38.7
	African American	18	5.6	17	29.4	23.9
	White	43	14.0	42	69.0	55.1
	Hispanic	4	25.0	4	50.0	25.0
	FARMS	11	0.0	10	10.0	10.0
	Non-FARMS	75	12.0	76	59.2	47.2
	ESOL	11	0.0	12	8.3	8.3
	Non-ESOL	75	12.0	74	60.8	48.8
	Special Education	2	0.0	3	33.3	33.3
	Non-Special Education	84	10.7	83	54.2	43.5
Clarksburg	All Students	63	4.8	64	56.3	51.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	0.0	7	71.4	71.4
	African American	4	0.0	3	33.3	33.3
	White	51	5.9	53	54.7	48.8
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	8	0.0	8	37.5	37.5
	Non-FARMS	55	5.5	56	58.9	53.5
	ESOL	6	0.0	7	42.9	42.9
	Non-ESOL	57	5.3	57	57.9	52.6
	Special Education	4	0.0	4	0.0	0.0
	Non-Special Education	59	5.1	60	60.0	54.9

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Clearspring	All Students	63	6.3	62	62.9	56.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	3	100.0	100.0
	African American	13	0.0	14	57.1	57.1
	White	42	9.5	40	65.0	55.5
	Hispanic	5	0.0	5	40.0	40.0
	FARMS	13	0.0	13	30.8	30.8
	Non-FARMS	50	8.0	49	71.4	63.4
	ESOL	2	0.0	2	50.0	50.0
	Non-ESOL	61	6.6	60	63.3	56.8
	Special Education	8	0.0	8	12.5	12.5
	Non-Special Education	55	7.3	54	70.4	63.1
Clopper Mill	All Students	66	6.1	70	80.0	73.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	8	0.0	9	100.0	100.0
	African American	18	11.1	20	85.0	73.9
	White	18	11.1	19	89.5	78.4
	Hispanic	21	0.0	21	57.1	57.1
	FARMS	27	0.0	29	65.5	65.5
	Non-FARMS	39	10.3	41	90.2	80.0
	ESOL	17	0.0	19	57.9	57.9
	Non-ESOL	49	8.2	51	88.2	80.1
	Special Education	9	0.0	9	77.8	77.8
	Non-Special Education	57	7.0	61	80.3	73.3
Cloverly	All Students	63	9.5	65	76.9	67.4
	American Indian	2	0.0	2	0.0	0.0
	Asian American	7	0.0	7	71.4	71.4
	African American	4	0.0	4	50.0	50.0
	White	45	13.3	46	87.0	73.6
	Hispanic	5	0.0	6	50.0	50.0
	FARMS	3	0.0	3	33.3	33.3
	Non-FARMS	60	10.0	62	79.0	69.0
	ESOL	7	0.0	8	75.0	75.0
	Non-ESOL	56	10.7	57	77.2	66.5
	Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	58	10.3	60	80.0	69.7

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring % Point Increase
		# Assessed	Percent	# Assessed	Percent	
Cold Spring	All Students	48	18.8	52	69.2	50.5
	American Indian	1	0.0	1	100.0	100.0
	Asian American	10	40.0	11	63.6	23.6
	African American	2	0.0	2	100.0	100.0
	White	31	9.7	34	67.6	58.0
	Hispanic	4	50.0	4	75.0	25.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	48	18.8	52	69.2	50.5
	ESOL	0	n.a.	1	0.0	n.a.
	Non-ESOL	48	18.8	51	70.6	51.8
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	45	20.0	49	69.4	49.4
College Gardens	All Students	66	9.1	71	73.2	64.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	11	18.2	13	69.2	51.0
	African American	14	0.0	15	60.0	60.0
	White	37	10.8	38	81.6	70.8
	Hispanic	4	0.0	5	60.0	60.0
	FARMS	12	0.0	13	61.5	61.5
	Non-FARMS	54	11.1	58	75.9	64.8
	ESOL	5	0.0	6	50.0	50.0
	Non-ESOL	61	9.8	65	75.4	65.5
	Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	64	9.4	69	73.9	64.5
Cresthaven	All Students	78	6.4	91	67.0	60.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	13	69.2	49.2
	African American	29	6.9	34	70.6	63.7
	White	15	6.7	16	68.8	62.1
	Hispanic	24	0.0	28	60.7	60.7
	FARMS	37	5.4	45	64.4	59.0
	Non-FARMS	41	7.3	46	69.6	62.2
	ESOL	18	0.0	23	39.1	39.1
	Non-ESOL	60	8.3	68	76.5	68.1
	Special Education	6	0.0	8	50.0	50.0
	Non-Special Education	72	6.9	83	68.7	61.7

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Daly, Captain James E.	All Students	96	1.0	101	50.5	49.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	12	0.0	14	64.3	64.3
	African American	34	2.9	37	67.6	64.6
	White	29	0.0	27	44.4	44.4
	Hispanic	21	0.0	23	21.7	21.7
	FARMS	39	0.0	44	29.5	29.5
	Non-FARMS	57	1.8	57	66.7	64.9
	ESOL	21	0.0	26	23.1	23.1
	Non-ESOL	75	1.3	75	60.0	58.7
	Special Education	12	0.0	12	25.0	25.0
	Non-Special Education	84	1.2	89	53.9	52.7
Damascus	All Students	21	4.8	44	86.4	81.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	1	0.0	1	100.0	100.0
	White	17	0.0	39	87.2	87.2
	Hispanic	3	33.3	4	75.0	41.7
	FARMS	2	0.0	3	66.7	66.7
	Non-FARMS	19	5.3	41	87.8	82.5
	ESOL	2	0.0	3	66.7	66.7
	Non-ESOL	19	5.3	41	87.8	82.5
	Special Education	2	0.0	6	50.0	50.0
	Non-Special Education	19	5.3	38	92.1	86.8
Darnestown	All Students	54	16.7	55	85.5	68.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	20.0	5	80.0	60.0
	African American	0	n.a.	0	n.a.	n.a.
	White	48	16.7	49	87.8	71.1
	Hispanic	1	0.0	1	0.0	0.0
	FARMS	2	50.0	2	100.0	50.0
	Non-FARMS	52	15.4	53	84.9	69.5
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	52	17.3	53	88.7	71.4
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	50	18.0	51	86.3	68.3

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Diamond	All Students	55	5.5	59	78.0	72.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	6.3	19	78.9	72.7
	African American	6	0.0	7	42.9	42.9
	White	22	9.1	22	95.5	86.4
	Hispanic	11	0.0	11	63.6	63.6
	FARMS	5	0.0	5	60.0	60.0
	Non-FARMS	50	6.0	54	79.6	73.6
	ESOL	8	0.0	11	54.5	54.5
	Non-ESOL	47	6.4	48	83.3	77.0
	Special Education	4	25.0	4	50.0	25.0
	Non-Special Education	51	3.9	55	80.0	76.1
Drew, Dr. Charles R.	All Students	46	4.3	50	74.0	69.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	12	0.0	13	76.9	76.9
	African American	22	9.1	25	72.0	62.9
	White	9	0.0	9	66.7	66.7
	Hispanic	3	0.0	3	100.0	100.0
	FARMS	14	7.1	16	75.0	67.9
	Non-FARMS	32	3.1	34	73.5	70.4
	ESOL	5	0.0	6	50.0	50.0
	Non-ESOL	41	4.9	44	77.3	72.4
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	42	4.8	46	73.9	69.2
Dufief	All Students	58	8.6	63	63.5	54.9
	American Indian	1	0.0	1	0.0	0.0
	Asian American	15	13.3	17	64.7	51.4
	African American	1	0.0	1	0.0	0.0
	White	40	7.5	41	68.3	60.8
	Hispanic	1	0.0	3	33.3	33.3
	FARMS	2	0.0	4	0.0	0.0
	Non-FARMS	56	8.9	59	67.8	58.9
	ESOL	5	0.0	8	12.5	12.5
	Non-ESOL	53	9.4	55	70.9	61.5
	Special Education	10	0.0	11	36.4	36.4
	Non-Special Education	48	10.4	52	69.2	58.8

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
East Silver Spring	All Students	65	6.2	72	61.1	55.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	6	33.3	33.3
	African American	33	12.1	37	81.1	69.0
	White	9	0.0	9	55.6	55.6
	Hispanic	19	0.0	20	35.0	35.0
	FARMS	29	0.0	32	46.9	46.9
	Non-FARMS	36	11.1	40	72.5	61.4
	ESOL	12	0.0	18	33.3	33.3
	Non-ESOL	53	7.5	54	70.4	62.8
	Special Education	5	0.0	6	33.3	33.3
	Non-Special Education	60	6.7	66	63.6	57.0
Fairland	All Students	69	7.2	76	82.9	75.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	7.1	18	77.8	70.6
	African American	40	7.5	42	85.7	78.2
	White	10	10.0	10	100.0	90.0
	Hispanic	5	0.0	6	50.0	50.0
	FARMS	26	3.8	27	70.4	66.5
	Non-FARMS	43	9.3	49	89.8	80.5
	ESOL	16	6.3	19	73.7	67.4
	Non-ESOL	53	7.5	57	86.0	78.4
	Special Education	5	40.0	6	66.7	26.7
	Non-Special Education	64	4.7	70	84.3	79.6
Fallsmead	All Students	80	25.0	89	80.9	55.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	25.0	23	73.9	48.9
	African American	4	0.0	4	75.0	75.0
	White	57	28.1	59	86.4	58.4
	Hispanic	3	0.0	3	33.3	33.3
	FARMS	4	0.0	4	25.0	25.0
	Non-FARMS	76	26.3	85	83.5	57.2
	ESOL	9	0.0	14	57.1	57.1
	Non-ESOL	71	28.2	75	85.3	57.2
	Special Education	11	0.0	12	58.3	58.3
	Non-Special Education	69	29.0	77	84.4	55.4

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Farmland	All Students	66	12.1	73	63.0	50.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	22	18.2	20	45.0	26.8
	African American	3	33.3	4	50.0	16.7
	White	35	8.6	40	75.0	66.4
	Hispanic	6	0.0	9	55.6	55.6
	FARMS	3	0.0	5	0.0	0.0
	Non-FARMS	63	12.7	68	67.6	54.9
	ESOL	19	0.0	21	23.8	23.8
	Non-ESOL	47	17.0	52	78.8	61.8
	Special Education	4	25.0	6	33.3	8.3
	Non-Special Education	62	11.3	67	65.7	54.4
Fields Road	All Students	73	9.6	77	76.6	67.0
	American Indian	1	0.0	1	0.0	0.0
	Asian American	16	12.5	17	76.5	64.0
	African American	14	0.0	15	53.3	53.3
	White	25	20.0	26	96.2	76.2
	Hispanic	17	0.0	18	72.2	72.2
	FARMS	13	0.0	14	35.7	35.7
	Non-FARMS	60	11.7	63	85.7	74.0
	ESOL	9	0.0	10	50.0	50.0
	Non-ESOL	64	10.9	67	80.6	69.7
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	70	10.0	74	77.0	67.0
Flower Hill	All Students	83	1.2	89	73.0	71.8
	American Indian	3	0.0	3	100.0	100.0
	Asian American	7	0.0	9	77.8	77.8
	African American	21	0.0	22	68.2	68.2
	White	24	0.0	25	88.0	88.0
	Hispanic	28	3.6	30	60.0	56.4
	FARMS	31	3.2	35	54.3	51.1
	Non-FARMS	52	0.0	54	85.2	85.2
	ESOL	16	0.0	19	47.4	47.4
	Non-ESOL	67	1.5	70	80.0	78.5
	Special Education	7	0.0	7	42.9	42.9
	Non-Special Education	76	1.3	82	75.6	74.3

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Flower Valley	All Students	63	17.5	64	85.9	68.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	25.0	9	77.8	52.8
	African American	9	11.1	8	87.5	76.4
	White	43	18.6	44	88.6	70.0
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	5	0.0	4	100.0	100.0
	Non-FARMS	58	19.0	60	85.0	66.0
	ESOL	3	0.0	4	25.0	25.0
	Non-ESOL	60	18.3	60	90.0	71.7
	Special Education	8	0.0	8	62.5	62.5
	Non-Special Education	55	20.0	56	89.3	69.3
Forest Knolls	All Students	91	4.4	91	74.7	70.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	17	0.0	18	77.8	77.8
	African American	15	6.7	15	86.7	80.0
	White	37	8.1	36	83.3	75.2
	Hispanic	22	0.0	22	50.0	50.0
	FARMS	22	0.0	23	69.6	69.6
	Non-FARMS	69	5.8	68	76.5	70.7
	ESOL	19	0.0	22	40.9	40.9
	Non-ESOL	72	5.6	69	85.5	80.0
	Special Education	9	0.0	9	22.2	22.2
	Non-Special Education	82	4.9	82	80.5	75.6
Fox Chapel	All Students	77	0.0	78	65.4	65.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	11	0.0	12	75.0	75.0
	African American	22	0.0	23	78.3	78.3
	White	18	0.0	17	70.6	70.6
	Hispanic	26	0.0	26	46.2	46.2
	FARMS	36	0.0	35	51.4	51.4
	Non-FARMS	41	0.0	43	76.7	76.7
	ESOL	27	0.0	27	37.0	37.0
	Non-ESOL	50	0.0	51	80.4	80.4
	Special Education	16	0.0	16	25.0	25.0
	Non-Special Education	61	0.0	62	75.8	75.8

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Gaithersburg	All Students	79	6.3	82	70.7	64.4
	American Indian	1	100.0	1	100.0	0.0
	Asian American	6	16.7	5	80.0	63.3
	African American	32	9.4	33	81.8	72.4
	White	5	0.0	4	100.0	100.0
	Hispanic	35	0.0	39	56.4	56.4
	FARMS	53	0.0	56	60.7	60.7
	Non-FARMS	26	19.2	26	92.3	73.1
	ESOL	35	0.0	36	44.4	44.4
	Non-ESOL	44	11.4	46	91.3	79.9
	Special Education	5	0.0	5	20.0	20.0
	Non-Special Education	74	6.8	77	74.0	67.3
Galway	All Students	81	3.7	85	78.8	75.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	0.0	18	66.7	66.7
	African American	47	6.4	48	83.3	77.0
	White	10	0.0	11	100.0	100.0
	Hispanic	9	0.0	8	50.0	50.0
	FARMS	32	3.1	32	81.3	78.1
	Non-FARMS	49	4.1	53	77.4	73.3
	ESOL	23	0.0	26	57.7	57.7
	Non-ESOL	58	5.2	59	88.1	83.0
	Special Education	9	0.0	8	50.0	50.0
	Non-Special Education	72	4.2	77	81.8	77.7
Garrett Park	All Students	68	2.9	78	64.1	61.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	11.1	16	50.0	38.9
	African American	5	0.0	7	57.1	57.1
	White	40	2.5	41	78.0	75.5
	Hispanic	14	0.0	14	42.9	42.9
	FARMS	4	0.0	4	25.0	25.0
	Non-FARMS	64	3.1	74	66.2	63.1
	ESOL	18	0.0	22	31.8	31.8
	Non-ESOL	50	4.0	56	76.8	72.8
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	64	3.1	74	66.2	63.1

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Georgian Forest	All Students	56	0.0	69	63.8	63.8
	American Indian	0	n.a.	1	0.0	n.a.
	Asian American	8	0.0	8	87.5	87.5
	African American	24	0.0	26	88.5	88.5
	White	8	0.0	10	50.0	50.0
	Hispanic	16	0.0	24	37.5	37.5
	FARMS	24	0.0	31	58.1	58.1
	Non-FARMS	32	0.0	38	68.4	68.4
	ESOL	10	0.0	16	25.0	25.0
	Non-ESOL	46	0.0	53	75.5	75.5
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	53	0.0	66	63.6	63.6
Germantown	All Students	68	4.4	73	79.5	75.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	13	15.4	14	71.4	56.0
	African American	15	0.0	18	72.2	72.2
	White	30	3.3	30	86.7	83.3
	Hispanic	10	0.0	11	81.8	81.8
	FARMS	10	0.0	11	72.7	72.7
	Non-FARMS	58	5.2	62	80.6	75.5
	ESOL	7	0.0	8	50.0	50.0
	Non-ESOL	61	4.9	65	83.1	78.2
	Special Education	5	20.0	7	57.1	37.1
	Non-Special Education	63	3.2	66	81.8	78.6
Glen Haven	All Students	70	4.3	75	86.7	82.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	12	75.0	55.0
	African American	19	5.3	21	90.5	85.2
	White	13	0.0	13	100.0	100.0
	Hispanic	28	0.0	29	82.8	82.8
	FARMS	37	2.7	42	83.3	80.6
	Non-FARMS	33	6.1	33	90.9	84.8
	ESOL	26	0.0	28	82.1	82.1
	Non-ESOL	44	6.8	47	89.4	82.5
	Special Education	9	0.0	11	81.8	81.8
	Non-Special Education	61	4.9	64	87.5	82.6

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Glenallan	All Students	49	2.0	55	70.9	68.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	7	0.0	7	85.7	85.7
	African American	14	7.1	18	61.1	54.0
	White	12	0.0	12	91.7	91.7
	Hispanic	15	0.0	17	58.8	58.8
	FARMS	21	0.0	26	50.0	50.0
	Non-FARMS	28	3.6	29	89.7	86.1
	ESOL	18	0.0	21	42.9	42.9
	Non-ESOL	31	3.2	34	88.2	85.0
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	45	2.2	51	74.5	72.3
Goshen	All Students	96	7.3	98	91.8	84.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	18	5.6	19	78.9	73.4
	African American	20	5.0	20	95.0	90.0
	White	46	8.7	47	97.9	89.2
	Hispanic	12	8.3	12	83.3	75.0
	FARMS	12	0.0	12	66.7	66.7
	Non-FARMS	84	8.3	86	95.3	87.0
	ESOL	7	0.0	7	42.9	42.9
	Non-ESOL	89	7.9	91	95.6	87.7
	Special Education	9	0.0	10	60.0	60.0
	Non-Special Education	87	8.0	88	95.5	87.4
Greencastle	All Students	92	5.4	98	82.7	77.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	0.0	5	60.0	60.0
	African American	74	6.8	80	82.5	75.7
	White	7	0.0	5	100.0	100.0
	Hispanic	6	0.0	8	87.5	87.5
	FARMS	38	0.0	39	79.5	79.5
	Non-FARMS	54	9.3	59	84.7	75.5
	ESOL	5	0.0	7	85.7	85.7
	Non-ESOL	87	5.7	91	82.4	76.7
	Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	87	5.7	93	84.9	79.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Greenwood	All Students	90	5.6	90	72.2	66.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	0.0	7	57.1	57.1
	African American	3	33.3	4	75.0	41.7
	White	75	5.3	74	75.7	70.3
	Hispanic	5	0.0	5	40.0	40.0
	FARMS	2	0.0	2	0.0	0.0
	Non-FARMS	88	5.7	88	73.9	68.2
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	89	5.6	89	73.0	67.4
	Special Education	9	0.0	9	44.4	44.4
	Non-Special Education	81	6.2	81	75.3	69.1
Harmony Hills	All Students	72	1.4	76	75.0	73.6
	American Indian	1	0.0	1	100.0	100.0
	Asian American	6	0.0	6	83.3	83.3
	African American	18	5.6	20	90.0	84.4
	White	9	0.0	10	90.0	90.0
	Hispanic	38	0.0	39	61.5	61.5
	FARMS	49	2.0	52	78.8	76.8
	Non-FARMS	23	0.0	24	66.7	66.7
	ESOL	38	0.0	39	64.1	64.1
	Non-ESOL	34	2.9	37	86.5	83.5
	Special Education	9	0.0	8	50.0	50.0
	Non-Special Education	63	1.6	68	77.9	76.4
Highland	All Students	77	0.0	92	57.6	57.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	0.0	11	45.5	45.5
	African American	5	0.0	8	37.5	37.5
	White	4	0.0	4	75.0	75.0
	Hispanic	60	0.0	69	60.9	60.9
	FARMS	55	0.0	68	54.4	54.4
	Non-FARMS	22	0.0	24	66.7	66.7
	ESOL	41	0.0	50	50.0	50.0
	Non-ESOL	36	0.0	42	66.7	66.7
	Special Education	6	0.0	6	16.7	16.7
	Non-Special Education	71	0.0	86	60.5	60.5

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Highland View	All Students	46	10.9	50	58.0	47.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	2	0.0	0.0
	African American	12	16.7	14	64.3	47.6
	White	14	21.4	14	100.0	78.6
	Hispanic	18	0.0	20	30.0	30.0
	FARMS	24	4.2	27	37.0	32.9
	Non-FARMS	22	18.2	23	82.6	64.4
	ESOL	19	0.0	19	26.3	26.3
	Non-ESOL	27	18.5	31	77.4	58.9
	Special Education	2	0.0	2	0.0	0.0
	Non-Special Education	44	11.4	48	60.4	49.1
Jackson Road	All Students	83	3.6	94	71.3	67.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	0.0	15	46.7	46.7
	African American	34	5.9	39	76.9	71.0
	White	15	6.7	16	87.5	80.8
	Hispanic	20	0.0	24	66.7	66.7
	FARMS	37	0.0	45	66.7	66.7
	Non-FARMS	46	6.5	49	75.5	69.0
	ESOL	20	0.0	24	41.7	41.7
	Non-ESOL	63	4.8	70	81.4	76.7
	Special Education	2	0.0	3	0.0	0.0
	Non-Special Education	81	3.7	91	73.6	69.9
Jones Lane	All Students	77	10.4	79	70.9	60.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	10	50.0	40.0
	African American	8	0.0	10	60.0	60.0
	White	44	15.9	44	88.6	72.7
	Hispanic	15	0.0	15	40.0	40.0
	FARMS	10	0.0	12	33.3	33.3
	Non-FARMS	67	11.9	67	77.6	65.7
	ESOL	14	0.0	14	14.3	14.3
	Non-ESOL	63	12.7	65	83.1	70.4
	Special Education	13	23.1	12	50.0	26.9
	Non-Special Education	64	7.8	67	74.6	66.8

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Kemp Mill	All Students	109	1.8	112	57.1	55.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	21	0.0	23	47.8	47.8
	African American	27	0.0	27	77.8	77.8
	White	18	5.6	18	83.3	77.8
	Hispanic	43	2.3	44	38.6	36.3
	FARMS	60	0.0	64	39.1	39.1
	Non-FARMS	49	4.1	48	81.3	77.2
	ESOL	51	0.0	54	25.9	25.9
	Non-ESOL	58	3.4	58	86.2	82.8
	Special Education	11	0.0	11	36.4	36.4
	Non-Special Education	98	2.0	101	59.4	57.4
Kensington Parkwood	All Students	57	5.3	59	45.8	40.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	25.0	5	40.0	15.0
	African American	3	0.0	3	0.0	0.0
	White	46	2.2	47	46.8	44.6
	Hispanic	4	25.0	4	75.0	50.0
	FARMS	4	0.0	5	0.0	0.0
	Non-FARMS	53	5.7	54	50.0	44.3
	ESOL	2	50.0	3	33.3	-16.7
	Non-ESOL	55	3.6	56	46.4	42.8
	Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	52	5.8	54	46.3	40.5
Lake Seneca	All Students	63	4.8	70	55.7	51.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	13	61.5	61.5
	African American	14	0.0	13	46.2	46.2
	White	31	9.7	34	64.7	55.0
	Hispanic	8	0.0	10	30.0	30.0
	FARMS	14	0.0	15	20.0	20.0
	Non-FARMS	49	6.1	55	65.5	59.3
	ESOL	8	0.0	13	23.1	23.1
	Non-ESOL	55	5.5	57	63.2	57.7
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	59	5.1	66	57.6	52.5

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Lakewood	All Students	57	28.1	60	95.0	66.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	43.8	18	94.4	50.7
	African American	2	50.0	2	50.0	0.0
	White	38	21.1	39	97.4	76.4
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	56	28.6	59	96.6	68.0
	ESOL	3	0.0	3	66.7	66.7
	Non-ESOL	54	29.6	57	96.5	66.9
	Special Education	3	33.3	3	66.7	33.3
	Non-Special Education	54	27.8	57	96.5	68.7
Laytonsville	All Students	67	9.0	70	91.4	82.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	100.0	87.5
	African American	6	50.0	6	100.0	50.0
	White	50	4.0	53	90.6	86.6
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	66	9.1	69	92.8	83.7
	ESOL	3	0.0	3	33.3	33.3
	Non-ESOL	64	9.4	67	94.0	84.7
	Special Education	7	0.0	8	75.0	75.0
	Non-Special Education	60	10.0	62	93.5	83.5
Luxmanor	All Students	42	4.8	43	41.9	37.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	0.0	6	33.3	33.3
	African American	7	0.0	7	0.0	0.0
	White	27	7.4	28	57.1	49.7
	Hispanic	3	0.0	2	0.0	0.0
	FARMS	4	0.0	3	0.0	0.0
	Non-FARMS	38	5.3	40	45.0	39.7
	ESOL	10	0.0	8	50.0	50.0
	Non-ESOL	32	6.3	35	40.0	33.8
	Special Education	2	0.0	2	0.0	0.0
	Non-Special Education	40	5.0	41	43.9	38.9

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Marshall, Thurgood	All Students	54	9.3	52	76.9	67.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	8	62.5	42.5
	African American	9	0.0	10	40.0	40.0
	White	29	6.9	29	93.1	86.2
	Hispanic	6	16.7	5	80.0	63.3
	FARMS	6	0.0	7	28.6	28.6
	Non-FARMS	48	10.4	45	84.4	74.0
	ESOL	10	0.0	9	22.2	22.2
	Non-ESOL	44	11.4	43	88.4	77.0
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	54	9.3	52	76.9	67.7
Maryvale	All Students	80	2.5	84	42.9	40.4
	American Indian	2	0.0	2	0.0	0.0
	Asian American	8	12.5	8	75.0	62.5
	African American	22	0.0	25	40.0	40.0
	White	27	3.7	27	40.7	37.0
	Hispanic	21	0.0	22	40.9	40.9
	FARMS	32	3.1	33	42.4	39.3
	Non-FARMS	48	2.1	51	43.1	41.1
	ESOL	17	0.0	18	33.3	33.3
	Non-ESOL	63	3.2	66	45.5	42.3
	Special Education	8	0.0	9	22.2	22.2
	Non-Special Education	72	2.8	75	45.3	42.6
McAuliffe, S. Christa	All Students	82	8.5	84	76.2	67.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	10	90.0	70.0
	African American	26	11.5	28	67.9	56.3
	White	36	5.6	36	83.3	77.8
	Hispanic	10	0.0	10	60.0	60.0
	FARMS	13	0.0	14	57.1	57.1
	Non-FARMS	69	10.1	70	80.0	69.9
	ESOL	15	0.0	15	60.0	60.0
	Non-ESOL	67	10.4	69	79.7	69.3
	Special Education	6	16.7	6	50.0	33.3
	Non-Special Education	76	7.9	78	78.2	70.3

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
McNair, Ronald	All Students	112	10.7	123	68.3	57.6
	American Indian	1	0.0	1	100.0	100.0
	Asian American	22	13.6	25	80.0	66.4
	African American	22	13.6	28	64.3	50.6
	White	55	10.9	56	67.9	56.9
	Hispanic	12	0.0	13	53.8	53.8
	FARMS	11	0.0	14	42.9	42.9
	Non-FARMS	101	11.9	109	71.6	59.7
	ESOL	9	0.0	11	36.4	36.4
	Non-ESOL	103	11.7	112	71.4	59.8
	Special Education	8	12.5	8	50.0	37.5
	Non-Special Education	104	10.6	115	69.6	59.0
	Meadow Hall	All Students	65	4.6	71	80.3
American Indian		0	n.a.	0	n.a.	n.a.
Asian American		3	0.0	4	100.0	100.0
African American		17	0.0	18	83.3	83.3
White		26	7.7	28	89.3	81.6
Hispanic		19	5.3	21	61.9	56.6
FARMS		30	0.0	33	69.7	69.7
Non-FARMS		35	8.6	38	89.5	80.9
ESOL		16	0.0	20	65.0	65.0
Non-ESOL		49	6.1	51	86.3	80.2
Special Education		9	0.0	9	44.4	44.4
Non-Special Education		56	5.4	62	85.5	80.1
Mill Creek Towne		All Students	66	3.0	67	79.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	0.0	8	75.0	75.0
	African American	14	0.0	15	80.0	80.0
	White	25	8.0	25	96.0	88.0
	Hispanic	19	0.0	19	57.9	57.9
	FARMS	17	0.0	17	58.8	58.8
	Non-FARMS	49	4.1	50	86.0	81.9
	ESOL	7	0.0	7	14.3	14.3
	Non-ESOL	59	3.4	60	86.7	83.3
	Special Education	9	0.0	9	33.3	33.3
	Non-Special Education	57	3.5	58	86.2	82.7

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Monocacy	All Students	31	6.5	32	43.8	37.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	1	0.0	1	0.0	0.0
	White	28	7.1	29	48.3	41.1
	Hispanic	2	0.0	2	0.0	0.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	30	6.7	31	45.2	38.5
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	29	6.9	30	46.7	39.8
	Special Education	4	0.0	4	0.0	0.0
	Non-Special Education	27	7.4	28	50.0	42.6
Montgomery Knolls	All Students	75	4.0	77	53.2	49.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	0.0	9	55.6	55.6
	African American	26	0.0	28	50.0	50.0
	White	12	25.0	13	61.5	36.5
	Hispanic	28	0.0	27	51.9	51.9
	FARMS	38	0.0	41	53.7	53.7
	Non-FARMS	37	8.1	36	52.8	44.7
	ESOL	35	0.0	36	36.1	36.1
	Non-ESOL	40	7.5	41	68.3	60.8
	Special Education	5	0.0	5	20.0	20.0
	Non-Special Education	70	4.3	72	55.6	51.3
New Hampshire Estates	All Students	96	1.0	100	60.0	59.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	0.0	15	40.0	40.0
	African American	17	0.0	18	83.3	83.3
	White	12	8.3	12	91.7	83.3
	Hispanic	52	0.0	55	50.9	50.9
	FARMS	70	0.0	75	52.0	52.0
	Non-FARMS	26	3.8	25	84.0	80.2
	ESOL	57	0.0	61	47.5	47.5
	Non-ESOL	39	2.6	39	79.5	76.9
	Special Education	7	0.0	7	42.9	42.9
	Non-Special Education	89	1.1	93	61.3	60.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Oakland Terrace	All Students	116	4.3	123	70.7	66.4
	American Indian	1	100.0	1	100.0	0.0
	Asian American	13	0.0	15	60.0	60.0
	African American	16	0.0	16	68.8	68.8
	White	50	8.0	51	92.2	84.2
	Hispanic	36	0.0	40	47.5	47.5
	FARMS	38	0.0	39	51.3	51.3
	Non-FARMS	78	6.4	84	79.8	73.4
	ESOL	30	0.0	34	41.2	41.2
	Non-ESOL	86	5.8	89	82.0	76.2
	Special Education	7	0.0	7	57.1	57.1
	Non-Special Education	109	4.6	116	71.6	67.0
Olney	All Students	85	7.1	85	24.7	17.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	25.0	12.5
	African American	10	0.0	12	16.7	16.7
	White	59	8.5	57	29.8	21.3
	Hispanic	8	0.0	8	0.0	0.0
	FARMS	6	0.0	7	14.3	14.3
	Non-FARMS	79	7.6	78	25.6	18.0
	ESOL	3	0.0	3	0.0	0.0
	Non-ESOL	82	7.3	82	25.6	18.3
	Special Education	3	0.0	3	33.3	33.3
	Non-Special Education	82	7.3	82	24.4	17.1
Page, William Tyler	All Students	45	4.4	48	66.7	62.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	0.0	9	33.3	33.3
	African American	29	6.9	30	80.0	73.1
	White	5	0.0	4	100.0	100.0
	Hispanic	3	0.0	5	20.0	20.0
	FARMS	16	0.0	17	58.8	58.8
	Non-FARMS	29	6.9	31	71.0	64.1
	ESOL	10	0.0	11	27.3	27.3
	Non-ESOL	35	5.7	37	78.4	72.7
	Special Education	1	0.0	2	0.0	0.0
	Non-Special Education	44	4.5	46	69.6	65.0

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Pooleville	All Students	71	2.8	70	58.6	55.8
	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	25.0	25.0
	White	62	3.2	60	61.7	58.4
	Hispanic	6	0.0	6	50.0	50.0
	FARMS	7	0.0	8	25.0	25.0
	Non-FARMS	64	3.1	62	62.9	59.8
	ESOL	4	0.0	4	25.0	25.0
	Non-ESOL	67	3.0	66	60.6	57.6
	Special Education	7	0.0	7	14.3	14.3
	Non-Special Education	64	3.1	63	63.5	60.4
Potomac	All Students	67	11.9	69	72.5	60.5
	American Indian	3	0.0	3	66.7	66.7
	Asian American	9	22.2	10	70.0	47.8
	African American	4	0.0	4	50.0	50.0
	White	49	12.2	50	76.0	63.8
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	67	11.9	69	72.5	60.5
	ESOL	5	0.0	5	60.0	60.0
	Non-ESOL	62	12.9	64	73.4	60.5
	Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	65	12.3	67	71.6	59.3
Resnik, Judith A.	All Students	88	4.5	90	72.2	67.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	15	13.3	15	80.0	66.7
	African American	25	4.0	25	60.0	56.0
	White	27	3.7	27	92.6	88.9
	Hispanic	20	0.0	22	54.5	54.5
	FARMS	33	3.0	35	48.6	45.5
	Non-FARMS	55	5.5	55	87.3	81.8
	ESOL	10	0.0	12	41.7	41.7
	Non-ESOL	78	5.1	78	76.9	71.8
	Special Education	10	0.0	10	60.0	60.0
	Non-Special Education	78	5.1	80	73.8	68.6

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Ride, Dr. Sally K.	All Students	94	3.2	98	65.3	62.1
	American Indian	1	0.0	1	100.0	100.0
	Asian American	22	4.5	24	62.5	58.0
	African American	24	0.0	25	56.0	56.0
	White	31	6.5	32	71.9	65.4
	Hispanic	16	0.0	16	68.8	68.8
	FARMS	31	0.0	33	57.6	57.6
	Non-FARMS	63	4.8	65	69.2	64.5
	ESOL	24	0.0	25	60.0	60.0
	Non-ESOL	70	4.3	73	67.1	62.8
	Special Education	12	8.3	13	7.7	-0.6
	Non-Special Education	82	2.4	85	74.1	71.7
Ritchie Park	All Students	58	8.6	59	72.9	64.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	7.1	14	78.6	71.4
	African American	9	11.1	10	60.0	48.9
	White	30	10.0	30	86.7	76.7
	Hispanic	5	0.0	5	0.0	0.0
	FARMS	10	0.0	10	40.0	40.0
	Non-FARMS	48	10.4	49	79.6	69.2
	ESOL	17	0.0	17	47.1	47.1
	Non-ESOL	41	12.2	42	83.3	71.1
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	54	9.3	55	76.4	67.1
Rock Creek Forest	All Students	83	6.0	85	29.4	23.4
	American Indian	1	0.0	1	0.0	0.0
	Asian American	6	0.0	7	42.9	42.9
	African American	10	10.0	10	30.0	20.0
	White	46	8.7	46	23.9	15.2
	Hispanic	20	0.0	21	38.1	38.1
	FARMS	20	5.0	21	57.1	52.1
	Non-FARMS	63	6.3	64	20.3	14.0
	ESOL	14	0.0	15	46.7	46.7
	Non-ESOL	69	7.2	70	25.7	18.5
	Special Education	12	0.0	12	33.3	33.3
	Non-Special Education	71	7.0	73	28.8	21.7

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Rock Creek Valley	All Students	51	3.9	56	76.8	72.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	8	0.0	10	80.0	80.0
	African American	1	0.0	1	0.0	0.0
	White	30	6.7	33	84.8	78.2
	Hispanic	11	0.0	11	54.5	54.5
	FARMS	10	0.0	11	45.5	45.5
	Non-FARMS	41	4.9	45	84.4	79.6
	ESOL	10	0.0	11	45.5	45.5
	Non-ESOL	41	4.9	45	84.4	79.6
	Special Education	9	0.0	11	72.7	72.7
	Non-Special Education	42	4.8	45	77.8	73.0
Rock View	All Students	79	3.8	84	63.1	59.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	6.7	15	73.3	66.7
	African American	17	5.9	18	61.1	55.2
	White	23	4.3	23	65.2	60.9
	Hispanic	24	0.0	28	57.1	57.1
	FARMS	24	0.0	29	51.7	51.7
	Non-FARMS	55	5.5	55	69.1	63.6
	ESOL	11	0.0	14	21.4	21.4
	Non-ESOL	68	4.4	70	71.4	67.0
	Special Education	16	0.0	17	23.5	23.5
	Non-Special Education	63	4.8	67	73.1	68.4
Rockwell, Lois P.	All Students	64	7.8	65	73.8	66.0
	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	5	60.0	60.0
	White	51	9.8	50	80.0	70.2
	Hispanic	8	0.0	8	37.5	37.5
	FARMS	5	0.0	5	20.0	20.0
	Non-FARMS	59	8.5	60	78.3	69.9
	ESOL	3	0.0	3	0.0	0.0
	Non-ESOL	61	8.2	62	77.4	69.2
	Special Education	11	0.0	11	36.4	36.4
	Non-Special Education	53	9.4	54	81.5	72.0

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Rolling Terrace	All Students	100	5.0	107	70.1	65.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	0.0	7	100.0	100.0
	African American	9	0.0	12	58.3	58.3
	White	33	12.1	33	84.8	72.7
	Hispanic	51	2.0	55	60.0	58.0
	FARMS	46	0.0	52	63.5	63.5
	Non-FARMS	54	9.3	55	76.4	67.1
	ESOL	37	0.0	41	58.5	58.5
	Non-ESOL	63	7.9	66	77.3	69.3
	Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	95	5.3	102	71.6	66.3
Rosemary Hills	All Students	156	5.8	165	71.5	65.7
	American Indian	1	0.0	1	0.0	0.0
	Asian American	13	15.4	13	84.6	69.2
	African American	25	0.0	26	53.8	53.8
	White	105	6.7	107	84.1	77.4
	Hispanic	12	0.0	18	16.7	16.7
	FARMS	13	0.0	16	12.5	12.5
	Non-FARMS	143	6.3	149	77.9	71.6
	ESOL	17	0.0	22	9.1	9.1
	Non-ESOL	139	6.5	143	81.1	74.6
	Special Education	14	7.1	14	64.3	57.1
	Non-Special Education	142	5.6	151	72.2	66.6
Rosemont	All Students	87	5.7	93	66.7	60.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	6.7	12	83.3	76.7
	African American	19	0.0	25	68.0	68.0
	White	18	22.2	20	85.0	62.8
	Hispanic	35	0.0	36	50.0	50.0
	FARMS	48	2.1	52	57.7	55.6
	Non-FARMS	39	10.3	41	78.0	67.8
	ESOL	41	0.0	41	51.2	51.2
	Non-ESOL	46	10.9	52	78.8	68.0
	Special Education	13	0.0	14	50.0	50.0
	Non-Special Education	74	6.8	79	69.6	62.9

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Sequoyah	All Students	88	3.4	91	69.2	65.8
	American Indian	1	0.0	1	100.0	100.0
	Asian American	12	0.0	12	83.3	83.3
	African American	12	0.0	13	69.2	69.2
	White	40	7.5	41	78.0	70.5
	Hispanic	23	0.0	24	45.8	45.8
	FARMS	28	0.0	30	46.7	46.7
	Non-FARMS	60	5.0	61	80.3	75.3
	ESOL	30	0.0	31	51.6	51.6
	Non-ESOL	58	5.2	60	78.3	73.2
	Special Education	12	8.3	12	41.7	33.3
	Non-Special Education	76	2.6	79	73.4	70.8
Seven Locks	All Students	38	13.2	43	62.8	49.6
	American Indian	1	100.0	1	100.0	0.0
	Asian American	7	14.3	7	85.7	71.4
	African American	0	n.a.	0	n.a.	n.a.
	White	29	10.3	33	60.6	50.3
	Hispanic	1	0.0	2	0.0	0.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	38	13.2	43	62.8	49.6
	ESOL	3	0.0	5	40.0	40.0
	Non-ESOL	35	14.3	38	65.8	51.5
	Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	36	13.9	41	61.0	47.1
Sherwood	All Students	67	4.5	70	81.4	77.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	10	90.0	90.0
	African American	9	0.0	10	80.0	80.0
	White	44	6.8	45	82.2	75.4
	Hispanic	4	0.0	5	60.0	60.0
	FARMS	6	0.0	6	33.3	33.3
	Non-FARMS	61	4.9	64	85.9	81.0
	ESOL	5	0.0	5	20.0	20.0
	Non-ESOL	62	4.8	65	86.2	81.3
	Special Education	9	0.0	9	66.7	66.7
	Non-Special Education	58	5.2	61	83.6	78.4

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Sligo Creek	All Students	62	8.1	64	59.4	51.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	3	66.7	66.7
	African American	22	9.1	23	65.2	56.1
	White	22	13.6	22	59.1	45.5
	Hispanic	16	0.0	16	50.0	50.0
	FARMS	19	0.0	20	35.0	35.0
	Non-FARMS	43	11.6	44	70.5	58.8
	ESOL	11	0.0	11	54.5	54.5
	Non-ESOL	51	9.8	53	60.4	50.6
	Special Education	6	0.0	7	28.6	28.6
	Non-Special Education	56	8.9	57	63.2	54.2
Somerset	All Students	42	19.0	50	64.0	45.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	20.0	5	60.0	40.0
	African American	0	n.a.	0	n.a.	n.a.
	White	34	20.6	42	66.7	46.1
	Hispanic	3	0.0	3	33.3	33.3
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	41	19.5	49	65.3	45.8
	ESOL	6	0.0	13	30.8	30.8
	Non-ESOL	36	22.2	37	75.7	53.5
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	38	21.1	46	63.0	42.0
South Lake	All Students	103	3.9	114	63.2	59.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	22	9.1	26	69.2	60.1
	African American	33	3.0	34	70.6	67.6
	White	13	7.7	14	100.0	92.3
	Hispanic	35	0.0	40	40.0	40.0
	FARMS	51	0.0	57	50.9	50.9
	Non-FARMS	52	7.7	57	75.4	67.7
	ESOL	37	0.0	43	44.2	44.2
	Non-ESOL	66	6.1	71	74.6	68.6
	Special Education	7	0.0	7	42.9	42.9
	Non-Special Education	96	4.2	107	64.5	60.3

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Spark Matsunaga	All Students	166	6.0	173	75.7	69.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	60	8.3	61	80.3	72.0
	African American	30	3.3	31	58.1	54.7
	White	67	6.0	71	81.7	75.7
	Hispanic	8	0.0	9	55.6	55.6
	FARMS	13	0.0	13	46.2	46.2
	Non-FARMS	153	6.5	160	78.1	71.6
	ESOL	12	0.0	14	42.9	42.9
	Non-ESOL	154	6.5	159	78.6	72.1
	Special Education	11	9.1	12	41.7	32.6
	Non-Special Education	155	5.8	161	78.3	72.5
Stedwick	All Students	84	7.1	90	82.2	75.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	11	90.9	70.9
	African American	33	3.0	35	85.7	82.7
	White	25	12.0	27	88.9	76.9
	Hispanic	16	0.0	17	58.8	58.8
	FARMS	37	2.7	40	70.0	67.3
	Non-FARMS	47	10.6	50	92.0	81.4
	ESOL	16	0.0	18	61.1	61.1
	Non-ESOL	68	8.8	72	87.5	78.7
	Special Education	7	0.0	7	57.1	57.1
	Non-Special Education	77	7.8	83	84.3	76.5
Stone Mill	All Students	72	13.9	77	80.5	66.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	33	21.2	34	85.3	64.1
	African American	5	0.0	6	66.7	66.7
	White	33	9.1	35	82.9	73.8
	Hispanic	1	0.0	2	0.0	0.0
	FARMS	5	0.0	7	28.6	28.6
	Non-FARMS	67	14.9	70	85.7	70.8
	ESOL	2	0.0	3	66.7	66.7
	Non-ESOL	70	14.3	74	81.1	66.8
	Special Education	1	100.0	1	100.0	0.0
	Non-Special Education	71	12.7	76	80.3	67.6

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Stonegate	All Students	33	0.0	33	66.7	66.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	5	40.0	40.0
	African American	8	0.0	7	71.4	71.4
	White	18	0.0	18	72.2	72.2
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	2	0.0	1	100.0	100.0
	Non-FARMS	31	0.0	32	65.6	65.6
	ESOL	1	0.0	0	n.a.	n.a.
	Non-ESOL	32	0.0	33	66.7	66.7
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	30	0.0	30	66.7	66.7
Strawberry Knolls	All Students	63	4.8	62	72.6	67.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	9	66.7	66.7
	African American	14	0.0	15	80.0	80.0
	White	27	11.1	26	76.9	65.8
	Hispanic	12	0.0	12	58.3	58.3
	FARMS	17	0.0	18	61.1	61.1
	Non-FARMS	46	6.5	44	77.3	70.8
	ESOL	14	0.0	14	57.1	57.1
	Non-ESOL	49	6.1	48	77.1	71.0
	Special Education	7	0.0	7	14.3	14.3
	Non-Special Education	56	5.4	55	80.0	74.6
Summit Hall	All Students	66	4.5	78	51.3	46.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	20.0	6	83.3	63.3
	African American	13	0.0	16	62.5	62.5
	White	7	14.3	6	83.3	69.0
	Hispanic	41	2.4	50	40.0	37.6
	FARMS	43	0.0	50	48.0	48.0
	Non-FARMS	23	13.0	28	57.1	44.1
	ESOL	36	2.8	44	36.4	33.6
	Non-ESOL	30	6.7	34	70.6	63.9
	Special Education	3	0.0	3	33.3	33.3
	Non-Special Education	63	4.8	75	52.0	47.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Takoma Park	All Students	94	9.6	105	69.5	59.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	4	75.0	75.0
	African American	37	10.8	47	57.4	46.6
	White	35	14.3	35	94.3	80.0
	Hispanic	18	0.0	19	52.6	52.6
	FARMS	35	2.9	45	51.1	48.3
	Non-FARMS	59	13.6	60	83.3	69.8
	ESOL	23	0.0	29	48.3	48.3
	Non-ESOL	71	12.7	76	77.6	65.0
	Special Education	7	0.0	7	14.3	14.3
	Non-Special Education	87	10.3	98	73.5	63.1
Travilah	All Students	70	2.9	72	87.5	84.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	19	10.5	19	94.7	84.2
	African American	8	0.0	9	55.6	55.6
	White	43	0.0	44	90.9	90.9
	Hispanic	0	n.a.	0	n.a.	n.a.
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	69	2.9	71	87.3	84.4
	ESOL	6	0.0	6	100.0	100.0
	Non-ESOL	64	3.1	66	86.4	83.2
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	70	2.9	72	87.5	84.6
Twinbrook	All Students	93	0.0	102	63.7	63.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	11	0.0	11	81.8	81.8
	African American	16	0.0	17	52.9	52.9
	White	24	0.0	27	92.6	92.6
	Hispanic	41	0.0	46	45.7	45.7
	FARMS	48	0.0	53	52.8	52.8
	Non-FARMS	45	0.0	49	75.5	75.5
	ESOL	44	0.0	49	46.9	46.9
	Non-ESOL	49	0.0	53	79.2	79.2
	Special Education	13	0.0	14	35.7	35.7
	Non-Special Education	80	0.0	88	68.2	68.2

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Veirs Mill	All Students	98	0.0	105	49.5	49.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	11	72.7	72.7
	African American	23	0.0	25	56.0	56.0
	White	15	0.0	16	68.8	68.8
	Hispanic	50	0.0	53	35.8	35.8
	FARMS	62	0.0	67	44.8	44.8
	Non-FARMS	36	0.0	38	57.9	57.9
	ESOL	55	0.0	60	38.3	38.3
	Non-ESOL	43	0.0	45	64.4	64.4
	Special Education	6	0.0	6	16.7	16.7
	Non-Special Education	92	0.0	99	51.5	51.5
Washington Grove	All Students	76	3.9	74	71.6	67.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	6.3	16	62.5	56.3
	African American	18	0.0	17	82.4	82.4
	White	16	12.5	15	86.7	74.2
	Hispanic	26	0.0	26	61.5	61.5
	FARMS	41	2.4	41	65.9	63.4
	Non-FARMS	35	5.7	33	78.8	73.1
	ESOL	36	0.0	36	52.8	52.8
	Non-ESOL	40	7.5	38	89.5	82.0
	Special Education	5	0.0	5	60.0	60.0
	Non-Special Education	71	4.2	69	72.5	68.2
Waters Landing	All Students	113	4.4	113	70.8	66.4
	American Indian	1	100.0	1	100.0	0.0
	Asian American	7	0.0	6	100.0	100.0
	African American	32	3.1	32	56.3	53.1
	White	52	3.8	52	88.5	84.6
	Hispanic	21	4.8	22	40.9	36.1
	FARMS	19	5.3	18	55.6	50.3
	Non-FARMS	94	4.3	95	73.7	69.4
	ESOL	11	0.0	13	23.1	23.1
	Non-ESOL	102	4.9	100	77.0	72.1
	Special Education	3	0.0	4	25.0	25.0
	Non-Special Education	110	4.5	109	72.5	67.9

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Watkins Mill	All Students	110	2.7	116	69.0	66.2
	American Indian	1	0.0	1	100.0	100.0
	Asian American	4	0.0	4	75.0	75.0
	African American	39	0.0	43	69.8	69.8
	White	36	8.3	37	81.1	72.7
	Hispanic	30	0.0	31	51.6	51.6
	FARMS	50	0.0	54	55.6	55.6
	Non-FARMS	60	5.0	62	80.6	75.6
	ESOL	33	0.0	34	47.1	47.1
	Non-ESOL	77	3.9	82	78.0	74.2
	Special Education	8	0.0	8	25.0	25.0
	Non-Special Education	102	2.9	108	72.2	69.3
Wayside	All Students	70	11.4	72	83.3	71.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	21	14.3	22	95.5	81.2
	African American	4	0.0	5	60.0	60.0
	White	42	11.9	42	81.0	69.0
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	69	11.6	71	84.5	72.9
	ESOL	7	0.0	7	42.9	42.9
	Non-ESOL	63	12.7	65	87.7	75.0
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	70	11.4	72	83.3	71.9
Weller Road	All Students	85	2.4	89	85.4	83.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	9	88.9	76.4
	African American	14	0.0	14	92.9	92.9
	White	13	7.7	14	92.9	85.2
	Hispanic	50	0.0	52	80.8	80.8
	FARMS	50	2.0	52	80.8	78.8
	Non-FARMS	35	2.9	37	91.9	89.0
	ESOL	33	0.0	36	72.2	72.2
	Non-ESOL	52	3.8	53	94.3	90.5
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	81	2.5	85	85.9	83.4

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Westbrook	All Students	41	7.3	42	78.6	71.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	50.0	2	50.0	0.0
	African American	0	n.a.	0	n.a.	n.a.
	White	33	6.1	34	79.4	73.4
	Hispanic	6	0.0	6	83.3	83.3
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	41	7.3	42	78.6	71.3
	ESOL	1	0.0	1	100.0	100.0
	Non-ESOL	40	7.5	41	78.0	70.5
	Special Education	1	0.0	1	100.0	100.0
	Non-Special Education	40	7.5	41	78.0	70.5
Westover	All Students	38	10.5	38	57.9	47.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	10	40.0	30.0
	African American	3	0.0	4	25.0	25.0
	White	24	12.5	23	69.6	57.1
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	2	0.0	2	50.0	50.0
	Non-FARMS	36	11.1	36	58.3	47.2
	ESOL	5	20.0	5	20.0	0.0
	Non-ESOL	33	9.1	33	63.6	54.5
	Special Education	5	0.0	5	0.0	0.0
	Non-Special Education	33	12.1	33	66.7	54.5
Wheaton Woods	All Students	95	1.1	105	46.7	45.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	13	61.5	61.5
	African American	9	0.0	10	20.0	20.0
	White	16	0.0	17	52.9	52.9
	Hispanic	60	1.7	65	46.2	44.5
	FARMS	53	0.0	60	40.0	40.0
	Non-FARMS	42	2.4	45	55.6	53.2
	ESOL	31	0.0	39	23.1	23.1
	Non-ESOL	64	1.6	66	60.6	59.0
	Special Education	2	0.0	3	0.0	0.0
	Non-Special Education	93	1.1	102	48.0	47.0

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Whetstone	All Students	101	6.9	103	68.0	61.0
	American Indian	1	100.0	1	100.0	0.0
	Asian American	11	0.0	12	66.7	66.7
	African American	32	3.1	36	69.4	66.3
	White	32	15.6	30	86.7	71.0
	Hispanic	25	0.0	24	41.7	41.7
	FARMS	36	0.0	39	46.2	46.2
	Non-FARMS	65	10.8	64	81.3	70.5
	ESOL	25	0.0	27	37.0	37.0
	Non-ESOL	76	9.2	76	78.9	69.7
	Special Education	5	0.0	4	25.0	25.0
	Non-Special Education	96	7.3	99	69.7	62.4
Wood Acres	All Students	83	12.0	86	74.4	62.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	4	50.0	50.0
	African American	1	0.0	2	0.0	0.0
	White	75	13.3	77	77.9	64.6
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	83	12.0	86	74.4	62.4
	ESOL	3	0.0	3	33.3	33.3
	Non-ESOL	80	12.5	83	75.9	63.4
	Special Education	11	0.0	11	27.3	27.3
	Non-Special Education	72	13.9	75	81.3	67.4
Woodfield	All Students	67	7.5	67	70.1	62.7
	American Indian	1	0.0	1	0.0	0.0
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	2	0.0	2	50.0	50.0
	White	60	6.7	60	70.0	63.3
	Hispanic	4	25.0	4	100.0	75.0
	FARMS	2	0.0	2	100.0	100.0
	Non-FARMS	65	7.7	65	69.2	61.5
	ESOL	0	n.a.	0	n.a.	n.a.
	Non-ESOL	67	7.5	67	70.1	62.7
	Special Education	11	18.2	11	72.7	54.5
	Non-Special Education	56	5.4	56	69.6	64.3

Appendix C: 2003–2004 Individual School Performance on Foundational Reading Skills—Percent Proficient on all Six Foundational Reading Skills

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Woodlin	All Students	79	10.1	87	80.5	70.3
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	4	25.0	6	100.0	75.0
	African American	25	8.0	27	66.7	58.7
	White	43	11.6	44	88.6	77.0
	Hispanic	7	0.0	9	66.7	66.7
	FARMS	21	0.0	25	68.0	68.0
	Non-FARMS	58	13.8	62	85.5	71.7
	ESOL	10	0.0	11	72.7	72.7
	Non-ESOL	69	11.6	76	81.6	70.0
	Special Education	7	0.0	8	50.0	50.0
	Non-Special Education	72	11.1	79	83.5	72.4
Wyngate	All Students	65	18.5	69	82.6	64.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	28.6	9	66.7	38.1
	African American	4	0.0	4	100.0	100.0
	White	50	20.0	52	86.5	66.5
	Hispanic	4	0.0	4	50.0	50.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	65	18.5	69	82.6	64.1
	ESOL	2	0.0	7	0.0	0.0
	Non-ESOL	63	19.0	62	91.9	72.9
	Special Education	2	50.0	2	100.0	50.0
	Non-Special Education	63	17.5	67	82.1	64.6

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment, by School, Fall 2003 and Spring 2004

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Ashburton	All Students	65	15.4	75	64.0	48.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	13	15.4	14	71.4	56.0
	African American	4	0.0	7	42.9	42.9
	White	43	18.6	45	71.1	52.5
	Hispanic	5	0.0	9	33.3	33.3
	FARMS	4	0.0	7	42.9	42.9
	Non-FARMS	61	16.4	68	66.2	49.8
	ESOL	7	14.3	12	33.3	19.0
	Non-ESOL	58	15.5	63	69.8	54.3
	Special Education	5	20.0	5	60.0	40.0
	Non-Special Education	60	15.0	70	64.3	49.3
Bannockburn	All Students	34	50.0	34	50.0	0.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	2	0.0	0.0
	African American	2	50.0	2	50.0	0.0
	White	28	53.6	28	53.6	0.0
	Hispanic	2	50.0	2	50.0	0.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	34	50.0	34	50.0	0.0
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	33	51.5	33	51.5	0.0
	Special Education	1	0.0	1	0.0	0.0
	Non-Special Education	33	51.5	33	51.5	0.0
Barnsley, Lucy V.	All Students	47	0.0	49	63.3	63.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	1	0.0	2	50.0	50.0
	African American	11	0.0	12	58.3	58.3
	White	25	0.0	25	68.0	68.0
	Hispanic	10	0.0	10	60.0	60.0
	FARMS	3	0.0	4	50.0	50.0
	Non-FARMS	44	0.0	45	64.4	64.4
	ESOL	5	0.0	5	40.0	40.0
	Non-ESOL	42	0.0	44	65.9	65.9
	Special Education	4	0.0	4	0.0	0.0
	Non-Special Education	43	0.0	45	68.9	68.9

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Beall	All Students	119	5.0	119	81.5	76.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	28	7.1	26	88.5	81.3
	African American	20	5.0	20	65.0	60.0
	White	56	3.6	57	86.0	82.4
	Hispanic	15	6.7	16	75.0	68.3
	FARMS	31	0.0	30	73.3	73.3
	Non-FARMS	88	6.8	89	84.3	77.5
	ESOL	25	0.0	26	69.2	69.2
	Non-ESOL	94	6.4	93	84.9	78.6
	Special Education	14	0.0	15	66.7	66.7
	Non-Special Education	105	5.7	104	83.7	77.9
Bel Pre	All Students	141	5.7	154	77.3	71.6
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	16	0.0	16	87.5	87.5
	African American	67	10.4	77	77.9	67.5
	White	14	0.0	15	80.0	80.0
	Hispanic	44	2.3	45	71.1	68.8
	FARMS	74	4.1	78	70.5	66.5
	Non-FARMS	67	7.5	76	84.2	76.7
	ESOL	23	4.3	24	79.2	74.8
	Non-ESOL	118	5.9	130	76.9	71.0
	Special Education	7	14.3	7	42.9	28.6
	Non-Special Education	134	5.2	147	78.9	73.7
Bells Mill	All Students	50	26.0	54	85.2	59.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	37.5	9	100.0	62.5
	African American	5	0.0	5	80.0	80.0
	White	30	33.3	33	87.9	54.5
	Hispanic	7	0.0	7	57.1	57.1
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	50	26.0	54	85.2	59.2
	ESOL	12	8.3	12	66.7	58.3
	Non-ESOL	38	31.6	42	90.5	58.9
	Special Education	1	0.0	1	0.0	0.0
	Non-Special Education	49	26.5	53	86.8	60.3

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Belmont	All Students	47	0.0	47	87.2	87.2
	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	71.4	71.4
	White	39	0.0	39	89.7	89.7
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	2	0.0	2	100.0	100.0
	Non-FARMS	45	0.0	45	86.7	86.7
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	46	0.0	46	89.1	89.1
	Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	45	0.0	45	86.7	86.7
Bethesda	All Students	49	4.1	52	63.5	59.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	6	0.0	7	57.1	57.1
	African American	2	0.0	2	100.0	100.0
	White	38	5.3	39	66.7	61.4
	Hispanic	3	0.0	4	25.0	25.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	48	4.2	51	64.7	60.5
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	47	4.3	50	66.0	61.7
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	49	4.1	52	63.5	59.4
Beverly Farms	All Students	58	13.8	62	88.7	74.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	11.1	10	90.0	78.9
	African American	4	50.0	4	100.0	50.0
	White	42	11.9	44	90.9	79.0
	Hispanic	3	0.0	4	50.0	50.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	57	14.0	61	90.2	76.1
	ESOL	4	0.0	6	66.7	66.7
	Non-ESOL	54	14.8	56	91.1	76.3
	Special Education	10	10.0	10	60.0	50.0
	Non-Special Education	48	14.6	52	94.2	79.6

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Bradley Hills	All Students	57	14.0	59	88.1	74.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	4	100.0	100.0
	African American	2	0.0	1	0.0	0.0
	White	47	17.0	48	91.7	74.6
	Hispanic	5	0.0	6	66.7	66.7
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	56	14.3	58	87.9	73.6
	ESOL	2	0.0	3	33.3	33.3
	Non-ESOL	55	14.5	56	91.1	76.5
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	52	15.4	54	88.9	73.5
Broad Acres	All Students	68	0.0	73	71.2	71.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	0.0	9	77.8	77.8
	African American	23	0.0	25	68.0	68.0
	White	0	n.a.	0	n.a.	n.a.
	Hispanic	37	0.0	39	71.8	71.8
	FARMS	59	0.0	63	71.4	71.4
	Non-FARMS	9	0.0	10	70.0	70.0
	ESOL	30	0.0	34	55.9	55.9
	Non-ESOL	38	0.0	39	84.6	84.6
	Special Education	4	0.0	3	33.3	33.3
	Non-Special Education	64	0.0	70	72.9	72.9
Brooke Grove	All Students	54	3.7	55	65.5	61.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	87.5	75.0
	African American	7	0.0	8	25.0	25.0
	White	31	3.2	31	74.2	71.0
	Hispanic	8	0.0	8	50.0	50.0
	FARMS	5	0.0	5	0.0	0.0
	Non-FARMS	49	4.1	50	72.0	67.9
	ESOL	10	0.0	10	60.0	60.0
	Non-ESOL	44	4.5	45	66.7	62.1
	Special Education	6	0.0	7	28.6	28.6
	Non-Special Education	48	4.2	48	70.8	66.7

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Brookhaven	All Students	37	2.7	41	73.2	70.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	5	100.0	100.0
	African American	17	5.9	18	66.7	60.8
	White	2	0.0	2	100.0	100.0
	Hispanic	15	0.0	16	68.8	68.8
	FARMS	14	7.1	15	73.3	66.2
	Non-FARMS	23	0.0	26	73.1	73.1
	ESOL	19	0.0	21	71.4	71.4
	Non-ESOL	18	5.6	20	75.0	69.4
	Special Education	4	0.0	5	40.0	40.0
	Non-Special Education	33	3.0	36	77.8	74.7
Brown Station	All Students	48	4.2	54	53.7	49.5
	American Indian	1	0.0	1	100.0	100.0
	Asian American	9	22.2	9	77.8	55.6
	African American	17	0.0	19	52.6	52.6
	White	8	0.0	9	66.7	66.7
	Hispanic	13	0.0	16	31.3	31.3
	FARMS	14	0.0	18	33.3	33.3
	Non-FARMS	34	5.9	36	63.9	58.0
	ESOL	19	10.5	22	45.5	34.9
	Non-ESOL	29	0.0	32	59.4	59.4
	Special Education	3	0.0	4	0.0	0.0
	Non-Special Education	45	4.4	50	58.0	53.6
Burning Tree	All Students	64	3.1	66	74.2	71.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	11.1	9	88.9	77.8
	African American	4	0.0	4	75.0	75.0
	White	46	2.2	47	70.2	68.0
	Hispanic	5	0.0	6	83.3	83.3
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	63	3.2	65	73.8	70.7
	ESOL	3	0.0	4	50.0	50.0
	Non-ESOL	61	3.3	62	75.8	72.5
	Special Education	7	14.3	7	42.9	28.6
	Non-Special Education	57	1.8	59	78.0	76.2

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Burnt Mills	All Students	66	0.0	75	73.3	73.3
	American Indian	2	0.0	2	100.0	100.0
	Asian American	6	0.0	5	80.0	80.0
	African American	37	0.0	45	82.2	82.2
	White	3	0.0	3	100.0	100.0
	Hispanic	18	0.0	20	45.0	45.0
	FARMS	31	0.0	37	64.9	64.9
	Non-FARMS	35	0.0	38	81.6	81.6
	ESOL	17	0.0	19	47.4	47.4
	Non-ESOL	49	0.0	56	82.1	82.1
	Special Education	4	0.0	4	100.0	100.0
Non-Special Education	62	0.0	71	71.8	71.8	
Burtonsville	All Students	84	9.5	90	76.7	67.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	17	17.6	18	77.8	60.1
	African American	44	6.8	47	76.6	69.8
	White	17	11.8	19	73.7	61.9
	Hispanic	6	0.0	6	83.3	83.3
	FARMS	17	5.9	19	63.2	57.3
	Non-FARMS	67	10.4	71	80.3	69.8
	ESOL	12	0.0	14	64.3	64.3
	Non-ESOL	72	11.1	76	78.9	67.8
	Special Education	6	16.7	6	83.3	66.7
Non-Special Education	78	9.0	84	76.2	67.2	
Candlewood	All Students	46	6.5	46	76.1	69.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	10	80.0	60.0
	African American	6	0.0	6	50.0	50.0
	White	24	4.2	24	79.2	75.0
	Hispanic	6	0.0	6	83.3	83.3
	FARMS	5	0.0	5	40.0	40.0
	Non-FARMS	41	7.3	41	80.5	73.2
	ESOL	3	0.0	3	66.7	66.7
	Non-ESOL	43	7.0	43	76.7	69.8
	Special Education	0	n.a.	0	n.a.	n.a.
Non-Special Education	46	6.5	46	76.1	69.6	

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Cannon Road	All Students	69	4.3	70	74.3	69.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	10	0.0	10	90.0	90.0
	African American	24	4.2	24	70.8	66.7
	White	13	15.4	14	78.6	63.2
	Hispanic	21	0.0	21	66.7	66.7
	FARMS	29	0.0	29	65.5	65.5
	Non-FARMS	40	7.5	41	80.5	73.0
	ESOL	20	0.0	20	60.0	60.0
	Non-ESOL	49	6.1	50	80.0	73.9
	Special Education	11	0.0	11	54.5	54.5
Non-Special Education	58	5.2	59	78.0	72.8	
Carderrock Springs	All Students	33	15.2	34	97.1	81.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	4	100.0	100.0
	African American	0	n.a.	0	n.a.	n.a.
	White	28	17.9	28	100.0	82.1
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	32	15.6	33	97.0	81.3
	ESOL	1	0.0	2	100.0	100.0
	Non-ESOL	32	15.6	32	96.9	81.3
	Special Education	3	0.0	3	100.0	100.0
Non-Special Education	30	16.7	31	96.8	80.1	
Carl Stanburg Learning Center	All Students	13	7.7	12	25.0	17.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	2	0.0	0.0
	African American	5	0.0	4	25.0	25.0
	White	3	33.3	3	33.3	0.0
	Hispanic	3	0.0	3	33.3	33.3
	FARMS	7	0.0	6	16.7	16.7
	Non-FARMS	6	16.7	6	33.3	16.7
	ESOL	2	0.0	2	50.0	50.0
	Non-ESOL	11	9.1	10	20.0	10.9
	Special Education	13	7.7	12	25.0	17.3
Non-Special Education	0	n.a.	0	n.a.	n.a.	

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Carson, Rachel	All Students	119	2.5	122	60.7	58.1
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	15	6.7	15	73.3	66.7
	African American	8	0.0	8	62.5	62.5
	White	79	2.5	80	67.5	65.0
	Hispanic	17	0.0	18	16.7	16.7
	FARMS	9	0.0	9	11.1	11.1
	Non-FARMS	110	2.7	113	64.6	61.9
	ESOL	18	0.0	20	40.0	40.0
	Non-ESOL	101	3.0	102	64.7	61.7
	Special Education	17	5.9	18	38.9	33.0
	Non-Special Education	102	2.0	104	64.4	62.5
Cashell	All Students	45	15.6	46	78.3	62.7
	American Indian	1	0.0	2	50.0	50.0
	Asian American	4	50.0	4	100.0	50.0
	African American	5	0.0	5	60.0	60.0
	White	33	15.2	33	81.8	66.7
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	44	15.9	45	77.8	61.9
	ESOL	0	n.a.	0	n.a.	n.a.
	Non-ESOL	45	15.6	46	78.3	62.7
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	41	17.1	42	78.6	61.5
Cedar Grove	All Students	86	4.7	86	52.3	47.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	21	0.0	23	47.8	47.8
	African American	18	5.6	17	47.1	41.5
	White	43	4.7	42	57.1	52.5
	Hispanic	4	25.0	4	50.0	25.0
	FARMS	11	0.0	10	30.0	30.0
	Non-FARMS	75	5.3	76	55.3	49.9
	ESOL	11	0.0	12	16.7	16.7
	Non-ESOL	75	5.3	74	58.1	52.8
	Special Education	2	0.0	3	33.3	33.3
	Non-Special Education	84	4.8	83	53.0	48.3

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Clarksburg	All Students	63	4.8	64	56.3	51.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	0.0	7	85.7	85.7
	African American	4	0.0	3	33.3	33.3
	White	51	5.9	53	52.8	46.9
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	8	0.0	8	25.0	25.0
	Non-FARMS	55	5.5	56	60.7	55.3
	ESOL	6	0.0	7	42.9	42.9
	Non-ESOL	57	5.3	57	57.9	52.6
	Special Education	4	25.0	4	75.0	50.0
	Non-Special Education	59	3.4	60	55.0	51.6
Clearspring	All Students	63	4.8	62	58.1	53.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	3	33.3	33.3
	African American	13	0.0	14	50.0	50.0
	White	42	7.1	40	67.5	60.4
	Hispanic	5	0.0	5	20.0	20.0
	FARMS	13	0.0	13	15.4	15.4
	Non-FARMS	50	6.0	49	69.4	63.4
	ESOL	2	0.0	2	50.0	50.0
	Non-ESOL	61	4.9	60	58.3	53.4
	Special Education	8	0.0	8	50.0	50.0
	Non-Special Education	55	5.5	54	59.3	53.8
Clopper Mill	All Students	66	0.0	70	85.7	85.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	8	0.0	9	88.9	88.9
	African American	18	0.0	20	90.0	90.0
	White	18	0.0	19	94.7	94.7
	Hispanic	21	0.0	21	71.4	71.4
	FARMS	27	0.0	29	82.8	82.8
	Non-FARMS	39	0.0	41	87.8	87.8
	ESOL	17	0.0	19	68.4	68.4
	Non-ESOL	49	0.0	51	92.2	92.2
	Special Education	9	0.0	9	88.9	88.9
	Non-Special Education	57	0.0	61	85.2	85.2

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Cloverly	All Students	63	9.5	65	84.6	75.1
	American Indian	2	0.0	2	0.0	0.0
	Asian American	7	0.0	7	100.0	100.0
	African American	4	0.0	4	50.0	50.0
	White	45	13.3	46	93.5	80.1
	Hispanic	5	0.0	6	50.0	50.0
	FARMS	3	0.0	3	0.0	0.0
	Non-FARMS	60	10.0	62	88.7	78.7
	ESOL	7	0.0	8	87.5	87.5
	Non-ESOL	56	10.7	57	84.2	73.5
	Special Education	5	0.0	5	60.0	60.0
	Non-Special Education	58	10.3	60	86.7	76.3
Cold Spring	All Students	48	22.9	52	96.2	73.2
	American Indian	1	0.0	1	100.0	100.0
	Asian American	10	40.0	11	100.0	60.0
	African American	2	50.0	2	100.0	50.0
	White	31	19.4	34	94.1	74.8
	Hispanic	4	0.0	4	100.0	100.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	48	22.9	52	96.2	73.2
	ESOL	0	n.a.	1	0.0	n.a.
	Non-ESOL	48	22.9	51	98.0	75.1
	Special Education	3	0.0	3	100.0	100.0
	Non-Special Education	45	24.4	49	95.9	71.5
College Gardens	All Students	66	10.6	71	87.3	76.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	11	27.3	13	100.0	72.7
	African American	14	0.0	15	66.7	66.7
	White	37	10.8	38	92.1	81.3
	Hispanic	4	0.0	5	80.0	80.0
	FARMS	12	0.0	13	61.5	61.5
	Non-FARMS	54	13.0	58	93.1	80.1
	ESOL	5	0.0	6	100.0	100.0
	Non-ESOL	61	11.5	65	86.2	74.7
	Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	64	10.9	69	88.4	77.5

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Cresthaven	All Students	78	10.3	91	72.5	62.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	13	84.6	74.6
	African American	29	10.3	34	79.4	69.1
	White	15	13.3	16	50.0	36.7
	Hispanic	24	8.3	28	71.4	63.1
	FARMS	37	8.1	45	68.9	60.8
	Non-FARMS	41	12.2	46	76.1	63.9
	ESOL	18	0.0	23	56.5	56.5
	Non-ESOL	60	13.3	68	77.9	64.6
	Special Education	6	0.0	8	62.5	62.5
Non-Special Education	72	11.1	83	73.5	62.4	
Daly, Captain James E.	All Students	96	3.1	101	53.5	50.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	12	0.0	14	64.3	64.3
	African American	34	5.9	37	62.2	56.3
	White	29	3.4	27	48.1	44.7
	Hispanic	21	0.0	23	39.1	39.1
	FARMS	39	0.0	44	45.5	45.5
	Non-FARMS	57	5.3	57	59.6	54.4
	ESOL	21	0.0	26	42.3	42.3
	Non-ESOL	75	4.0	75	57.3	53.3
	Special Education	12	8.3	12	16.7	8.3
Non-Special Education	84	2.4	89	58.4	56.0	
Damascus	All Students	21	14.3	44	84.1	69.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	1	0.0	1	100.0	100.0
	White	17	11.8	39	87.2	75.4
	Hispanic	3	33.3	4	50.0	16.7
	FARMS	2	0.0	3	66.7	66.7
	Non-FARMS	19	15.8	41	85.4	69.6
	ESOL	2	0.0	3	33.3	33.3
	Non-ESOL	19	15.8	41	87.8	72.0
	Special Education	2	50.0	6	50.0	0.0
Non-Special Education	19	10.5	38	89.5	78.9	

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Darnestown	All Students	54	9.3	55	74.5	65.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	0.0	5	60.0	60.0
	African American	0	n.a.	0	n.a.	n.a.
	White	48	10.4	49	77.6	67.1
	Hispanic	1	0.0	1	0.0	0.0
	FARMS	2	50.0	2	50.0	0.0
	Non-FARMS	52	7.7	53	75.5	67.8
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	52	9.6	53	77.4	67.7
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	50	10.0	51	74.5	64.5
Diamond	All Students	55	5.5	59	84.7	79.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	12.5	19	84.2	71.7
	African American	6	0.0	7	57.1	57.1
	White	22	4.5	22	100.0	95.5
	Hispanic	11	0.0	11	72.7	72.7
	FARMS	5	0.0	5	60.0	60.0
	Non-FARMS	50	6.0	54	87.0	81.0
	ESOL	8	0.0	11	63.6	63.6
	Non-ESOL	47	6.4	48	89.6	83.2
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	51	5.9	55	85.5	79.6
Drew, Dr. Charles R.	All Students	46	4.3	50	80.0	75.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	12	0.0	13	84.6	84.6
	African American	22	9.1	25	80.0	70.9
	White	9	0.0	9	77.8	77.8
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	14	0.0	16	68.8	68.8
	Non-FARMS	32	6.3	34	85.3	79.0
	ESOL	5	0.0	6	83.3	83.3
	Non-ESOL	41	4.9	44	79.5	74.7
	Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	42	4.8	46	82.6	77.8

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Dufief	All Students	58	13.8	63	77.8	64.0
	American Indian	1	0.0	1	100.0	100.0
	Asian American	15	13.3	17	76.5	63.1
	African American	1	0.0	1	0.0	0.0
	White	40	15.0	41	82.9	67.9
	Hispanic	1	0.0	3	33.3	33.3
	FARMS	2	0.0	4	25.0	25.0
	Non-FARMS	56	14.3	59	81.4	67.1
	ESOL	5	0.0	8	25.0	25.0
	Non-ESOL	53	15.1	55	85.5	70.4
	Special Education	10	20.0	11	36.4	16.4
	Non-Special Education	48	12.5	52	86.5	74.0
East Silver Spring	All Students	65	1.5	72	68.1	66.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	6	33.3	33.3
	African American	33	3.0	37	89.2	86.2
	White	9	0.0	9	77.8	77.8
	Hispanic	19	0.0	20	35.0	35.0
	FARMS	29	0.0	32	53.1	53.1
	Non-FARMS	36	2.8	40	80.0	77.2
	ESOL	12	0.0	18	33.3	33.3
	Non-ESOL	53	1.9	54	79.6	77.7
	Special Education	5	0.0	6	16.7	16.7
	Non-Special Education	60	1.7	66	72.7	71.1
Fairland	All Students	69	8.7	76	81.6	72.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	21.4	18	94.4	73.0
	African American	40	5.0	42	73.8	68.8
	White	10	10.0	10	100.0	90.0
	Hispanic	5	0.0	6	66.7	66.7
	FARMS	26	7.7	27	63.0	55.3
	Non-FARMS	43	9.3	49	91.8	82.5
	ESOL	16	12.5	19	89.5	77.0
	Non-ESOL	53	7.5	57	78.9	71.4
	Special Education	5	20.0	6	83.3	63.3
	Non-Special Education	64	7.8	70	81.4	73.6

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Fallsmead	All Students	80	21.3	89	84.3	63.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	18.8	23	87.0	68.2
	African American	4	0.0	4	75.0	75.0
	White	57	24.6	59	84.7	60.2
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	4	0.0	4	50.0	50.0
	Non-FARMS	76	22.4	85	85.9	63.5
	ESOL	9	0.0	14	71.4	71.4
	Non-ESOL	71	23.9	75	86.7	62.7
	Special Education	11	9.1	12	75.0	65.9
	Non-Special Education	69	23.2	77	85.7	62.5
Farmland	All Students	66	6.1	73	57.5	51.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	22	13.6	20	75.0	61.4
	African American	3	0.0	4	25.0	25.0
	White	35	2.9	40	57.5	54.6
	Hispanic	6	0.0	9	33.3	33.3
	FARMS	3	0.0	5	40.0	40.0
	Non-FARMS	63	6.3	68	58.8	52.5
	ESOL	19	5.3	21	47.6	42.4
	Non-ESOL	47	6.4	52	61.5	55.2
	Special Education	4	0.0	6	16.7	16.7
	Non-Special Education	62	6.5	67	61.2	54.7
Fields Road	All Students	73	15.1	77	66.2	51.2
	American Indian	1	0.0	1	0.0	0.0
	Asian American	16	25.0	17	76.5	51.5
	African American	14	14.3	15	33.3	19.0
	White	25	16.0	26	76.9	60.9
	Hispanic	17	5.9	18	72.2	66.3
	FARMS	13	0.0	14	28.6	28.6
	Non-FARMS	60	18.3	63	74.6	56.3
	ESOL	9	0.0	10	50.0	50.0
	Non-ESOL	64	17.2	67	68.7	51.5
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	70	15.7	74	66.2	50.5

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Flower Hill	All Students	83	1.2	89	75.3	74.1
	American Indian	3	0.0	3	100.0	100.0
	Asian American	7	0.0	9	66.7	66.7
	African American	21	0.0	22	68.2	68.2
	White	24	0.0	25	84.0	84.0
	Hispanic	28	3.6	30	73.3	69.8
	FARMS	31	3.2	35	62.9	59.6
	Non-FARMS	52	0.0	54	83.3	83.3
	ESOL	16	0.0	19	57.9	57.9
	Non-ESOL	67	1.5	70	80.0	78.5
	Special Education	7	0.0	7	42.9	42.9
Non-Special Education	76	1.3	82	78.0	76.7	
Flower Valley	All Students	63	9.5	64	59.4	49.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	9	77.8	65.3
	African American	9	0.0	8	37.5	37.5
	White	43	11.6	44	63.6	52.0
	Hispanic	3	0.0	3	0.0	0.0
	FARMS	5	0.0	4	0.0	0.0
	Non-FARMS	58	10.3	60	63.3	53.0
	ESOL	3	0.0	4	50.0	50.0
	Non-ESOL	60	10.0	60	60.0	50.0
	Special Education	8	0.0	8	25.0	25.0
Non-Special Education	55	10.9	56	64.3	53.4	
Forest Knolls	All Students	91	4.4	91	79.1	74.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	17	5.9	18	83.3	77.5
	African American	15	6.7	15	86.7	80.0
	White	37	5.4	36	80.6	75.2
	Hispanic	22	0.0	22	68.2	68.2
	FARMS	22	0.0	23	78.3	78.3
	Non-FARMS	69	5.8	68	79.4	73.6
	ESOL	19	0.0	22	59.1	59.1
	Non-ESOL	72	5.6	69	85.5	80.0
	Special Education	9	0.0	9	22.2	22.2
Non-Special Education	82	4.9	82	85.4	80.5	

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Fox Chapel	All Students	77	0.0	78	70.5	70.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	11	0.0	12	66.7	66.7
	African American	22	0.0	23	78.3	78.3
	White	18	0.0	17	76.5	76.5
	Hispanic	26	0.0	26	61.5	61.5
	FARMS	36	0.0	35	60.0	60.0
	Non-FARMS	41	0.0	43	79.1	79.1
	ESOL	27	0.0	27	51.9	51.9
	Non-ESOL	50	0.0	51	80.4	80.4
	Special Education	16	0.0	16	56.3	56.3
	Non-Special Education	61	0.0	62	74.2	74.2
Gaithersburg	All Students	79	5.1	82	80.5	75.4
	American Indian	1	0.0	1	100.0	100.0
	Asian American	6	0.0	5	60.0	60.0
	African American	32	12.5	33	90.9	78.4
	White	5	0.0	4	75.0	75.0
	Hispanic	35	0.0	39	74.4	74.4
	FARMS	53	1.9	56	78.6	76.7
	Non-FARMS	26	11.5	26	84.6	73.1
	ESOL	35	0.0	36	66.7	66.7
	Non-ESOL	44	9.1	46	91.3	82.2
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	74	5.4	77	80.5	75.1
Galway	All Students	81	0.0	85	74.1	74.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	0.0	18	66.7	66.7
	African American	47	0.0	48	75.0	75.0
	White	10	0.0	11	81.8	81.8
	Hispanic	9	0.0	8	75.0	75.0
	FARMS	32	0.0	32	78.1	78.1
	Non-FARMS	49	0.0	53	71.7	71.7
	ESOL	23	0.0	26	65.4	65.4
	Non-ESOL	58	0.0	59	78.0	78.0
	Special Education	9	0.0	8	62.5	62.5
	Non-Special Education	72	0.0	77	75.3	75.3

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Garrett Park	All Students	68	0.0	78	50.0	50.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	0.0	16	43.8	43.8
	African American	5	0.0	7	28.6	28.6
	White	40	0.0	41	61.0	61.0
	Hispanic	14	0.0	14	35.7	35.7
	FARMS	4	0.0	4	0.0	0.0
	Non-FARMS	64	0.0	74	52.7	52.7
	ESOL	18	0.0	22	31.8	31.8
	Non-ESOL	50	0.0	56	57.1	57.1
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	64	0.0	74	51.4	51.4
Georgian Forest	All Students	56	0.0	69	66.7	66.7
	American Indian	0	n.a.	1	0.0	n.a.
	Asian American	8	0.0	8	87.5	87.5
	African American	24	0.0	26	84.6	84.6
	White	8	0.0	10	50.0	50.0
	Hispanic	16	0.0	24	50.0	50.0
	FARMS	24	0.0	31	54.8	54.8
	Non-FARMS	32	0.0	38	76.3	76.3
	ESOL	10	0.0	16	37.5	37.5
	Non-ESOL	46	0.0	53	75.5	75.5
	Special Education	3	0.0	3	33.3	33.3
	Non-Special Education	53	0.0	66	68.2	68.2
Germantown	All Students	68	0.0	73	75.3	75.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	13	0.0	14	92.9	92.9
	African American	15	0.0	18	66.7	66.7
	White	30	0.0	30	76.7	76.7
	Hispanic	10	0.0	11	63.6	63.6
	FARMS	10	0.0	11	63.6	63.6
	Non-FARMS	58	0.0	62	77.4	77.4
	ESOL	7	0.0	8	62.5	62.5
	Non-ESOL	61	0.0	65	76.9	76.9
	Special Education	5	0.0	7	57.1	57.1
	Non-Special Education	63	0.0	66	77.3	77.3

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Glen Haven	All Students	70	1.4	75	84.0	82.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	12	75.0	65.0
	African American	19	0.0	21	90.5	90.5
	White	13	0.0	13	84.6	84.6
	Hispanic	28	0.0	29	82.8	82.8
	FARMS	37	0.0	42	78.6	78.6
	Non-FARMS	33	3.0	33	90.9	87.9
	ESOL	26	0.0	28	85.7	85.7
	Non-ESOL	44	2.3	47	83.0	80.7
	Special Education	9	0.0	11	45.5	45.5
	Non-Special Education	61	1.6	64	90.6	89.0
Glenallan	All Students	49	2.0	55	83.6	81.6
	American Indian	1	0.0	1	100.0	100.0
	Asian American	7	14.3	7	100.0	85.7
	African American	14	0.0	18	77.8	77.8
	White	12	0.0	12	91.7	91.7
	Hispanic	15	0.0	17	76.5	76.5
	FARMS	21	0.0	26	69.2	69.2
	Non-FARMS	28	3.6	29	96.6	93.0
	ESOL	18	0.0	21	71.4	71.4
	Non-ESOL	31	3.2	34	91.2	88.0
	Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	45	2.2	51	86.3	84.1
Goshen	All Students	96	7.3	98	68.4	61.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	18	5.6	19	78.9	73.4
	African American	20	10.0	20	70.0	60.0
	White	46	4.3	47	61.7	57.4
	Hispanic	12	16.7	12	75.0	58.3
	FARMS	12	0.0	12	75.0	75.0
	Non-FARMS	84	8.3	86	67.4	59.1
	ESOL	7	0.0	7	57.1	57.1
	Non-ESOL	89	7.9	91	69.2	61.4
	Special Education	9	0.0	10	50.0	50.0
	Non-Special Education	87	8.0	88	70.5	62.4

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Greencastle	All Students	92	4.3	98	82.7	78.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	0.0	5	100.0	100.0
	African American	74	5.4	80	80.0	74.6
	White	7	0.0	5	100.0	100.0
	Hispanic	6	0.0	8	87.5	87.5
	FARMS	38	2.6	39	74.4	71.7
	Non-FARMS	54	5.6	59	88.1	82.6
	ESOL	5	0.0	7	85.7	85.7
	Non-ESOL	87	4.6	91	82.4	77.8
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	87	4.6	93	82.8	78.2
Greenwood	All Students	90	1.1	90	84.4	83.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	0.0	7	100.0	100.0
	African American	3	0.0	4	100.0	100.0
	White	75	1.3	74	85.1	83.8
	Hispanic	5	0.0	5	40.0	40.0
	FARMS	2	0.0	2	0.0	0.0
	Non-FARMS	88	1.1	88	86.4	85.2
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	89	1.1	89	85.4	84.3
	Special Education	9	0.0	9	66.7	66.7
	Non-Special Education	81	1.2	81	86.4	85.2
Harmony Hills	All Students	72	1.4	76	92.1	90.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	6	0.0	6	100.0	100.0
	African American	18	5.6	20	90.0	84.4
	White	9	0.0	10	80.0	80.0
	Hispanic	38	0.0	39	94.9	94.9
	FARMS	49	2.0	52	92.3	90.3
	Non-FARMS	23	0.0	24	91.7	91.7
	ESOL	38	0.0	39	92.3	92.3
	Non-ESOL	34	2.9	37	91.9	89.0
	Special Education	9	0.0	8	100.0	100.0
	Non-Special Education	63	1.6	68	91.2	89.6

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Highland	All Students	77	1.3	92	70.7	69.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	11	90.9	78.4
	African American	5	0.0	8	62.5	62.5
	White	4	0.0	4	100.0	100.0
	Hispanic	60	0.0	69	66.7	66.7
	FARMS	55	0.0	68	66.2	66.2
	Non-FARMS	22	4.5	24	83.3	78.8
	ESOL	41	2.4	50	68.0	65.6
	Non-ESOL	36	0.0	42	73.8	73.8
	Special Education	6	0.0	6	83.3	83.3
Non-Special Education	71	1.4	86	69.8	68.4	
Highland View	All Students	46	8.7	50	46.0	37.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	2	50.0	50.0
	African American	12	8.3	14	35.7	27.4
	White	14	21.4	14	85.7	64.3
	Hispanic	18	0.0	20	25.0	25.0
	FARMS	24	0.0	27	29.6	29.6
	Non-FARMS	22	18.2	23	65.2	47.0
	ESOL	19	0.0	19	26.3	26.3
	Non-ESOL	27	14.8	31	58.1	43.2
	Special Education	2	0.0	2	0.0	0.0
Non-Special Education	44	9.1	48	47.9	38.8	
Jackson Road	All Students	83	2.4	94	67.0	64.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	0.0	15	53.3	53.3
	African American	34	2.9	39	71.8	68.9
	White	15	6.7	16	75.0	68.3
	Hispanic	20	0.0	24	62.5	62.5
	FARMS	37	2.7	45	75.6	72.9
	Non-FARMS	46	2.2	49	59.2	57.0
	ESOL	20	0.0	24	41.7	41.7
	Non-ESOL	63	3.2	70	75.7	72.5
	Special Education	2	0.0	3	0.0	0.0
Non-Special Education	81	2.5	91	69.2	66.8	

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Jones Lane	All Students	77	7.8	79	60.8	53.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	10	50.0	50.0
	African American	8	0.0	10	40.0	40.0
	White	44	13.6	44	70.5	56.8
	Hispanic	15	0.0	15	53.3	53.3
	FARMS	10	0.0	12	41.7	41.7
	Non-FARMS	67	9.0	67	64.2	55.2
	ESOL	14	0.0	14	42.9	42.9
	Non-ESOL	63	9.5	65	64.6	55.1
	Special Education	13	15.4	12	50.0	34.6
	Non-Special Education	64	6.3	67	62.7	56.4
Kemp Mill	All Students	109	2.8	112	60.7	58.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	21	0.0	23	73.9	73.9
	African American	27	0.0	27	70.4	70.4
	White	18	11.1	18	83.3	72.2
	Hispanic	43	2.3	44	38.6	36.3
	FARMS	60	1.7	64	48.4	46.8
	Non-FARMS	49	4.1	48	77.1	73.0
	ESOL	51	0.0	54	40.7	40.7
	Non-ESOL	58	5.2	58	79.3	74.1
	Special Education	11	9.1	11	45.5	36.4
	Non-Special Education	98	2.0	101	62.4	60.3
Kensington Parkwood	All Students	57	5.3	59	59.3	54.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	5	40.0	40.0
	African American	3	0.0	3	33.3	33.3
	White	46	2.2	47	61.7	59.5
	Hispanic	4	50.0	4	75.0	25.0
	FARMS	4	0.0	5	0.0	0.0
	Non-FARMS	53	5.7	54	64.8	59.2
	ESOL	2	0.0	3	33.3	33.3
	Non-ESOL	55	5.5	56	60.7	55.3
	Special Education	5	0.0	5	40.0	40.0
	Non-Special Education	52	5.8	54	61.1	55.3

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Lake Seneca	All Students	63	0.0	70	52.9	52.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	13	76.9	76.9
	African American	14	0.0	13	38.5	38.5
	White	31	0.0	34	55.9	55.9
	Hispanic	8	0.0	10	30.0	30.0
	FARMS	14	0.0	15	20.0	20.0
	Non-FARMS	49	0.0	55	61.8	61.8
	ESOL	8	0.0	13	30.8	30.8
	Non-ESOL	55	0.0	57	57.9	57.9
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	59	0.0	66	54.5	54.5
Lakewood	All Students	57	19.3	60	90.0	70.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	31.3	18	83.3	52.1
	African American	2	50.0	2	100.0	50.0
	White	38	13.2	39	92.3	79.1
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	56	19.6	59	89.8	70.2
	ESOL	3	0.0	3	100.0	100.0
	Non-ESOL	54	20.4	57	89.5	69.1
	Special Education	3	0.0	3	100.0	100.0
	Non-Special Education	54	20.4	57	89.5	69.1
Laytonsville	All Students	67	6.0	70	77.1	71.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	100.0	87.5
	African American	6	0.0	6	66.7	66.7
	White	50	6.0	53	77.4	71.4
	Hispanic	3	0.0	3	33.3	33.3
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	66	6.1	69	78.3	72.2
	ESOL	3	0.0	3	0.0	0.0
	Non-ESOL	64	6.3	67	80.6	74.3
	Special Education	7	0.0	8	50.0	50.0
	Non-Special Education	60	6.7	62	80.6	74.0

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Luxmanor	All Students	42	4.8	43	51.2	46.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	20.0	6	50.0	30.0
	African American	7	0.0	7	42.9	42.9
	White	27	3.7	28	53.6	49.9
	Hispanic	3	0.0	2	50.0	50.0
	FARMS	4	0.0	3	0.0	0.0
	Non-FARMS	38	5.3	40	55.0	49.7
	ESOL	10	0.0	8	50.0	50.0
	Non-ESOL	32	6.3	35	51.4	45.2
	Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	40	5.0	41	51.2	46.2
Marshall, Thurgood	All Students	54	14.8	52	73.1	58.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	8	50.0	30.0
	African American	9	11.1	10	60.0	48.9
	White	29	13.8	29	86.2	72.4
	Hispanic	6	16.7	5	60.0	43.3
	FARMS	6	16.7	7	28.6	11.9
	Non-FARMS	48	14.6	45	80.0	65.4
	ESOL	10	0.0	9	22.2	22.2
	Non-ESOL	44	18.2	43	83.7	65.5
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	54	14.8	52	73.1	58.3
Maryvale	All Students	80	0.0	84	34.5	34.5
	American Indian	2	0.0	2	0.0	0.0
	Asian American	8	0.0	8	37.5	37.5
	African American	22	0.0	25	32.0	32.0
	White	27	0.0	27	25.9	25.9
	Hispanic	21	0.0	22	50.0	50.0
	FARMS	32	0.0	33	45.5	45.5
	Non-FARMS	48	0.0	51	27.5	27.5
	ESOL	17	0.0	18	22.2	22.2
	Non-ESOL	63	0.0	66	37.9	37.9
	Special Education	8	0.0	9	22.2	22.2
	Non-Special Education	72	0.0	75	36.0	36.0

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
McAuliffe, S. Christa	All Students	82	4.9	84	71.4	66.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	30.0	10	70.0	40.0
	African American	26	3.8	28	71.4	67.6
	White	36	0.0	36	72.2	72.2
	Hispanic	10	0.0	10	70.0	70.0
	FARMS	13	0.0	14	57.1	57.1
	Non-FARMS	69	5.8	70	74.3	68.5
	ESOL	15	20.0	15	66.7	46.7
	Non-ESOL	67	1.5	69	72.5	71.0
	Special Education	6	0.0	6	50.0	50.0
	Non-Special Education	76	5.3	78	73.1	67.8
McNair, Ronald	All Students	112	8.9	123	69.1	60.2
	American Indian	1	0.0	1	100.0	100.0
	Asian American	22	9.1	25	76.0	66.9
	African American	22	9.1	28	78.6	69.5
	White	55	10.9	56	66.1	55.2
	Hispanic	12	0.0	13	46.2	46.2
	FARMS	11	0.0	14	57.1	57.1
	Non-FARMS	101	9.9	109	70.6	60.7
	ESOL	9	0.0	11	36.4	36.4
	Non-ESOL	103	9.7	112	72.3	62.6
	Special Education	8	0.0	8	62.5	62.5
	Non-Special Education	104	9.6	115	69.6	59.9
Meadow Hall	All Students	65	3.1	71	76.1	73.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	3	0.0	4	75.0	75.0
	African American	17	5.9	18	83.3	77.5
	White	26	0.0	28	75.0	75.0
	Hispanic	19	5.3	21	71.4	66.2
	FARMS	30	3.3	33	69.7	66.4
	Non-FARMS	35	2.9	38	81.6	78.7
	ESOL	16	0.0	20	65.0	65.0
	Non-ESOL	49	4.1	51	80.4	76.3
	Special Education	9	0.0	9	33.3	33.3
	Non-Special Education	56	3.6	62	82.3	78.7

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Mill Creek Towne	All Students	66	4.5	67	70.1	65.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	8	87.5	75.0
	African American	14	7.1	15	73.3	66.2
	White	25	4.0	25	72.0	68.0
	Hispanic	19	0.0	19	57.9	57.9
	FARMS	17	0.0	17	58.8	58.8
	Non-FARMS	49	6.1	50	74.0	67.9
	ESOL	7	0.0	7	28.6	28.6
	Non-ESOL	59	5.1	60	75.0	69.9
	Special Education	9	0.0	9	22.2	22.2
	Non-Special Education	57	5.3	58	77.6	72.3
Monocacy	All Students	31	6.5	32	56.3	49.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	1	0.0	1	0.0	0.0
	White	28	7.1	29	62.1	54.9
	Hispanic	2	0.0	2	0.0	0.0
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	30	6.7	31	54.8	48.2
	ESOL	2	0.0	2	0.0	0.0
	Non-ESOL	29	6.9	30	60.0	53.1
	Special Education	4	0.0	4	25.0	25.0
	Non-Special Education	27	7.4	28	60.7	53.3
Montgomery Knolls	All Students	75	5.3	77	63.6	58.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	9	0.0	9	100.0	100.0
	African American	26	7.7	28	57.1	49.5
	White	12	8.3	13	69.2	60.9
	Hispanic	28	3.6	27	55.6	52.0
	FARMS	38	5.3	41	51.2	46.0
	Non-FARMS	37	5.4	36	77.8	72.4
	ESOL	35	5.7	36	55.6	49.8
	Non-ESOL	40	5.0	41	70.7	65.7
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	70	5.7	72	62.5	56.8

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
New Hampshire Estates	All Students	96	3.1	100	84.0	80.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	0.0	15	66.7	66.7
	African American	17	5.9	18	100.0	94.1
	White	12	16.7	12	91.7	75.0
	Hispanic	52	0.0	55	81.8	81.8
	FARMS	70	1.4	75	81.3	79.9
	Non-FARMS	26	7.7	25	92.0	84.3
	ESOL	57	0.0	61	78.7	78.7
	Non-ESOL	39	7.7	39	92.3	84.6
	Special Education	7	0.0	7	100.0	100.0
	Non-Special Education	89	3.4	93	82.8	79.4
Oakland Terrace	All Students	116	2.6	123	63.4	60.8
	American Indian	1	100.0	1	100.0	0.0
	Asian American	13	0.0	15	60.0	60.0
	African American	16	0.0	16	56.3	56.3
	White	50	4.0	51	80.4	76.4
	Hispanic	36	0.0	40	45.0	45.0
	FARMS	38	0.0	39	46.2	46.2
	Non-FARMS	78	3.8	84	71.4	67.6
	ESOL	30	0.0	34	38.2	38.2
	Non-ESOL	86	3.5	89	73.0	69.5
	Special Education	7	0.0	7	85.7	85.7
	Non-Special Education	109	2.8	116	62.1	59.3
Olney	All Students	85	7.1	85	41.2	34.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	25.0	8	37.5	12.5
	African American	10	0.0	12	41.7	41.7
	White	59	5.1	57	45.6	40.5
	Hispanic	8	12.5	8	12.5	0.0
	FARMS	6	0.0	7	42.9	42.9
	Non-FARMS	79	7.6	78	41.0	33.4
	ESOL	3	0.0	3	0.0	0.0
	Non-ESOL	82	7.3	82	42.7	35.4
	Special Education	3	0.0	3	33.3	33.3
	Non-Special Education	82	7.3	82	41.5	34.1

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Page, William Tyler	All Students	45	2.2	48	62.5	60.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	0.0	9	22.2	22.2
	African American	29	3.4	30	73.3	69.9
	White	5	0.0	4	100.0	100.0
	Hispanic	3	0.0	5	40.0	40.0
	FARMS	16	0.0	17	64.7	64.7
	Non-FARMS	29	3.4	31	61.3	57.8
	ESOL	10	0.0	11	18.2	18.2
	Non-ESOL	35	2.9	37	75.7	72.8
	Special Education	1	0.0	2	50.0	50.0
	Non-Special Education	44	2.3	46	63.0	60.8
Poolesville	All Students	71	0.0	70	60.0	60.0
	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	50.0	50.0
	White	62	0.0	60	60.0	60.0
	Hispanic	6	0.0	6	66.7	66.7
	FARMS	7	0.0	8	25.0	25.0
	Non-FARMS	64	0.0	62	64.5	64.5
	ESOL	4	0.0	4	50.0	50.0
	Non-ESOL	67	0.0	66	60.6	60.6
	Special Education	7	0.0	7	28.6	28.6
	Non-Special Education	64	0.0	63	63.5	63.5
Potomac	All Students	67	7.5	69	65.2	57.8
	American Indian	3	0.0	3	33.3	33.3
	Asian American	9	22.2	10	90.0	67.8
	African American	4	0.0	4	75.0	75.0
	White	49	6.1	50	62.0	55.9
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	67	7.5	69	65.2	57.8
	ESOL	5	0.0	5	80.0	80.0
	Non-ESOL	62	8.1	64	64.1	56.0
	Special Education	2	0.0	2	50.0	50.0
	Non-Special Education	65	7.7	67	65.7	58.0

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Resnik, Judith A.	All Students	88	3.4	90	81.1	77.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	15	13.3	15	86.7	73.3
	African American	25	0.0	25	72.0	72.0
	White	27	3.7	27	85.2	81.5
	Hispanic	20	0.0	22	81.8	81.8
	FARMS	33	3.0	35	80.0	77.0
	Non-FARMS	55	3.6	55	81.8	78.2
	ESOL	10	0.0	12	66.7	66.7
	Non-ESOL	78	3.8	78	83.3	79.5
	Special Education	10	0.0	10	50.0	50.0
	Non-Special Education	78	3.8	80	85.0	81.2
Ride, Dr. Sally K.	All Students	94	0.0	98	67.3	67.3
	American Indian	1	0.0	1	100.0	100.0
	Asian American	22	0.0	24	70.8	70.8
	African American	24	0.0	25	60.0	60.0
	White	31	0.0	32	71.9	71.9
	Hispanic	16	0.0	16	62.5	62.5
	FARMS	31	0.0	33	48.5	48.5
	Non-FARMS	63	0.0	65	76.9	76.9
	ESOL	24	0.0	25	56.0	56.0
	Non-ESOL	70	0.0	73	71.2	71.2
	Special Education	12	0.0	13	30.8	30.8
	Non-Special Education	82	0.0	85	72.9	72.9
Ritchie Park	All Students	58	3.4	59	83.1	79.6
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	14	0.0	14	85.7	85.7
	African American	9	11.1	10	70.0	58.9
	White	30	3.3	30	90.0	86.7
	Hispanic	5	0.0	5	60.0	60.0
	FARMS	10	0.0	10	70.0	70.0
	Non-FARMS	48	4.2	49	85.7	81.5
	ESOL	17	0.0	17	76.5	76.5
	Non-ESOL	41	4.9	42	85.7	80.8
	Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	54	3.7	55	85.5	81.8

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Rock Creek Forest	All Students	83	3.6	85	32.9	29.3
	American Indian	1	0.0	1	0.0	0.0
	Asian American	6	0.0	7	42.9	42.9
	African American	10	0.0	10	40.0	40.0
	White	46	6.5	46	21.7	15.2
	Hispanic	20	0.0	21	52.4	52.4
	FARMS	20	0.0	21	71.4	71.4
	Non-FARMS	63	4.8	64	20.3	15.6
	ESOL	14	0.0	15	66.7	66.7
	Non-ESOL	69	4.3	70	25.7	21.4
	Special Education	12	0.0	12	33.3	33.3
	Non-Special Education	71	4.2	73	32.9	28.7
Rock Creek Valley	All Students	51	0.0	56	82.1	82.1
	American Indian	1	0.0	1	100.0	100.0
	Asian American	8	0.0	10	100.0	100.0
	African American	1	0.0	1	100.0	100.0
	White	30	0.0	33	87.9	87.9
	Hispanic	11	0.0	11	45.5	45.5
	FARMS	10	0.0	11	54.5	54.5
	Non-FARMS	41	0.0	45	88.9	88.9
	ESOL	10	0.0	11	54.5	54.5
	Non-ESOL	41	0.0	45	88.9	88.9
	Special Education	9	0.0	11	100.0	100.0
	Non-Special Education	42	0.0	45	77.8	77.8
Rock View	All Students	79	2.5	84	65.5	62.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	6.7	15	93.3	86.7
	African American	17	5.9	18	50.0	44.1
	White	23	0.0	23	73.9	73.9
	Hispanic	24	0.0	28	53.6	53.6
	FARMS	24	0.0	29	48.3	48.3
	Non-FARMS	55	3.6	55	74.5	70.9
	ESOL	11	0.0	14	35.7	35.7
	Non-ESOL	68	2.9	70	71.4	68.5
	Special Education	16	0.0	17	35.3	35.3
	Non-Special Education	63	3.2	67	73.1	70.0

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Rockwell, Lois P.	All Students	64	4.7	65	76.9	72.2
	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	5	60.0	60.0
	White	51	5.9	50	80.0	74.1
	Hispanic	8	0.0	8	62.5	62.5
	FARMS	5	0.0	5	60.0	60.0
	Non-FARMS	59	5.1	60	78.3	73.2
	ESOL	3	0.0	3	33.3	33.3
	Non-ESOL	61	4.9	62	79.0	74.1
	Special Education	11	0.0	11	45.5	45.5
	Non-Special Education	53	5.7	54	83.3	77.7
Rolling Terrace	All Students	100	7.0	107	79.4	72.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	14.3	7	100.0	85.7
	African American	9	0.0	12	41.7	41.7
	White	33	12.1	33	90.9	78.8
	Hispanic	51	3.9	55	78.2	74.3
	FARMS	46	0.0	52	78.8	78.8
	Non-FARMS	54	13.0	55	80.0	67.0
	ESOL	37	0.0	41	82.9	82.9
	Non-ESOL	63	11.1	66	77.3	66.2
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	95	7.4	102	79.4	72.0
Rosemary Hills	All Students	156	5.8	165	65.5	59.7
	American Indian	1	0.0	1	100.0	100.0
	Asian American	13	15.4	13	76.9	61.5
	African American	25	8.0	26	46.2	38.2
	White	105	4.8	107	75.7	70.9
	Hispanic	12	0.0	18	22.2	22.2
	FARMS	13	0.0	16	12.5	12.5
	Non-FARMS	143	6.3	149	71.1	64.8
	ESOL	17	0.0	22	18.2	18.2
	Non-ESOL	139	6.5	143	72.7	66.3
	Special Education	14	7.1	14	64.3	57.1
	Non-Special Education	142	5.6	151	65.6	59.9

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Rosemont	All Students	87	2.3	93	71.0	68.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	15	0.0	12	83.3	83.3
	African American	19	0.0	25	60.0	60.0
	White	18	11.1	20	95.0	83.9
	Hispanic	35	0.0	36	61.1	61.1
	FARMS	48	0.0	52	65.4	65.4
	Non-FARMS	39	5.1	41	78.0	72.9
	ESOL	41	0.0	41	65.9	65.9
	Non-ESOL	46	4.3	52	75.0	70.7
	Special Education	13	0.0	14	42.9	42.9
	Non-Special Education	74	2.7	79	75.9	73.2
Sequoyah	All Students	88	1.1	91	78.0	76.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	12	0.0	12	100.0	100.0
	African American	12	0.0	13	76.9	76.9
	White	40	2.5	41	80.5	78.0
	Hispanic	23	0.0	24	62.5	62.5
	FARMS	28	0.0	30	70.0	70.0
	Non-FARMS	60	1.7	61	82.0	80.3
	ESOL	30	0.0	31	71.0	71.0
	Non-ESOL	58	1.7	60	81.7	79.9
	Special Education	12	0.0	12	50.0	50.0
	Non-Special Education	76	1.3	79	82.3	81.0
Seven Locks	All Students	38	10.5	43	62.8	52.3
	American Indian	1	0.0	1	0.0	0.0
	Asian American	7	14.3	7	71.4	57.1
	African American	0	n.a.	0	n.a.	n.a.
	White	29	10.3	33	66.7	56.3
	Hispanic	1	0.0	2	0.0	0.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	38	10.5	43	62.8	52.3
	ESOL	3	0.0	5	60.0	60.0
	Non-ESOL	35	11.4	38	63.2	51.7
	Special Education	2	0.0	2	100.0	100.0
	Non-Special Education	36	11.1	41	61.0	49.9

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Sherwood	All Students	67	9.0	70	72.9	63.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	10	80.0	80.0
	African American	9	0.0	10	90.0	90.0
	White	44	11.4	45	68.9	57.5
	Hispanic	4	25.0	5	60.0	35.0
	FARMS	6	0.0	6	66.7	66.7
	Non-FARMS	61	9.8	64	73.4	63.6
	ESOL	5	20.0	5	80.0	60.0
	Non-ESOL	62	8.1	65	72.3	64.2
	Special Education	9	11.1	9	100.0	88.9
	Non-Special Education	58	8.6	61	68.9	60.2
Sligo Creek	All Students	62	1.6	64	60.9	59.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	0.0	3	66.7	66.7
	African American	22	0.0	23	73.9	73.9
	White	22	4.5	22	68.2	63.6
	Hispanic	16	0.0	16	31.3	31.3
	FARMS	19	0.0	20	35.0	35.0
	Non-FARMS	43	2.3	44	72.7	70.4
	ESOL	11	0.0	11	63.6	63.6
	Non-ESOL	51	2.0	53	60.4	58.4
	Special Education	6	16.7	7	28.6	11.9
	Non-Special Education	56	0.0	57	64.9	64.9
Somerset	All Students	42	9.5	50	68.0	58.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	0.0	5	60.0	60.0
	African American	0	n.a.	0	n.a.	n.a.
	White	34	11.8	42	69.0	57.3
	Hispanic	3	0.0	3	66.7	66.7
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	41	9.8	49	67.3	57.6
	ESOL	6	0.0	13	30.8	30.8
	Non-ESOL	36	11.1	37	81.1	70.0
	Special Education	4	0.0	4	50.0	50.0
	Non-Special Education	38	10.5	46	69.6	59.0

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
South Lake	All Students	103	9.7	114	78.9	69.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	22	27.3	26	84.6	57.3
	African American	33	6.1	34	79.4	73.4
	White	13	15.4	14	92.9	77.5
	Hispanic	35	0.0	40	70.0	70.0
	FARMS	51	2.0	57	68.4	66.5
	Non-FARMS	52	17.3	57	89.5	72.2
	ESOL	37	2.7	43	72.1	69.4
	Non-ESOL	66	13.6	71	83.1	69.5
	Special Education	7	0.0	7	71.4	71.4
	Non-Special Education	96	10.4	107	79.4	69.0
Spark Matsunaga	All Students	166	11.4	173	69.4	57.9
	American Indian	1	0.0	1	100.0	100.0
	Asian American	60	20.0	61	75.4	55.4
	African American	30	6.7	31	61.3	54.6
	White	67	7.5	71	69.0	61.6
	Hispanic	8	0.0	9	55.6	55.6
	FARMS	13	7.7	13	46.2	38.5
	Non-FARMS	153	11.8	160	71.3	59.5
	ESOL	12	8.3	14	57.1	48.8
	Non-ESOL	154	11.7	159	70.4	58.8
	Special Education	11	9.1	12	25.0	15.9
	Non-Special Education	155	11.6	161	72.7	61.1
Stedwick	All Students	84	1.2	90	76.7	75.5
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	11	81.8	81.8
	African American	33	3.0	35	80.0	77.0
	White	25	0.0	27	77.8	77.8
	Hispanic	16	0.0	17	64.7	64.7
	FARMS	37	2.7	40	70.0	67.3
	Non-FARMS	47	0.0	50	82.0	82.0
	ESOL	16	0.0	18	61.1	61.1
	Non-ESOL	68	1.5	72	80.6	79.1
	Special Education	7	0.0	7	85.7	85.7
	Non-Special Education	77	1.3	83	75.9	74.6

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Stone Mill	All Students	72	16.7	77	77.9	61.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	33	30.3	34	88.2	57.9
	African American	5	0.0	6	50.0	50.0
	White	33	6.1	35	77.1	71.1
	Hispanic	1	0.0	2	0.0	0.0
	FARMS	5	0.0	7	14.3	14.3
	Non-FARMS	67	17.9	70	84.3	66.4
	ESOL	2	0.0	3	66.7	66.7
	Non-ESOL	70	17.1	74	78.4	61.2
	Special Education	1	0.0	1	100.0	100.0
	Non-Special Education	71	16.9	76	77.6	60.7
Stonegate	All Students	33	6.1	33	81.8	75.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	25.0	5	100.0	75.0
	African American	8	0.0	7	71.4	71.4
	White	18	0.0	18	83.3	83.3
	Hispanic	3	33.3	3	66.7	33.3
	FARMS	2	0.0	1	100.0	100.0
	Non-FARMS	31	6.5	32	81.3	74.8
	ESOL	1	0.0	0	n.a.	n.a.
	Non-ESOL	32	6.3	33	81.8	75.6
	Special Education	3	0.0	3	100.0	100.0
	Non-Special Education	30	6.7	30	80.0	73.3
Strawberry Knolls	All Students	63	3.2	62	77.4	74.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	0.0	9	88.9	88.9
	African American	14	0.0	15	80.0	80.0
	White	27	7.4	26	73.1	65.7
	Hispanic	12	0.0	12	75.0	75.0
	FARMS	17	0.0	18	72.2	72.2
	Non-FARMS	46	4.3	44	79.5	75.2
	ESOL	14	0.0	14	85.7	85.7
	Non-ESOL	49	4.1	48	75.0	70.9
	Special Education	7	0.0	7	57.1	57.1
	Non-Special Education	56	3.6	55	80.0	76.4

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Summit Hall	All Students	66	4.5	78	71.8	67.2
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	5	40.0	6	100.0	60.0
	African American	13	0.0	16	75.0	75.0
	White	7	14.3	6	66.7	52.4
	Hispanic	41	0.0	50	68.0	68.0
	FARMS	43	0.0	50	70.0	70.0
	Non-FARMS	23	13.0	28	75.0	62.0
	ESOL	36	2.8	44	65.9	63.1
	Non-ESOL	30	6.7	34	79.4	72.7
	Special Education	3	0.0	3	66.7	66.7
	Non-Special Education	63	4.8	75	72.0	67.2
Takoma Park	All Students	94	9.6	105	80.0	70.4
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	25.0	4	100.0	75.0
	African American	37	10.8	47	70.2	59.4
	White	35	11.4	35	91.4	80.0
	Hispanic	18	0.0	19	78.9	78.9
	FARMS	35	5.7	45	75.6	69.8
	Non-FARMS	59	11.9	60	83.3	71.5
	ESOL	23	0.0	29	82.8	82.8
	Non-ESOL	71	12.7	76	78.9	66.3
	Special Education	7	0.0	7	42.9	42.9
	Non-Special Education	87	10.3	98	82.7	72.3
Travilah	All Students	70	2.9	72	81.9	79.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	19	5.3	19	78.9	73.7
	African American	8	0.0	9	88.9	88.9
	White	43	2.3	44	81.8	79.5
	Hispanic	0	n.a.	0	n.a.	n.a.
	FARMS	1	0.0	1	100.0	100.0
	Non-FARMS	69	2.9	71	81.7	78.8
	ESOL	6	16.7	6	83.3	66.7
	Non-ESOL	64	1.6	66	81.8	80.3
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	70	2.9	72	81.9	79.1

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Twinbrook	All Students	93	2.2	102	74.5	72.4
	American Indian	1	0.0	1	100.0	100.0
	Asian American	11	9.1	11	81.8	72.7
	African American	16	6.3	17	64.7	58.5
	White	24	0.0	27	92.6	92.6
	Hispanic	41	0.0	46	65.2	65.2
	FARMS	48	0.0	53	66.0	66.0
	Non-FARMS	45	4.4	49	83.7	79.2
	ESOL	44	0.0	49	63.3	63.3
	Non-ESOL	49	4.1	53	84.9	80.8
	Special Education	13	0.0	14	64.3	64.3
	Non-Special Education	80	2.5	88	76.1	73.6
Veirs Mill	All Students	98	4.1	105	72.4	68.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	11	100.0	90.0
	African American	23	8.7	25	80.0	71.3
	White	15	0.0	16	75.0	75.0
	Hispanic	50	2.0	53	62.3	60.3
	FARMS	62	3.2	67	70.1	66.9
	Non-FARMS	36	5.6	38	76.3	70.8
	ESOL	55	1.8	60	68.3	66.5
	Non-ESOL	43	7.0	45	77.8	70.8
	Special Education	6	0.0	6	50.0	50.0
	Non-Special Education	92	4.3	99	73.7	69.4
Washington Grove	All Students	76	1.3	74	78.4	77.1
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	16	0.0	16	81.3	81.3
	African American	18	0.0	17	82.4	82.4
	White	16	6.3	15	86.7	80.4
	Hispanic	26	0.0	26	69.2	69.2
	FARMS	41	2.4	41	73.2	70.7
	Non-FARMS	35	0.0	33	84.8	84.8
	ESOL	36	0.0	36	69.4	69.4
	Non-ESOL	40	2.5	38	86.8	84.3
	Special Education	5	0.0	5	80.0	80.0
	Non-Special Education	71	1.4	69	78.3	76.9

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Waters Landing	All Students	113	1.8	113	51.3	49.6
	American Indian	1	0.0	1	100.0	100.0
	Asian American	7	14.3	6	66.7	52.4
	African American	32	0.0	32	34.4	34.4
	White	52	1.9	52	69.2	67.3
	Hispanic	21	0.0	22	27.3	27.3
	FARMS	19	0.0	18	33.3	33.3
	Non-FARMS	94	2.1	95	54.7	52.6
	ESOL	11	0.0	13	7.7	7.7
	Non-ESOL	102	2.0	100	57.0	55.0
	Special Education	3	0.0	4	0.0	0.0
	Non-Special Education	110	1.8	109	53.2	51.4
Watkins Mill	All Students	110	2.7	116	57.8	55.0
	American Indian	1	0.0	1	100.0	100.0
	Asian American	4	0.0	4	75.0	75.0
	African American	39	2.6	43	51.2	48.6
	White	36	5.6	37	62.2	56.6
	Hispanic	30	0.0	31	58.1	58.1
	FARMS	50	0.0	54	50.0	50.0
	Non-FARMS	60	5.0	62	64.5	59.5
	ESOL	33	0.0	34	55.9	55.9
	Non-ESOL	77	3.9	82	58.5	54.6
	Special Education	8	0.0	8	0.0	0.0
	Non-Special Education	102	2.9	108	62.0	59.1
Wayside	All Students	70	17.1	72	69.4	52.3
	American Indian	1	0.0	1	0.0	0.0
	Asian American	21	23.8	22	81.8	58.0
	African American	4	0.0	5	20.0	20.0
	White	42	16.7	42	71.4	54.8
	Hispanic	2	0.0	2	50.0	50.0
	FARMS	1	0.0	1	0.0	0.0
	Non-FARMS	69	17.4	71	70.4	53.0
	ESOL	7	0.0	7	14.3	14.3
	Non-ESOL	63	19.0	65	75.4	56.3
	Special Education	0	n.a.	0	n.a.	n.a.
	Non-Special Education	70	17.1	72	69.4	52.3

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Weller Road	All Students	85	2.4	89	85.4	83.0
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	8	12.5	9	77.8	65.3
	African American	14	0.0	14	85.7	85.7
	White	13	7.7	14	78.6	70.9
	Hispanic	50	0.0	52	88.5	88.5
	FARMS	50	2.0	52	84.6	82.6
	Non-FARMS	35	2.9	37	86.5	83.6
	ESOL	33	0.0	36	83.3	83.3
	Non-ESOL	52	3.8	53	86.8	82.9
	Special Education	4	0.0	4	75.0	75.0
	Non-Special Education	81	2.5	85	85.9	83.4
Westbrook	All Students	41	9.8	42	66.7	56.9
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	2	50.0	2	50.0	0.0
	African American	0	n.a.	0	n.a.	n.a.
	White	33	6.1	34	64.7	58.6
	Hispanic	6	16.7	6	83.3	66.7
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	41	9.8	42	66.7	56.9
	ESOL	1	0.0	1	0.0	0.0
	Non-ESOL	40	10.0	41	68.3	58.3
	Special Education	1	0.0	1	100.0	100.0
	Non-Special Education	40	10.0	41	65.9	55.9
Westover	All Students	38	10.5	38	65.8	55.3
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	20.0	10	60.0	40.0
	African American	3	0.0	4	50.0	50.0
	White	24	8.3	23	69.6	61.2
	Hispanic	1	0.0	1	100.0	100.0
	FARMS	2	50.0	2	100.0	50.0
	Non-FARMS	36	8.3	36	63.9	55.6
	ESOL	5	20.0	5	40.0	20.0
	Non-ESOL	33	9.1	33	69.7	60.6
	Special Education	5	20.0	5	60.0	40.0
	Non-Special Education	33	9.1	33	66.7	57.6

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School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Wheaton Woods	All Students	95	5.3	105	39.0	33.8
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	10	10.0	13	61.5	51.5
	African American	9	0.0	10	20.0	20.0
	White	16	0.0	17	35.3	35.3
	Hispanic	60	6.7	65	38.5	31.8
	FARMS	53	1.9	60	33.3	31.4
	Non-FARMS	42	9.5	45	46.7	37.1
	ESOL	31	3.2	39	15.4	12.2
	Non-ESOL	64	6.3	66	53.0	46.8
	Special Education	2	0.0	3	0.0	0.0
	Non-Special Education	93	5.4	102	40.2	34.8
Whetstone	All Students	101	3.0	103	73.8	70.8
	American Indian	1	0.0	1	100.0	100.0
	Asian American	11	0.0	12	83.3	83.3
	African American	32	3.1	36	66.7	63.5
	White	32	6.3	30	83.3	77.1
	Hispanic	25	0.0	24	66.7	66.7
	FARMS	36	0.0	39	56.4	56.4
	Non-FARMS	65	4.6	64	84.4	79.8
	ESOL	25	0.0	27	66.7	66.7
	Non-ESOL	76	3.9	76	76.3	72.4
	Special Education	5	0.0	4	25.0	25.0
	Non-Special Education	96	3.1	99	75.8	72.6
Wood Acres	All Students	83	4.8	86	82.6	77.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	4	0.0	4	100.0	100.0
	African American	1	0.0	2	0.0	0.0
	White	75	5.3	77	83.1	77.8
	Hispanic	3	0.0	3	100.0	100.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	83	4.8	86	82.6	77.7
	ESOL	3	0.0	3	100.0	100.0
	Non-ESOL	80	5.0	83	81.9	76.9
	Special Education	11	9.1	11	63.6	54.5
	Non-Special Education	72	4.2	75	85.3	81.2

Appendix D: End-of-Year Kindergarten Reading Benchmark Attainment by School, Fall 2003 and Spring 2004

School	Subgroup	Fall 2003		Spring 2004		Fall-Spring %-Point Increase
		# Assessed	Percent	# Assessed	Percent	
Woodfield	All Students	67	6.0	67	79.1	73.1
	American Indian	1	0.0	1	0.0	0.0
	Asian American	0	n.a.	0	n.a.	n.a.
	African American	2	0.0	2	50.0	50.0
	White	60	6.7	60	80.0	73.3
	Hispanic	4	0.0	4	100.0	100.0
	FARMS	2	0.0	2	50.0	50.0
	Non-FARMS	65	6.2	65	80.0	73.8
	ESOL	0	n.a.	0	n.a.	n.a.
	Non-ESOL	67	6.0	67	79.1	73.1
	Special Education	11	0.0	11	63.6	63.6
	Non-Special Education	56	7.1	56	82.1	75.0
Woodlin	All Students	79	11.4	87	81.6	70.2
	American Indian	0	n.a.	1	100.0	n.a.
	Asian American	4	25.0	6	83.3	58.3
	African American	25	12.0	27	81.5	69.5
	White	43	11.6	44	84.1	72.5
	Hispanic	7	0.0	9	66.7	66.7
	FARMS	21	4.8	25	68.0	63.2
	Non-FARMS	58	13.8	62	87.1	73.3
	ESOL	10	0.0	11	72.7	72.7
	Non-ESOL	69	13.0	76	82.9	69.9
	Special Education	7	0.0	8	62.5	62.5
	Non-Special Education	72	12.5	79	83.5	71.0
Wyngate	All Students	65	7.7	69	88.4	80.7
	American Indian	0	n.a.	0	n.a.	n.a.
	Asian American	7	14.3	9	88.9	74.6
	African American	4	0.0	4	100.0	100.0
	White	50	8.0	52	90.4	82.4
	Hispanic	4	0.0	4	50.0	50.0
	FARMS	0	n.a.	0	n.a.	n.a.
	Non-FARMS	65	7.7	69	88.4	80.7
	ESOL	2	0.0	7	42.9	42.9
	Non-ESOL	63	7.9	62	93.5	85.6
	Special Education	2	50.0	2	100.0	50.0
	Non-Special Education	63	6.3	67	88.1	81.7

