



**Report on Kindergarten Student Progress in Reading for
2002–2003**

Office of Shared Accountability

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EXECUTIVE SUMMARY

This report provides the leadership of the school system with a summary of the progress of 2002–2003 kindergarten students in reading for the school district, as well as for individual schools. The Montgomery County Public Schools Assessment Program (MCPSAP) for Primary Reading is used to monitor student performance in reading and to guide instruction. These assessments are in the third stage of development—ongoing refinement. The relatively minor changes in the MCPSAP for Primary Reading (MCPSAP-PR) this year make comparisons between the performance of kindergarten students from 2001–2002 and 2002–2003 the most meaningful.

The kindergarten benchmark performance is reading a Level 3 text with an accuracy rate of 90% or above. In the 2002–2003 school year, 68% of kindergarten students performed at or above benchmark levels. This is a statistically significant increase from the 59% who performed at or above benchmark levels in 2001–2002. Additionally, 26% of kindergarten students in the 2002–2003 school year were reading materials above the benchmark level.

Prior to being assessed with text reading, students in kindergarten are tested on six different foundational skills, including letter knowledge, print concepts, oral language, phonemic awareness, hearing and recording sounds, and word recognition. By spring 2003, 76% of kindergarten students had achieved benchmark performance levels on 5 or 6 of the foundational skills tested. This is a slight increase from the 75% of kindergarten students in spring 2002 that had achieved benchmark performance levels on 5 or 6 of the foundational skills tested.

This report also examines the growth in foundational skills and reading performance of kindergarten students as a whole and for all subgroups. The following results highlight the effectiveness of the Kindergarten Initiatives in supporting increased achievement for all students:

- Every racial subgroup increased performance in foundational skills and reading from fall to spring. Student subgroups saw an average increase of 62 percentage points in the number of students achieving benchmark performance on 5 or 6 of the foundational skills. In reading, there was an average 59% gain among all subgroups in the number of students reading at or above a Level 3 text.
- Students receiving English for Speakers of Other Languages (ESOL) services on average entered kindergarten with the fewest foundational skills. However, when compared with their non-ESOL peers, these students made significantly more growth statistically in foundational skill development.
- Students receiving Free and Reduced-price Meals System (FARMS) services also made significantly more growth statistically in foundational skill development than the non-FARMS students.
- Students who attended the Montgomery County Public Schools (MCPS) prekindergarten programs [either Head Start (HS) or Extended Elementary Education Program (EEEP)] also made significantly more growth statistically in foundational skill development than students who had not attended an MCPS prekindergarten program.
- Students receiving special education services also improved their performance in both foundational and text reading skills, with 49% of these students achieving benchmark performance in text reading.

In summary, the performance of kindergarten students on the MCPSAP-PR for the 2002–2003 school year reflects continuous improvement, particularly for those students who are affected by poverty and second language learning. The initiatives of the Early Success Performance Plan have been effective in improving foundational skill development and early text reading for all students, while also closing the achievement gap.

INTRODUCTION

During the 2000–2001 school year, the MCPS launched its Kindergarten Initiative, aimed at expanding full-day kindergarten, reducing kindergarten class size, revising the existing kindergarten curriculum, providing ongoing professional development through the summer and school year, and increasing communication between parents and schools to help students develop better reading skills. The design of the Kindergarten Initiative included an evaluative component that is guided by MCPSAP. This program uses a systemwide implementation of a local research-based assessment program in reading to direct future changes in curriculum and professional development.

The revised curriculum equipped each kindergarten classroom in MCPS with consistent core materials and assessments that would be administered during the fall, winter, and spring assessment periods. These assessments made it possible for teachers to monitor student progress closely and to differentiate their instructional efforts toward the students with the greatest needs and weakest skill areas. A new reporting tool also was developed and implemented to facilitate effective communication between schools and parents regarding these assessments. In addition, comprehensive staff development was designed so that all kindergarten teachers would receive training to ensure that the revised curriculum and accompanying assessments would be delivered consistently to all students districtwide.

Past studies on the Kindergarten Initiative documented students' progress in mastering reading skills, the disparity in achievement among different demographic subgroups, the overall impact of the Kindergarten Initiative throughout MCPS, and recommendations for future school years (Bridges-Cline, 2001, 2002). Nielsen and Cooper-Martin (2002) went a step further and documented the continued acquisition of reading skills for Year 2 Kindergarten Initiative students, the benefits of full-day kindergarten, and the progress of Year 1 Kindergarten Initiative students in Grade 1.

MCPS Assessment Program

Kindergarten Assessments

A primary goal of the kindergarten reading curriculum is to support students' acquisition of the foundational reading skills that will ensure rapid transition into successful text reading as students advance to Grade 1. These foundational skills are letter knowledge, print concepts, oral language, phonemic awareness, hearing and recording sounds, and word recognition. Letter knowledge, the ability to identify alphabet letters, is assessed based on students' ability to name upper and lowercase letters with the Letter Identification Assessment Tool. Print concepts, the ability to demonstrate book handling skills and print awareness concepts, is assessed based on students' understanding of how printed language works in books (e.g., directional movement, one-to-one matching, book conventions such as the front and back of the book, etc.) with the Concepts About Print Assessment Tool. 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 Assessment Tool.

Phonemic awareness, the ability to hear the distinct sounds in spoken words, is assessed based on students’ ability to separately articulate and manipulate the sounds of a spoken word (e.g., beginning sounds, rhyming, etc.) with the Phonemic Awareness Assessment Tool. Hearing and recording sounds, 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 Assessment Tool. Finally, word recognition, the ability to identify high frequency words in print and decode unknown words, is assessed based on students’ ability to read basic sight words by the Word Recognition Assessment Tool.

For the purposes of evaluating kindergarten students’ progress toward successful reading, score ranges of “substantial proficiency” were empirically established and defined as benchmarks (Bridges-Cline, 2001). Table 1 summarizes these foundational skills, their assessment scale range, and their accompanying benchmark performance level.

Table 1: Foundational Skill Assessments Scale Ranges and Benchmark Performance Levels, 2000 to 2003

	Assessment Scale Range			Benchmark Performance Levels		
	Year 1 00–01	Year 2 01–02	Year 3 02–03	Year 1 00–01	Year 2 01–02	Year 3 02–03
Earliest Reading Skill Areas						
Letter Identification	0–54	0–54	0–54	45+	45+	45+
Concepts About Print	0–16	0–16	0–16	13+	13+	13+
Oral Language Skills Areas						
Record of Oral Language	NR	0–21	0–21	NR	13+	13+
Phonemic Awareness	NR	0–24	0–24	NR	14+	14+
More Advanced Reading Skills Areas						
Hearing and Recording Sounds	0–14	0–15	0–15	8+	9+	9+
Word Recognition	0–22	0–25	0–25	8+	11+	11+
NR – Not Reported						

The second step in the developmental continuum is early text reading. Oral reading fluency, the ability to read text aloud fluently and accurately, is assessed through students’ oral reading accuracy and fluency by the Running Record Assessment Tool. The Running Record Assessment Tool is administered to each individual kindergarten student. The teacher first selects a book from one of the various levels of difficulty and asks the student to read it aloud. Errors in word recognition are recorded as the student reads. If at least 90% of the words in the text are read correctly, the level that corresponds with that particular text is recorded. A detailed description of these reading levels can be found in Appendix A. If word recognition accuracy is less than 90%, the teacher would select a lower-level text and repeat the process until the 90% criterion was met.

Based on findings presented by the Office of Shared Accountability (OSA) (Bridges-Cline, 2001) and a review of the research based on early childhood literacy programs, the Division of Early Childhood Programs and Services (DECPS) established the benchmark for kindergarten text reading proficiency as students reading the Level 3 book with an accuracy rate of 90% or above. The running record allows teachers to monitor students' progress as they approach Grade 1 reading readiness. Some students may move beyond the kindergarten texts and begin reading above-benchmark-level materials.

This report documents the proficiency levels for Year 3 of the Kindergarten Initiative during the 2002–2003 school year. Proficiency levels of performance on the foundational assessments and text reading scores were documented for the kindergarten population as a whole and for individual subgroups of students. Percentage differences were documented from fall 2002 to spring 2003, and the rate of growth was studied for students who were assessed in both testing periods.

Cohort 3 Demographics

Table 2 highlights the demographics for kindergarten students in Cohort 3 who were assessed on the MCPSAP for Primary Reading (MCPSAP-PR) during the 2002–2003 school year.

Table 2: Demographic Characteristics of Cohort 3 Kindergarten Students, Fall 2002 and Spring 2003 Assessment Periods

	Fall 2002–2003 (%) (N=8732)	Spring 2002–2003 (%) (N=9260)
Gender		
Male	52	52
Female	48	48
Age at Entry to Kindergarten		
4 years	29	29
5 years	70	70
6+ years	2	2
Race/Ethnicity		
African American	21	22
American Indian	<1	<1
Asian American	15	15
Hispanic	21	22
White	42	41
ESOL and FARMS Services in Kindergarten		
FARMS	29	30
ESOL	17	18
Special education services (with IEP)	7	7
*Percentages rounded to nearest whole percent.		

Despite changes in the overall number of students assessed during the fall 2002 and spring 2003 assessment periods, the percentage of students in each category remained consistent. The kindergarten class remained evenly split between males (52%) and females (48%), with the majority of students having had their fifth birthday (70%). An additional 29% of students were only 4 years old at the time of their kindergarten assessments. A large percentage of Cohort 3 students were White (42%) with the remaining half consisting of African American (22%), Hispanic (22%), Asian American (15%), and American Indian (<1%) students. These demographic variables were similar to those reported in Nielsen and Cooper-Martin (2002).

A number of students in Cohort 3 received additional services from MCPS. These variables also remained fairly consistent from the fall 2002 to the spring 2003 assessment period. Approximately 30% of Year 3 Kindergarten Initiative students received FARMS, and 18% received ESOL services over these two assessment periods. Ten percent of kindergarten students received both FARMS and ESOL services. These students represent a subgroup affected by both poverty and limited language proficiency. Seven percent of kindergarten students received special education services.

A total of 970 students did not receive any of the MCPSAP-PR Assessments during the 2002–2003 school year. Table 3 provides a description of the subgroups of kindergarten students who were not assessed.

Table 3: Demographic Characteristics of Year 3 Kindergarten Students Not Assessed, 2002–2003 School Year

	Year 3 2002–2003 % (n=970)
Race/Ethnicity	
African American	16
American Indian	1
Asian American	27
Hispanic	21
White	35
ESOL and FARMS Services in Kindergarten	
FARMS	31
ESOL	12
Special education services (with IEP)	10
*Percentages rounded to nearest whole percent.	

Table 3 shows that all individual kindergarten subgroups accounted for small percentages of the overall number of students who were not assessed. Of these 970 students, 35% were White, 27% were Asian American, and 21% were Hispanic. Even smaller numbers of ESOL students (n=116) and special education students (n=97) were not tested in either fall 2002 or spring 2003. While almost one third of these 970 students received FARMS, student mobility and attendance were found to be the two variables that had the most impact on whether students were assessed.

A total of 39% (n=381) of these 970 students withdrew during the school year, and an additional 37% (n=361) were new to MCPS. These combined percentages are similar to the percentage of students who missed more than one month of school. A total of 79% (n=768) of these 970 students missed more than one month of school. Table 4 highlights these results. Attendance did not seem to be a factor with special education students.

Table 4: Demographic Characteristics of Year 3 Kindergarten Students Not Assessed During the 2002–2003 School Year, Who Were Absent More Than One Month

	(%) Absent More Than One Month 2002-2003	(%) Absent Less Than One Month 2002-2003
Race/Ethnicity		
African American (n=263)	87	13
American Indian (n=6)	67	33
Asian American (n=159)	82	18
Hispanic (n=203)	84	16
White (n=339)	69	31
ESOL and FARMS Services in Kindergarten		
FARMS (n=299)	85	15
ESOL (n=112)	81	19
Special education services (with IEP) (n=100)	10	90
*Percentages rounded to nearest whole percent.		

METHODOLOGY

Kindergarten students completed the MCPSAP-PR during the fall, winter, and spring assessment periods of the 2002–2003 school year. Since winter assessments were optional for all schools except those with full-day kindergarten, only fall 2002 and spring 2003 assessment data were included in these analyses. Assessment scores were analyzed to measure both the percentage differences in the number of foundational skills and text reading proficiency levels that kindergarten students possessed in each of these periods, and the rate of growth different student subgroups attained from the beginning to the end of kindergarten. Overall student performance was evaluated based on the number of foundational reading skills students had acquired in each assessment period. These foundational reading skills were assessed by analyzing the percentage of students who successfully met the benchmark in the areas of oral language, letter identification, concepts about print, phonemic awareness, hearing and recording sounds, and word recognition. Text reading skills were assessed based on students' ability to read benchmark-level texts with an accuracy rate of 90% or better.

The rate of growth among students who were assessed in fall 2002 and spring 2003 was compared and analyzed to determine whether there was continued success in closing the achievement gaps highlighted in earlier MCPS kindergarten reports. Only those students who had assessment scores in both fall 2002 and spring 2003 were included in measuring rates of growth throughout the 2002–2003 school year. The *z* Test of Proportions and the Independent Samples *t* Test were used to ascertain if the rate of growth among different subgroups of students was statistically significant.

Bridges-Cline (2002) describes in some detail the strategies that teachers should use in determining which assessments to administer to individual students. Teachers were instructed primarily to follow the Decision Tree (Appendix D) that was developed as a framework to guide teachers in identifying appropriate assessments. This Decision Tree states that students must obtain benchmark performance levels on the Record of Oral Language (ROL), Letter Identification (LID), and Concepts about Print (CAP) before progressing to other assessments. Of the 8,732 kindergarten students included in the analysis for fall 2002, 68% ($n=5,981$) met an appropriate score on the ROL (score ≥ 7), LID (score ≥ 15), and CAP (score ≥ 4) to move onto additional assessments. If students met the appropriate score on one but not on the other two assessments, teachers were required to use their own professional judgment to determine the most appropriate path for assessment.

EVALUATION QUESTIONS AND RESULTS

How did the students in MCPS perform on the Primary Reading Assessments in Kindergarten?

Foundational Reading Skills

The cumulative number of foundational reading skills that kindergarten students acquired at the time the MCPSAP-PR Assessments were administered during fall 2002 are highlighted in Table 5.

Table 5: Percentage of Kindergarten Students Achieving Benchmark Performance Levels, Fall 2002 Assessments in the Six Foundational Skills Areas

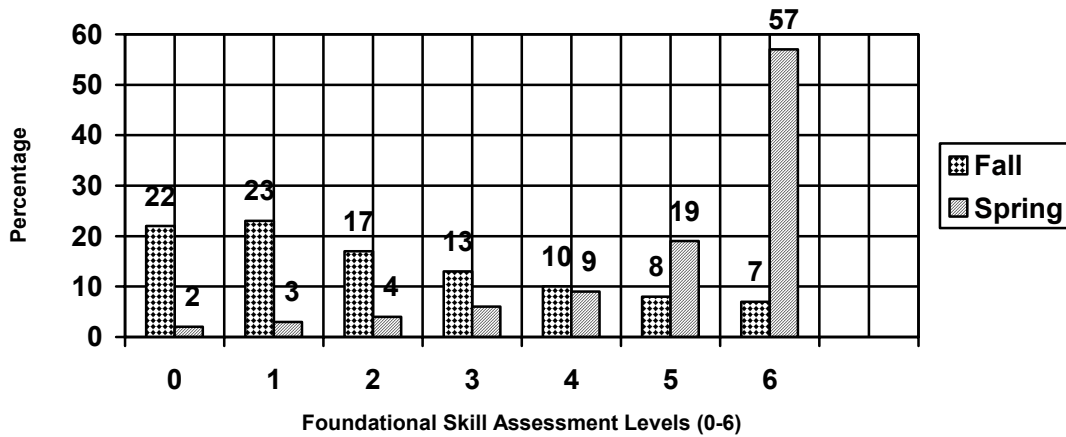
Number of Foundational Skills	Frequencies	Percentages
0/6	1,952	22
1/6	2,000	23
2/6	1,490	17
3/6	1,155	13
4/6	890	10
5/6	677	8
6/6	568	7

The testing window for the fall 2002 assessments extended from September 17 to October 11, 2002. Since students were in school only for a few weeks when assessments were administered, these performance levels may be more reflective of students' abilities entering kindergarten than the instruction they received to that point. Their mastery of foundational skills during their kindergarten year will be assessed by examining the percentage differences that existed with the spring 2003 assessment period and students' overall rate of growth.

Table 5 shows that a high percentage of students began kindergarten in fall 2002 with command of less than one foundational skill. Nearly half of the students assessed (45%) met benchmark performance levels on only one or fewer of the foundational assessments. Students who met cumulative benchmark performance levels on additional skill tests declined dramatically as more assessments were administered. While 30% of kindergarten students had between two and three foundational skills, only 10% of students successfully met benchmark performance levels on four foundational skills, 8% for five foundational skills, and 7% for all six foundational skills.

The spring 2003 assessments documented notable differences in students' overall performance levels. Figure 1 highlights the trends in student performance between the fall 2002 and the spring 2003 assessment periods.

Figure 1: Percentage Comparisons Benchmark Performance Levels in Six Foundational Skills Areas, Fall 2002 and Spring 2003



The first dramatic difference between the fall 2002 and the spring 2003 assessment data is the decrease in the percentage of students who only were able to meet benchmark performance levels on one or fewer of the foundational assessments. Percentages from fall 2002 to spring 2003 decreased from 45% to 5% over this period. Percentage decreases also were documented for students who only were able to meet benchmark performance levels on two (13%), three (7%), and four (1%) foundational skills. While the number of students who were able to meet benchmark performance levels on five of six foundational tests increased by 11% in spring 2003, the greatest percentage increase occurred for those students who met benchmark performance levels on all six assessments. Percentage gains in spring 2003 increased by 50 percentage points. While this growth is notable, the fact that approximately half of all kindergarten students did not have all six foundational skills should also be noted.

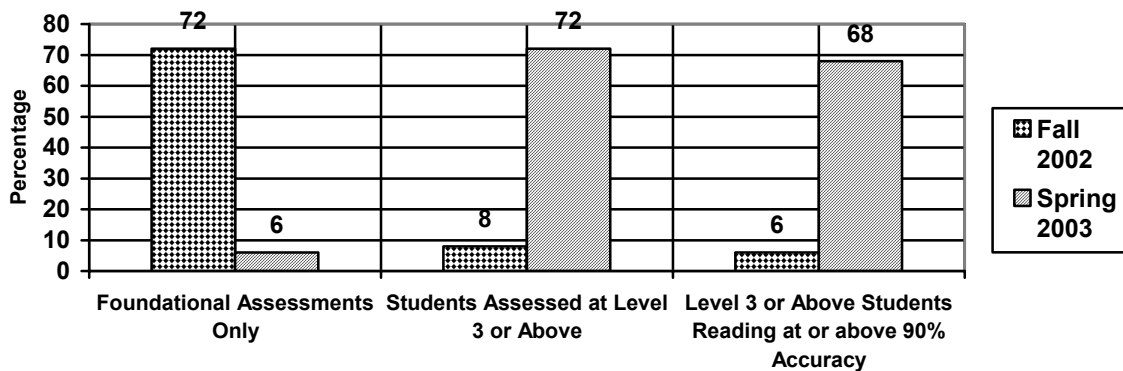
Text Reading Skills

The vast majority of students entered kindergarten during fall 2002 with limited reading ability. Seventy-two percent (n=6,313) of students were assessed using only foundational assessments. Only 28% of all kindergarteners were determined to be ready to begin text reading in fall 2002. Twenty percent (n=1,729) of these students were assessed using the Level 2 reading-ready book *Look at Me*. This Level 2 book contains material to assist students in applying print concepts to text material. The remainder of the fall 2002 kindergarten class was assessed at higher text-reading levels. At the time the fall 2002 assessments were administered, 690 students were assessed at or above the kindergarten benchmark of Level 3. Of these students, only 525 were reading with an accuracy rate of 90% or greater. This number represents 6% of the 8,732 kindergarten students assessed in fall 2002.

At the time students were assessed in spring 2003, the number of students assessed on foundational skills decreased dramatically to only 6% (n=594). While there was also a slight increase in the number of students who were ready to begin the Level 2 *Look at Me* text (2% increase to 22%) from the fall 2002 assessment period, a more notable difference appeared in terms of those students who attempted reading at or above the kindergarten benchmark.

Seventy-two percent of students (n=6,630) were assessed at or above this performance level benchmark. Of these students, 67% (n=6,276) were reading at a proficiency level of 90% or greater. Thirteen percent of kindergarteners were reading at a 90% proficiency rate or greater on Level 3 material, followed by 10% of students on Level 7 material, 9% on Level 4 material, and 7% on Level 5 material. Figure 2 highlights the differences in text reading ability from the fall 2002 to the spring 2003 assessment periods.

Figure 2: Differences in Text Reading Ability, Fall 2002 to Spring 2003 Kindergarten Assessment Periods



The data from spring 2003 were finally compared with the data from spring 2002 to determine if differences existed in student performance over these two school years. Table 6 outlines the percentages of foundational skills and text reading levels for these two cohorts of Kindergarten Initiative students. Only students who were assessed in fall and spring were included in these analyses.

Table 6: Kindergarten Student Achievement on Foundational Skill Assessments and Text Reading Levels, Spring 2002 and Spring 2003 Assessment Periods

Number of Foundational Skills	Spring 2002 (%)	Spring 2003 (%)
	N=9226	N=9260
0	3	2
1	4	3
2	5	4
3	6	6
4	8	9
5	15	19
6	60	57
At/Above Benchmark Reading	59	68
*Percents rounded to nearest whole percent.		

These two cohorts of students were fairly similar in the number of foundational skills they had developed by the end of kindergarten. The one substantial difference that arose was the number of students reading at or above benchmark. There was a 9% increase from spring 2002 to spring 2003. Using the *z* Test of Proportions, this difference was statistically significant.¹

How did students in individual schools perform on the Primary Reading Assessments in Kindergarten?

Results

Data from individual elementary schools were analyzed to capture students’ performance levels in schools across MCPS. Descriptive summaries for each elementary school are included in Appendix B and show the percentage of students who met benchmark performance levels on each foundational skill assessment during the fall 2002 and the spring 2003 assessment periods. During spring 2003, students were sorted into those schools they most recently attended at the end of the 2002–2003 school year. Due to student mobility and new enrollments, student frequency counts for each school may differ from the fall 2002 data set.

Individual elementary schools were further sorted into four categories representative of the historical Title I classifications used in MCPS. Title I represents those elementary schools that received federal Title I support; Group 2 represents those schools that previously received state Title I support; Group 3 represents those schools that previously received local Title I support; Group 4 represents those schools that have never received Title I funding. These funding decisions were based on the overall percentage of students who received FARMS at these schools. Table 7 provides an overview of the total number of foundational skills students acquired in these different school groupings in fall 2002 and spring 2003.

Table 7: Foundational Skill Acquisition in Kindergarten Reading Fall 2002 through Spring 2003 Assessment Periods

Number of Foundational Skills	Federal Title I (%)		Group 2 (%)		Group 3 (%)		Group 4 (%)	
	Fall n=1434	Spring n=1543	Fall N=897	Spring n=973	Fall n=2056	Spring n=2168	Fall n=4345	Spring n=4554
0	42	3	31	2	25	2	13	2
1	26	5	28	3	23	4	21	3
2	11	6	16	3	18	4	19	4
3	8	5	10	4	14	6	15	6
4	5	10	7	7	9	9	13	10
5	4	22	4	19	6	19	10	17
6	3	49	3	62	6	56	8	59

*Percents rounded to the nearest whole percent.

¹ /z/=12.8, p<0.05

Table 7 highlights a number of achievements that schools affected by different rates of poverty made over the course of these assessment periods. While Title I schools and Group 2 schools had a low percentage of students with four, five, and six foundational skills in fall 2002, nearly half (42%) of the students attending Title I schools possessed no foundational skills upon entering kindergarten. Group 2 schools had approximately one third (31%) and Group 3 schools had one quarter (25%) of their students who possessed no foundational skills at the beginning of the school year. While these four school groupings were similar in terms of those students who were proficient on one foundational skill, Title I and Group 2 schools, those affected the most by poverty consistently had more students with fewer foundational skills than Group 3 and Group 4 schools. Group 4 schools consistently had more students who possessed two or more foundational skills.

By the time spring 2003 assessments were administered, a number of notable differences were evident. First, the overall decrease that all four school groups made in the number of students who were proficient on one or fewer of the foundational assessments. Title I schools decreased the number of students with no foundational skills by 39%, followed by Group 2 schools by 29%, and Group 3 schools by 23%. Title I, Group 2, and Group 3 schools mirrored the performance of Group 4 schools regarding the number of foundational skills mastered by spring 2003. All schools dramatically increased the number of students able to meet proficiency on all six foundational skill assessments. While Group 4 improved by 51 percentage points, schools affected by higher rates of poverty overcame these obstacles to post similar scores. Title I schools improved by 46 percentage points, Group 2 by 59 percentage points, and Group 3 by 50 percentage points.

In order to measure the degree to which MCPS was successful in closing the performance gap between schools most affected by poverty and those less affected, mean differences in the rate of growth within each of these school classifications were examined. Table 8 highlights the growth rate in each of these group classifications regarding foundational test scores over the fall 2002 through spring 2003 assessment periods. Only data from students who were continuously enrolled were used to monitor growth; therefore, the total number of students assessed is different from looking at each assessment period independently.

Table 8: Rate of Growth in Foundational Test Scores, Fall 2002 through Spring 2003

	Federal Title I	Group 2	Group 3	Group 4
Total Number of Students Assessed	1418	898	2043	4336
Fall 2002 Average Foundational Score	1.4	1.7	2.0	2.6
Spring 2003 Average Foundational Score	4.8	5.3	5.1	5.1
Mean Difference from Fall to Spring	3.4	3.6	3.1	2.5

Data in Table 8 highlight the growth made in the average scores of students on the foundational assessments from fall 2002 to spring 2003. While students attending schools with higher

percentages of FARMS students had an overall lower average score when school began in fall 2002, all schools made considerable progress as the year continued. On average, students in each school were closer to mastering all six foundational skills.

An analysis of the average rate of growth among these school classifications highlighted some interesting trends. First, Title I schools made substantial improvement in closing the gap between Group 4 schools that had the lowest percentages of FARMS students. While there was a mean difference of 1.2 when fall 2002 assessments were administered, this gap in performance decreased to a mean difference of .3 for the spring 2003 assessments. Title I schools were successful in closing the performance gap. This difference in growth rate was statistically significant.² Group 2 schools actually surpassed the performance levels of Group 4 schools, and Group 3 schools increased their performance on foundational assessments to equal that of Group 4. These results were statistically significant.³ The data in Table 8 also highlights that the mean growth in Title I schools was greater than the foundational skill growth rate within Group 3 and Group 4 schools.

Text reading data in Table 9 reflect the differences in the foundational assessments highlighted in Table 7. Percentage differences within each school classification from fall 2002 to spring 2003 were evident in the percentage of students reading at or above the kindergarten benchmark. By the spring 2003 assessments, students reading benchmark-level material or better in Title I schools grew by 62 percentage points. Similarly, Group 2 students' scores grew by 69 percentage points, Group 3 students' scores grew by 62 percentage points, and Group 4 students' scores increased by 61 percentage points. Using the *z* Test for proportions to test for statistical significance, a number of statistically significant comparisons were evident. Most notable were the differences that arose in the spring 2003 data comparing students attending Group 2, Group 3, and Group 4 schools. The 74% of students reading at benchmark or above in Group 2 schools was significantly different from the 67% at Group 3 schools or the 68% at Group 4 schools.⁴

² $t(2317)=16.33, p<.001$

³ See Appendix C for ANOVA data tables.

⁴ $/z/=3.42, p<0.05$ (Group 2 and 3); $/z/=3.26, p<0.05$ (Group 2 and 4)

Table 9: Percentage Difference in Reading Levels Among Schools with Different Title I Classifications

	Federal Title I		Group 2		Group 3		Group 4	
	F	S	F	S	F	S	F	S
Total Number of Students Assessed	1434	1543	897	973	2056	2168	4345	4554
Students Reading at or Above Benchmark	51	1015	42	720	108	1456	324	3074
Percentage of Students at or Above Benchmark	4	66	5	74	5	67	7	68
Percentage Difference from Fall to Spring	62		69		62		61	
F=Fall 2002 S=Spring 2003								

Note: Schools in Title I, Group 2, and Group 3 have full-day kindergarten programs.

Are there gaps evident in the performance of students on the Primary Reading Assessments in Kindergarten related to demographic variables or support services a program provided?

Results

A number of demographic variables and support services were examined to determine if performance gaps existed between students on the MCPSAP-PR assessments. Demographic variables focused on the performance differences among distinct racial/ethnic groups and support services provided, such as ESOL, FARMS, HS, EEEP, and special education.

Demographic Variables: Race/Ethnicity Subgroups

Scores on the six foundational skill assessments were analyzed to determine how different racial/ethnic kindergarten subgroups performed. Labels used to examine these subgroups included African American, American Indian, Asian American, Hispanic, and White. Table 10 outlines students’ performance levels on each foundational assessment, based on these demographic variables during the fall 2002 and spring 2003 assessments.

Table 10: Percentage of Students with 0–6 Foundational Skills on Primary Reading Assessments, 2002–2003 School Year

Number of Foundational Skills	African American (%)		American Indian (%)		Asian American (%)		Hispanic (%)		White (%)	
	F n=1855	S n=1998	F n=44	S n=46	F n=1271	S n=1367	F n=1868	S n=2013	F N=3693	S n=3814
0	21	2	11	0	19	1	52	6	9	1
1	30	4	30	0	25	3	24	6	18	2
2	19	5	30	7	15	4	12	7	19	3
3	14	6	0	7	12	6	6	7	17	5
4	8	9	16	11	9	10	3	13	15	8
5	4	17	2	7	11	25	2	19	12	18
6	4	58	11	70	8	52	1	43	10	65

*Percents rounded to the nearest whole percent.

In examining these percentages for descriptive purposes, it is important to consider that the number of students assessed in each subgroup was often different during fall 2002 and spring 2003. For example, 44 American Indian students and 3,693 White students were assessed in fall 2002. Given these differences, it is important to use these descriptive percentages for comparisons within each racial/ethnic group only.

In general, African American and Hispanic students had lower percentages meeting proficiency-level performance on five or more of the foundational skill assessments during fall 2002. Hispanic students' scores also were heavily skewed toward the lower end of the foundational scale ranking. Fifty-two percent of Hispanic students had not achieved proficiency-level performance on any of the individual assessments by the time the fall 2002 assessments were administered. This was the largest percentage of any subgroup scoring at the zero foundational skill level. In general, percentage scores for each racial/ethnic subgroup were high in terms of the number of students who entered kindergarten proficient on only one or fewer of the foundational assessments. A total of 51% of African American, 41% of American Indian, 44% of Asian American, 76% of Hispanic, and 27% of White, and students were able to meet proficiency levels on only one or fewer foundational assessments.

The results of the spring 2003 assessments highlight the percentage change that each racial/ethnic subgroup made over the course of the school year. Figure 3 provides a graphic representation of the percentages of students meeting proficiency on one or fewer of the foundational assessments during fall 2002 to spring 2003; and Figure 4 highlights the improvement in student performance levels on five or more of the foundational assessments by spring 2003.

Figure 3: Percentage of Racial/Ethnic Subgroups Meeting Proficiency on One or Fewer of the Foundational Skills, 2002–2003 School Year

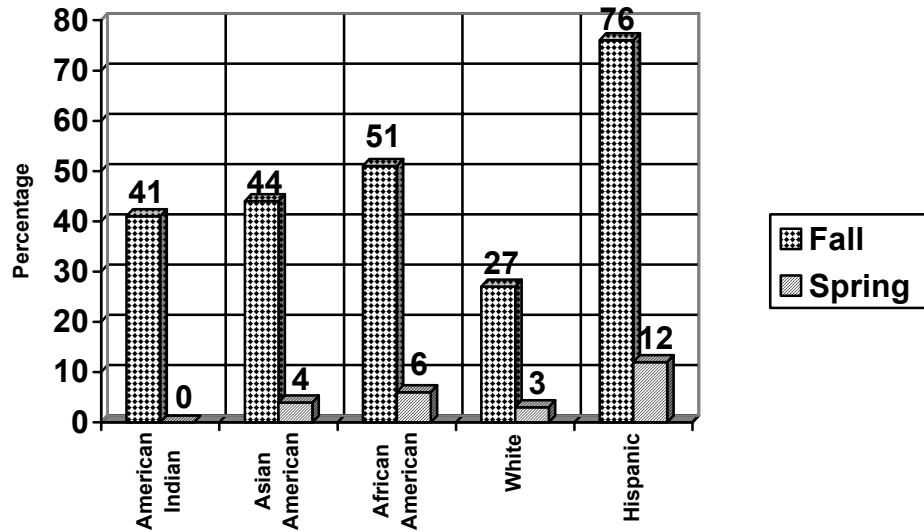


Figure 4: Percentage of Racial/Ethnic Subgroups Meeting Proficiency on Five or More of the Foundational Skills, 2002–2003 School Year

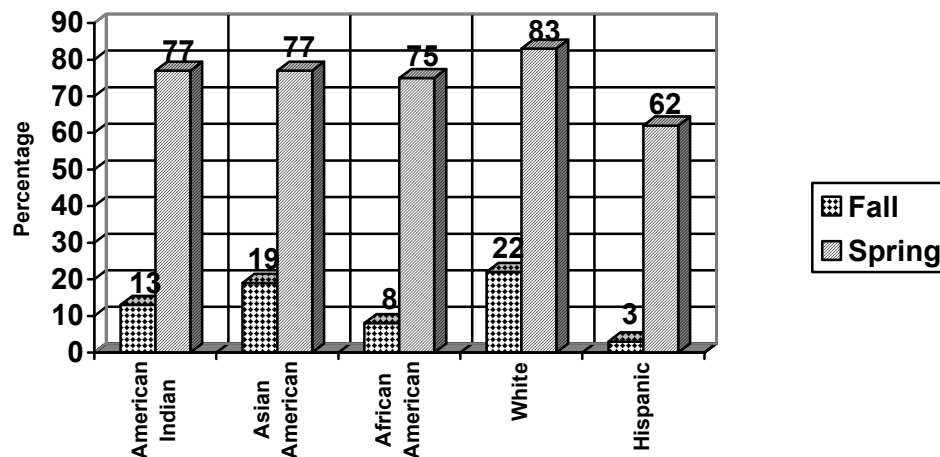


Figure 3 shows the general decrease in the percentage of students who were able to meet proficiency on only one or fewer of the foundational skill assessments by the spring 2003 assessments. While White students had the lowest percentage of students unable to meet proficiency-level performance on one or fewer of the foundational assessments during fall 2002, White students’ scores still decreased by 24 percentage points by spring 2003. All other subgroups of students saw a decrease of 40 percentage points or greater in the number of students able to meet proficiency standards on only one or fewer of the foundational tests. While African American (6%) and Hispanic (12%) students continued to have the highest percentage of students unable to reach proficiency on more than one foundational assessment, these subgroups also had the greatest percentage decreases in this area. African American students’ percentages

decreased by 45 percentage points, and Hispanic students' percentages decreased by 64 percentage points.

Percentage scores for students able to achieve proficiency on five or more of the foundational assessments also had pronounced increases by the time the spring 2003 assessments were administered. Student subgroups saw an average increase of 62 percentage points. African American students had an increase of 67 percentage points; American Indian students had an increase of 65 percentage points; Asian American students had an increase of 58 percentage points; Hispanic students had an increase of 59 percentage points; and White students had an increase of 61 percentage points.

Students' text reading data mirrored the performance on their foundational skill assessments. Table 11 highlights the trends that different racial/ethnic subgroups made from the fall 2002 to spring 2003 assessments.

Table 11: Student Racial/Ethnic Subgroup Trends in Text-Level Reading Level 3 or Above, Fall 2002 to Spring 2003

Demographic Subgroups	Fall Reading Level (Accuracy >= 90)		Spring Reading Level (Accuracy >=90)		Percentage Change
	%	n	%	N	
African American	5	1855	65	1998	+60
American Indian	9	44	61	46	+52
Asian American	11	1271	76	1367	+65
Hispanic	1	1868	55	2013	+54
White	7	3693	73	3814	+66

Again, it is clear that each subgroup of kindergarten students improved dramatically in their ability to apply foundational skills to text reading by the time the spring 2003 assessments were conducted. There was an average 59% gain in students' reading at Level 3 or above by the end of kindergarten. Table 11 reveals that very few students entered kindergarten with the skills in place to start reading text with an accuracy rate of 90% or better. African American students (5%) and Hispanic students (1%) entered kindergarten with the lowest percentage of students able to read and apply foundational skills to text reading. While more than half of Hispanic students were able to read at or above benchmark performance levels by the end of kindergarten, 45% of them were still unprepared to apply foundational skills to text reading. Unlike the trends with the foundational skill data, both African American and Hispanic students had a lower percentage difference in text reading than Asian American or White students from fall 2002 through spring 2003.

Support Services Provided by MCPS

While the results presented in this report illustrate some of the trends that developed in Year 3 of the Kindergarten Initiative, previous reports have shown the impact that poverty and language proficiency can have on students' academic performance (Bridges-Cline, 2001, 2002; Nielsen & Cooper-Martin, 2002). Trends reported for individual subgroups of students may be related to

these factors; therefore, MCPS support services were examined to provide a more in-depth analysis of the different subgroups of kindergarteners on the 2002–2003 MCPSAP-PR. The first variables analyzed included an examination of the performance levels of students receiving ESOL and/or FARMS services.

English for Speakers of Other Languages (ESOL)

Of the 8,732 students who were assessed in fall 2002, 1,454 (17%) received ESOL services. Scores on the foundational assessments for these students were heavily skewed, indicating that large numbers of ESOL students entered kindergarten in fall 2002 with few foundational skills. Table 12 highlights the percentage of ESOL and non-ESOL students who passed the foundational assessments during the fall 2002 assessment period.

Table 12: Percentage of ESOL and Non-ESOL Students Who Met Benchmark Performance Levels on Foundational Skill Assessments, Fall 2002

Number of Foundational Skills (%)	Non-ESOL (%)	ESOL (%)
	Fall (n=7277)	Fall (n=1454)
0	14	65
1	23	24
2	19	6
3	15	3
4	12	1
5	9	1
6	8	<1
*Percents rounded to nearest whole percent.		

While the percentage of ESOL students (23%) who were only able to meet proficiency-level performance on one foundational assessment was similar to the percentage of non-ESOL students, the percentage of ESOL students who were unable to meet proficiency-level performance on any of the foundational assessments was much higher. Only 14% of non-ESOL students entered kindergarten with no foundational skills in comparison to 65% of ESOL students. The majority of ESOL students also entered kindergarten without the skills necessary to meet proficiency on four (.9%), five (.6%), or six (.3%) of the foundational assessments. Non-ESOL students again entered kindergarten more prepared in these areas, with 12% having four foundational skills, 9% having five foundational skills, and 8% having all six foundational skills.

African American, Asian American, and Hispanic students had the highest concentrations of students receiving ESOL services. While African American students (n=87) receiving ESOL services accounted for only 5% of the total number of African American students assessed, nearly half of this group (47%) entered kindergarten with no foundational skills. An additional

29% were able to meet proficiency on only one foundational skill. Only 1 of these 87 students was proficient on 4 foundational skills, 1 on 5 foundational skills, and no African American students receiving ESOL services were proficient on all six foundational assessments.

Of the 1,271 Asian American students assessed, 29% received ESOL services. Asian American students also had high percentages of students who entered kindergarten with one or fewer foundational skills. Among Asian American ESOL students, 44% were not proficient on any of the foundational assessments and 40% were proficient on only one foundational assessment. Only 3% of these ESOL students were proficient on four or more assessments.

A total of 49% of Hispanic students (n=1868) assessed received ESOL services. In examining these students, 75% were unable to meet proficiency-level performance on any of the foundational assessments. An additional 18% were proficient on only one foundational assessment. These numbers account for 93% of the total kindergarten Hispanic ESOL population. Only 1% of these students were proficient on four or more foundational assessments.

Fall 2002 reading levels among ESOL students mirrored their performance on the foundational assessments. Only 9 (.6%) of the 1,454 ESOL students assessed on the foundational assessments were ready to apply their foundational skills to text reading. Five of these nine students were reading with 90% accuracy or better on Level 3 reading material. These nine students account for less than 1% (.1%) of the total number of ESOL students tested on the foundational assessments.

While the spring 2003 semester had similar numbers of ESOL students who were assessed (n=1,636), there were some dramatic changes in the number of foundational skills that students developed by the end of kindergarten. There was a sharp reduction in the number of students who had zero or one foundational skill and a sharp increase in the number of students with four, five, and six foundational skills. Table 13 highlights the percent changes in these areas from fall 2002 to spring 2003.

Table 13: Percent Changes in Foundational Skill Proficiency with ESOL and Non-ESOL Students, Fall 2002 through Spring 2003

Number of Foundational Skills	Non-ESOL (%)		ESOL (%)	
	Fall n=7277	Spring n=7602	Fall n=1454	Spring n=1636
0	14	1	65	7
1	23	2	24	8
2	19	3	6	10
3	15	8	3	14
4	12	8	1	14
5	9	18	1	23
6	8	63	<1	29

*Percents rounded to nearest whole percent.

In examining Table 13, two important trends emerged. First is the progress that non-ESOL students made throughout the year. Fall non-ESOL students entered kindergarten with a variety of skills. While 14% had no foundational skills and 8% had all six foundational skills, their scores tended to be more normally distributed across each of the foundational tests. By spring 2003, non-ESOL students' data saw a sharp rise in the percentage of students who were able to meet all six foundational skills (63%). This is a 55 percentage point increase from fall 2002 to spring 2003.

While ESOL students' scores did not demonstrate the same growth in achieving proficiency on six foundational skills, there was a sharp reduction in the number of students proficient on only one or fewer foundational assessments. By spring 2003, ESOL students had improved substantially in each of these categories, with 14% proficient at four foundational skills (+13% increase), 23% proficient at five foundational skills (+22% increase), and 29% proficient at all six foundational skills (+29% increase). While this growth is impressive, spring 2003 data show that a large percentage of ESOL students still were not proficient in four, five, or six foundational skills.

The same positive trends were gleaned from looking at the data of ESOL students from individual student racial/ethnic subgroups. Table 14 highlights the changes made from fall 2002 to spring 2003 within these different groups.

Table 14: Percent Changes in Foundational Skill Proficiency Among Racial/Ethnic Subgroups of ESOL Students, Fall 2002 through Spring 2003

Number of Foundational Skills	Asian American			African American			Hispanic		
	F n=364	S n=408	% Change	F n=87	S n=110	% Change	F n=918	S n=1004	% Change
0	44	3	-41	47	5	-42	75	10	-65
1	40	6	-34	29	10	-19	18	9	-9
2	8	8	--	15	10	-5	5	11	+6
3	5	9	+4	7	9	+2	1	9	+8
4	1	14	+13	1	12	+11	1	14	+13
5	1	30	+29	1	19	+18	<1	20	+19
6	1	30	+29	0	36	+36	<1	28	+27

*Percents rounded to nearest whole percent.

African American and Asian American ESOL students made considerable progress from the fall 2002 assessment period. The percentage of Asian American ESOL students who were proficient on zero foundational skills decreased by 41%, and Asian American ESOL students who were proficient on only one foundational skill decreased 34% by spring 2003. This same subgroup of students made strong progress in reaching proficiency on four foundational skills as scores increased by 13 percentage points, and on five foundational skills as scores increased by 29 percentage points. The most noticeable gains came in the number of Asian American ESOL students who were successful in meeting proficiency on all six foundational skills. In fall 2002,

only 1% of these students were proficient on all six foundational skills but, by spring 2003, this percentage increased to 30%. Despite these gains, more than two thirds of Asian American ESOL students ended kindergarten without being proficient in all six foundational skills.

African American ESOL students also made strong progress toward proficiency on all six foundational skills. During fall 2002 assessments, 76% of these students were proficient on one or fewer of the foundational skill assessments. Spring 2003 assessments showed a strong decrease in the percentage of students who were able to achieve proficiency in only these two categories. Only 15% of students were unable to achieve proficiency on two or more foundational assessments by spring 2003. African American ESOL students who met proficiency on four foundational skills increased to 12%, five foundational skills increased to 19%, and six foundational skills increased to 36%. Again, despite the gains made, a large proportion of African American ESOL students still were unable to meet proficiency-level performance on all six foundational skills by spring 2003.

Hispanic ESOL students made progress as well with reduced numbers of students with one or fewer foundational skills, and increased numbers of students able to meet proficiency benchmarks on four, five, and six foundational skill assessments. The percentage of students who were able to meet proficiency on only one or fewer of the foundational assessments decreased from 93% to 19% by the spring 2003 assessments. Similar to other racial/ethnic subgroups, Hispanic ESOL students' scores increased in terms of those students who were able to meet proficiency levels on four, five, or six assessments. Students' scores increased by 13% for four foundational skills, by 20% for five foundational skills, and by 28% for all six foundational skills. Hispanic ESOL students continued to have high percentages of students who were unable to meet proficiency levels of performance on all six foundational assessments, despite the growth made over the 2002–2003 school year.

Hispanic students were the only subgroup of students who had equal numbers of students receiving (n=1,004) and not receiving (n=1,009) ESOL services. While similar in number, these two groups had distinctly different percentages of students who met benchmark performance levels on all six foundational assessments. Non-ESOL Hispanic students had a 58% proficiency rate on all six foundational assessments, while Hispanic ESOL students had only 28%. Hispanic ESOL students underperformed, compared with their non-ESOL counterparts. This finding was statistically significant.⁵

ESOL students' reading levels again mirrored the performance on their foundational assessments. African American, Asian American, and Hispanic ESOL students made dramatic improvements in their reading abilities by the spring 2003 assessment period. Asian American ESOL students improved from 1% to 60% (+59% increase). African American ESOL students improved from 2% to 50% (+48% increase). Hispanic ESOL students improved from less than 1% to 42% (+41% increase). Even with this growth, it was still evident that a large percentage of these students were still not reading benchmark-level material with an accuracy rate greater than or equal to 90 by spring 2003.

⁵ $t(1827)=15.689, p<.001$

In measuring the degree to which MCPS has been successful in closing the performance gap between ESOL and non-ESOL students, scores from those students (N=8,695) who had both fall 2002 and spring 2003 data were analyzed. Table 15 highlights the mean differences between these two groups from fall 2002 to spring 2003.

Table 15: Foundational Skill Mean Scores of Continuously Enrolled ESOL Students for the 2002–2003 Primary Reading Assessments

Total N=8695	ESOL	Non-ESOL
Total Number of Students Assessed	1437	7285
Fall 2002 Average Foundational Score	.53	2.48
Spring 2003 Average Foundational Score	4.12	5.26
Mean Difference from Fall to Spring	3.59	2.78

While non-ESOL students entered kindergarten with a mean foundational proficiency level of 2.48, ESOL students entered with a proficiency level of only .53. The overall mean score for ESOL students was below proficiency on at least one foundational skill. There was a mean difference of 1.95 between ESOL and non-ESOL students upon entering kindergarten. At the time of spring 2003 assessments, the mean score for non-ESOL students had improved to 5.26 (+2.78), and the mean score for ESOL students improved to 4.12 (+3.59). Using the Independent Samples *t* Test, the progress made by ESOL students was statistically significant.⁶ These scores resulted in a mean difference in foundational skills of 1.14, and the performance gap between Non-ESOL and ESOL students decreased by a mean score of .81.

Free and Reduced-Price Meals System (FARMS)

FARMS participation was an additional variable used to analyze student performance on the MCPSAP-PR. During fall 2002, 2,521 kindergarten students (29%) received FARMS, and 2,740 students (30%) received FARMS during spring 2003. Tables 16 and 17 highlight the trends that developed among FARMS and non-FARMS students’ foundational assessment scores.

⁶ $t(8693)=-15.35, p<.001$

Table 16: Foundational Assessment Scores for Non-FARMS and FARMS Students, Fall 2002 and Spring 2003

Number of Foundational Skills	(%) Non-FARMS		(%) FARMS	
	Fall n=6211	Spring n=6520	Fall n=2521	Spring n=2740
0	14	1	44	5
1	21	2	28	6
2	19	3	13	7
3	15	5	8	7
4	13	9	4	11
5	10	18	2	20
6	9	62	2	45

*Percents rounded to the nearest whole percent.

This data reflects similar trends reported in earlier sections of this report. Upon entering kindergarten, 72% of students who received FARMS were proficient on only one or fewer of the foundational assessments. Only 8% of these students had four foundational skills or more. By spring 2003, student proficiency had improved dramatically. The percentage of students with only one or fewer foundational skills was reduced to 11%. This is a 61% decrease from fall 2002. There was also a substantial increase in the percentage of students with four or more foundational skills. The percentage of students with four or more foundational skills increased to 76%—a 68% increase from fall 2002. While this growth is notable, it is still apparent that a little less than half of the students receiving FARMS (45%) met proficiency on all six foundational assessments.

This same growth also was apparent in the improved reading proficiency of kindergarten students receiving FARMS’ from fall 2002 to spring 2003. During fall 2002, only 2% of FARMS students (n=55) were reading at or above benchmark. When the spring 2003 assessments were administered, 57% of FARMS students (n=1,560) were reading at or above benchmark. This is a 55% increase over the 2002–2003 school year.

While more non-FARMS students were assessed over these two periods (6,211 for fall 2002 and 6,520 for spring 2003), a first glance at the data highlighted that non-FARMS students tended to outperform their FARMS counterparts. For example, while 44% of FARMS students were unable to meet proficiency on any of the foundational skills upon entering kindergarten in fall 2002, only 14% of non-FARMS students had zero of six foundational skills. Similar performance differences occurred in spring 2003 as well. While 45% of FARMS students reached proficiency on all six foundational assessments, 62% of non-FARMS students obtained similar scores.

To determine if MCPS was successful in closing the gap between these two groups of students, an Independent Samples *t* Test was used to measure if any statistical difference existed between the growth rate of FARMS and non-FARMS students. Again, only students who were assessed in both fall 2002 and spring 2003 (n=8,696) were used in this analysis. In total, 6,196

non-FARMS and 2,500 FARMS students were analyzed. Table 17 highlights the growth that occurred over the school year in students' average foundational scores.

Table 17: Mean Differences for FARMS and Non-FARMS Students on Foundational Skill Assessments, Fall 2002 to Spring 2003

Total N=8695	FARMS	Non-FARMS
Total Number of Students Assessed	2500	6196
Fall 2002 Average Foundational Score	1.1	2.6
Spring 2003 Average Foundational Score	4.7	5.2
Mean Difference from Fall to Spring	3.6	2.6

While non-FARMS students started kindergarten with a higher average proficiency rate on the foundational assessments than FARMS students, this mean difference was reduced from 1.5 to .5 by spring 2003. FARMS students' rate of growth during the year greatly reduced the performance difference that existed at the beginning of the school year. This result was statistically significant.⁷

ESOL and FARMS

Five percent of students received both ESOL and FARMS during fall 2002 (n=879) and spring 2003 (n=970). These students were largely Asian American (14%) and Hispanic (76%). Upon entering kindergarten, the majority of these students (72%) were unable to meet proficiency levels of performance on any of the foundational tests, and 20% were able to meet proficiency on only one assessment. Less than 1% of students (.3%) were able to meet proficiency-level performance on five or more of the foundational assessments. Only five of these students were reading at the kindergarten benchmark of Level 3 or above.

By the spring 2003 assessments, these numbers were reversed. Of the 970 students assessed, only 8% of students who received ESOL and FARMS were unable to reach proficiency on any of the foundational tests. This is a 64% reduction from fall 2002. Another 9% were able to meet proficiency on only one foundational assessment. Forty-nine percent of ESOL and FARMS students were proficient on five or more foundational tests. Students' reading levels also had improved dramatically. A total of 45% were reading at or above the kindergarten benchmark level by spring 2003, which is a 45% increase from fall 2002. While these scores attest to the growth of students during the school year, the double risk factor of poverty and language proficiency was still apparent as the year ended, given that half of the students who received ESOL and FARMS were still not reading at benchmark.

⁷ $t(4833)=-20.22, p<.001$

Head Start (HS) and Extended Elementary Education Programs (EEEEP)

MCPS HS and EEEP were two program variables used to further document student performance on the MCPSAP-PR. These two variables were analyzed individually. Table 18 outlines the total number of students who participated in the HS program in conjunction with the percentage of students who met proficiency on the foundational assessments and were reading at or above benchmark during fall 2002 and spring 2003.

Table 18: Percentage of Head Start Students Meeting Proficiency Levels on the Foundational Assessments and Benchmark-Level Reading, Fall 2002 and Spring 2003

	Fall 2002 (%) (n=1480)	Spring 2003 (%) (n=1512)	Percentage Change
0/6	38	2	-36
1/6	27	4	-23
2/6	16	5	-9
3/6	10	7	-3
4/6	5	10	+5
5/6	3	21	+18
6/6	2	50	+48
At/Above Benchmark Reading	2	62	+60

*Percents rounded to nearest whole percent.

The HS data again is reminiscent of other variables analyzed in this report in that many HS students (65%), even with their preschool training, enter kindergarten proficient on only one or fewer of the foundational assessments. Only 2% of all HS students assessed in fall 2002 were reading at or above benchmark.

When spring 2003 assessments were conducted, again there was a large decrease in the number of students who were proficient on only one or fewer of the foundational assessments (59% decrease) and large percentage increases (66% increase) in the number of students who were proficient in five or more of the foundational skill sets. There was an additional positive increase (60%) in the number of HS students reading at or above benchmark.

The average growth in HS students' foundational scores from fall 2002 to spring 2003 again were compared with the growth of non-HS students. Table 19 highlights the mean scores of HS and non-HS students over these two assessment periods.

Table 19: Mean Differences for Head Start and Non-Head Start Students on Foundational Skill Assessments, Fall 2002 to Spring 2003

Total N=8695	HS	Non-HS
Total Number of Students Assessed	1472	7223
Fall 2002 Average Foundational Score	1.32	2.33
Spring 2003 Average Foundational Score	4.83	5.12
Mean Difference from Fall to Spring	3.51	2.79

While HS students entered kindergarten with fewer foundational skills on average, their rate of growth was greater than their non-HS counterparts. While non-HS students average score increased by an average 2.79 foundational skills, HS students' average score increased by 3.51. While non-HS students were proficient in more foundational skills on average by the end of kindergarten, the growth made by HS students was greater and closed the performance gap substantially. This difference in foundational skills growth was statistically significant⁸.

Kindergarten students attending EEEP also were examined. Table 20 provides an overview of EEEP students' scores on the foundational assessments from fall 2002 to spring 2003 and their reading accuracy levels.

Table 20: Percentage of Extended Elementary Education Program Students Meeting Proficiency Levels on the Foundational Assessments and Benchmark Reading, Fall 2002 and Spring 2003

	Fall 2002 (%) n=662	Spring 2003 (%) n=631	Percentage Change
0/6	27	1	-26
1/6	27	2	-25
2/6	14	4	-10
3/6	11	4	-7
4/6	8	9	+1
5/6	8	24	+14
6/6	5	55	+50
At/Above Benchmark Reading	6	73	+67
*Percents rounded to nearest percent.			

Similar trends emerged again in regards to a general decrease in the percentage of students who were able to achieve proficiency levels of performance on only a few foundational skills and a general increase in the number of students with proficiency levels on five or more foundational

⁸ $t(716.75)=-4.57, p<.001$

tests by the time the spring 2003 assessments were administered. While 54% of students were able to achieve proficiency on only one or fewer of the foundational assessments in fall 2002, this percentage decreased by 51 to 3% by spring 2003. Likewise, the number of students who were able to achieve proficiency on five or more foundational skills increased from 13% in fall 2002 to 79% in spring 2003. This is a cumulative percentage increase of 51%.

This increase in foundational skill proficiency again was mirrored by the growth in the percentage of students reading at or above benchmark by the end of the 2002–2003 school year. Only 6% of students attending EEEP were reading at or above benchmark during fall 2002, but this percentage increased by 67 percentage points to 73% by spring 2003. While these numbers show how students progressed over the course of the 2002–2003 school year, special attention should be given to the fact that only half of the students attending EEEP had all foundational skills by the end of their kindergarten year.

Since EEEP students entered the 2002–2003 school year with fewer foundational skills on average (1.90) than non-EEEEP students (2.18), their average growth rates through spring 2003 were examined to see if this performance gap had closed by the end of kindergarten. Table 21 highlights the average differences between EEEP and non-EEEEP students on the foundational assessments for fall 2002 and spring 2003. This analysis included only those students who were assessed in fall 2002 and spring 2003.

Table 21: Mean Differences for EEEP and Non-EEEEP Students on Foundational Skill Assessments, Fall 2002 to Spring 2003

Total N=8695	EEEEP	Non-EEEEP
Total Number of Students Assessed	621	8074
Fall 2002 Average Foundational Score	1.90	2.18
Spring 2003 Average Foundational Score	5.15	5.06
Mean Difference from Fall to Spring	3.25	2.88

While EEEP students began kindergarten with fewer foundational skills on average, spring 2003 assessments highlighted that, on average, EEEP students outperformed non-EEEEP students on the number of foundational skills they attained by the end of the school year. The mean growth in foundational skills attained by EEEP students (3.25) also outpaced the mean growth of non-EEEEP students (2.88). Using an Independent Samples *t*-Test, this growth rate was shown to be statistically significant⁹. Not only did students who attended EEEP progress at a faster growth rate compared with non-EEEEP students, they also had more foundational skills on average by the end of their kindergarten year.

⁹ $t(8693)=-4.61, p<.001$

Special Education Services

Kindergarteners receiving special education services were the final subgroup of students used to analyze the results of the MCPSAP-PR. Special education students with an Individualized Education Plan (IEP) were included in this analysis. Table 22 provides a breakdown of the percentage of students with IEPs who were proficient on the six foundational skill assessments and their reading levels in fall 2002 and spring 2003.

Table 22: Percentage of Students with Individualized Education Plans Meeting Proficiency Levels on Foundational Assessments and Benchmark-Level Reading, Fall 2002 and Spring 2003

	Fall 2002 (%) (n=640)	Spring 2003 (%) (n=673)	Percentage Change
0/6	39	6	-33
1/6	29	9	-20
2/6	13	9	-4
3/6	8	7	-1
4/6	7	13	+6
5/6	3	23	+20
6/6	3	33	+30
At/Above Benchmark Reading	4	49	+45

These data again reflect a similar pattern of performance compared with results posted by other subgroups of students analyzed in this report. In general, students with an IEP entered kindergarten with few foundational skills, but they were able to make notable steps in improving performance by the end of the 2002–2003 school year. There was a 53% reduction in the number of students who were proficient on only one or fewer of the foundational assessments, and a 50% increase in the cumulative number of students who were successful at meeting proficiency levels on five or more of the foundational assessments by spring 2003. There was also a positive percentage difference in the number of children who were ready to apply their foundational skills to text reading when the spring 2003 assessments were administered. While only 4% of students were ready for text reading by fall 2002, this percentage had increased to 49% (+45% increase) by the end of the school year.

In reviewing Table 22, it is also apparent that, despite the increase in student scores, a high percentage of students with IEPs were still unable to meet proficiency levels of performance on all six foundational assessments and unable to apply foundational skills to text reading by the end of the school year. While the percentage of special education students who were able to meet proficiency performance levels on all six assessments increased by 30% from fall 2002 to spring 2003, 66% of these students were still unable to meet the benchmark for all six assessments. Half of special education students (51%) were also not ready to apply their foundational skills to text reading.

The trend that separates this subgroup of students from others included in this report becomes more apparent in looking at the comparative mean growth of students with IEPs and other

kindergarteners over these two assessment periods. Only students who were assessed in both assessment periods were included in this analysis. Table 23 highlights the mean scores for fall 2002 and spring 2003.

Table 23: Mean Differences for IEP Students and non-IEP Students on the Foundational Skill Assessments, Fall 2002 to Spring 2003

Total N=8,696	IEP	Non-IEP
Total Number of Students Assessed	633	8063
Fall 2002 Average Foundational Score	1.33	2.22
Spring 2003 Average Foundational Score	4.19	5.14
Mean Difference from Fall to Spring	2.86	2.92

Students without an IEP started and ended the 2002–2003 school year with more foundational skills than students with an IEP. While students with an IEP increased their performance level on foundational skills by an average score of 2.86 by the end of the school year, students’ performance levels without an IEP grew by an average of 2.92. The average gap in performance of .89 that existed during fall 2002 increased to an average of .95 by the spring 2003 assessments. This is the only subgroup of students in which the difference in growth was not statistically significant. Students without an IEP started the school year with more foundational skills, ended the school year with more foundational skills, and grew at a faster rate over the course of the school year. This data highlights the need for continued discussion on how to close the achievement gap with students who have IEPs.

What assessment refinements were implemented this year and what additional refinements are suggested?

Methodology

In order to support ongoing improvement and refinement of the MCPSAP in both reading and mathematics, a representative sample of 19 elementary schools was identified as “In-Depth Study Schools.” Staff members from these selected schools, who work with students from kindergarten through Grade 2, participated in group interviews during December 2002 and February 2003 to discuss the implementation of the assessment program. In December, 47 teachers from 10 schools participated in the interview process. In February, 35 teachers from 9 schools participated. Notes from these interviews were summarized and discussed by members of OCIP and OSA to guide improvement efforts.

Results

The MCPSAP-PR evolved to a seamless kindergarten to Grade 2 assessment program in the 2002–2003 school year, enabling teachers to see the connection between the grade levels and to monitor student performance in a consistent process. Teachers indicated that this was a very

positive change, although it did present some difficulty for schools needing to share books between the grade levels.

When interviewed during the In-Depth school meetings, most kindergarten teachers were very comfortable with the MCPSAP-PR and how to use the information from the assessments to guide instruction. One of the biggest concerns voiced by kindergarten teachers was that the data would be used to rate teacher performance, and that this pressure could move teachers away from using the assessments in a truly formative manner. The other issue raised was that of inconsistency in communication about assessment implementation between the grades. For example, kindergarten teachers would continue to move students to higher levels of text for testing, while Grade 1 and 2 teachers frequently did not. It will be important to ensure that the administration guidelines are communicated consistently across grade levels.

More comprehensive suggestions for refinement of the MCPSAP-PR are presented in the evaluation report for Grade 1 and 2 students, scheduled to be released in October 2003.

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APPENDIX A

Reading/Language Arts Glossary of Terms

Foundational Reading Skills

Oral Language

*the ability to speak clearly
and use a wide variety of
words to convey ideas
effectively*

Assessment Tool: Record of Oral Language

Measures a student's control of oral language and grammatical structures

Letter Knowledge

*the ability to identify
alphabet letters*

Assessment Tool: Letter Identification

Assesses a student's ability to name upper and lower case letters

Print Concepts

*the ability to demonstrate
book handling skills and
print awareness concepts*

Assessment Tool: Concepts About Print

Assesses a student's understanding of how printed language works in books (i.e., directional movement, one to one matching, book conventions, such as front and back of the book, etc.)

Phonemic Awareness

*the ability to hear the distinct
sounds in spoken words*

Assessment Tool: Phonemic Awareness

Measures a student's ability to separately articulate and manipulate the sounds of a spoken word (i.e., beginning sounds, rhyming)

Hearing and Recording Sounds

*the ability to use knowledge
of letter/sound relationships
to decode and write words*

Assessment Tool: Hearing and Recording Sounds

Assesses a student's ability to associate and write letters for sounds heard in words in a dictated sentence

Word Knowledge

*the ability to identify high
frequency words in print and
decode unknown words*

Assessment Tool: Word Recognition

Assesses a student's ability to read basic sight words (e.g., *is, the, look, here*)

Text Reading

Reading proficiency is determined by assessing one's oral reading accuracy, fluency, and comprehension of benchmark-level texts.

Oral Reading/Fluency

the ability to fluently and accurately read text aloud

Assessment Tool: Running Records

Assesses a student's oral reading accuracy and fluency by the teacher checking and recording each word as a student reads a book or passage

Benchmark Levels

Target reading levels at the end of kindergarten

READING READY TEXT

- Book Levels 1–2

Reading Ready Texts typically have large print and spacing, repetition of very simple one or two sentence patterns, familiar content that children can relate to, and simple pictures that support the text. Children use pictures and memory for language to repeat the book pattern, point word by word, and move from left to right across print.

KINDERGARTEN BENCHMARK

- Book Level 3

Early Emergent Texts typically have large print and spacing, a simple story with familiar content, and supportive illustrations. Children learn to read high frequency sight words, while reading simple stories for meaning.

APPENDIX B

Table 1: Record of Oral Language

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
ASHBURTON	Count	18	49	9	67
	Percentage	26.9	73.1	11.8	88.2
BANNOCKBURN	Count	4	40	4	41
	Percentage	9.1	90.9	8.9	91.1
BEALL	Count	29	58	14	87
	Percentage	33.3	66.7	13.9	86.1
BEL PRE	Count	54	66	7	133
	Percentage	45.0	55.0	5.0	95.0
BELLS MILL	Count	21	19	5	40
	Percentage	52.5	47.5	11.1	88.9
BELMONT	Count	10	46	6	52
	Percentage	17.9	82.1	10.3	89.7
BETHESDA	Count	12	43	2	53
	Percentage	21.8	78.2	3.6	96.4
BEVERLY FARMS	Count	5	49	4	52
	Percentage	9.3	90.7	7.1	92.9
BRADLEY HILLS	Count	1	43	0	39
	Percentage	2.3	97.7	.0	100.0
BROAD ACRES	Count	44	17	25	50
	Percentage	72.1	27.9	33.3	66.7
BROOKE GROVE	Count	15	40	7	51
	Percentage	27.3	72.7	12.1	87.9
BROOKHAVEN	Count	31	21	19	41
	Percentage	59.6	40.4	31.7	68.3
BROWN STATION	Count	24	28	14	46
	Percentage	46.2	53.8	23.3	76.7
BURNING TREE	Count	6	50	3	57
	Percentage	10.7	89.3	5.0	95.0
BURNT MILLS	Count	29	28	14	62
	Percentage	50.9	49.1	18.4	81.6
BURTONSVILLE	Count	16	66	4	54
	Percentage	19.5	80.5	6.9	93.1
CANDLEWOOD	Count	21	22	6	42
	Percentage	48.8	51.2	12.5	87.5

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
CANNON ROAD	Count	23	41	7	60
	Percentage	35.9	64.1	10.4	89.6
CAPTAIN JAMES E DALY	Count	33	64	13	94
	Percentage	34.0	66.0	12.1	87.9
CARDEROCK SPRINGS	Count	4	29	0	15
	Percentage	12.1	87.9	.0	100.0
CARL SANDBURG LEARNING CENTER	Count	5	0	8	2
	Percentage	100.0	.0	80.0	20.0
CASHELL	Count	5	48	1	51
	Percentage	9.4	90.6	1.9	98.1
CEDAR GROVE	Count	27	69	11	86
	Percentage	28.1	71.9	11.3	88.7
CLARKSBURG	Count	8	44	8	49
	Percentage	15.4	84.6	14.0	86.0
CLEARSPRING	Count	6	55	2	65
	Percentage	9.8	90.2	3.0	97.0
CLOPPER MILL	Count	33	45	14	84
	Percentage	42.3	57.7	14.3	85.7
CLOVERLY	Count	17	45	4	63
	Percentage	27.4	72.6	6.0	94.0
COLD SPRING	Count	1	53	0	53
	Percentage	1.9	98.1	.0	100.0
COLLEGE GARDENS	Count	16	27	9	46
	Percentage	37.2	62.8	16.4	83.6
CRESTHAVEN	Count	31	56	10	88
	Percentage	35.6	64.4	10.2	89.8
DAMASCUS	Count	9	47	3	56
	Percentage	16.1	83.9	5.1	94.9
DARNESTOWN	Count	7	36	9	39
	Percentage	16.3	83.7	18.8	81.3
DIAMOND	Count	6	50	5	62
	Percentage	10.7	89.3	7.5	92.5
DR. CHARLES R. DREW	Count	13	37	4	49
	Percentage	26.0	74.0	7.5	92.5
DUFIEF	Count	7	44	6	46
	Percentage	13.7	86.3	11.5	88.5
EAST SILVER SPRING	Count	24	43	11	63
	Percentage	35.8	64.2	14.9	85.1

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
		Count	Percentage	Count	Percentage
FAIRLAND	Count	10	56	3	69
	Percentage	15.2	84.8	4.2	95.8
FALLSMEAD	Count	12	45	8	37
	Percentage	21.1	78.9	17.8	82.2
FARMLAND	Count	13	51	13	64
	Percentage	20.3	79.7	16.9	83.1
FIELDS ROAD	Count	15	57	8	70
	Percentage	20.8	79.2	10.3	89.7
FLOWER HILL	Count	30	44	20	68
	Percentage	40.5	59.5	22.7	77.3
FLOWER VALLEY	Count	7	47	4	55
	Percentage	13.0	87.0	6.8	93.2
FOREST KNOLLS	Count	26	56	10	76
	Percentage	31.7	68.3	11.6	88.4
FOX CHAPEL	Count	28	42	19	69
	Percentage	40.0	60.0	21.6	78.4
GAITHERSBURG	Count	35	48	21	75
	Percentage	42.2	57.8	21.9	78.1
GALWAY	Count	44	58	14	103
	Percentage	43.1	56.9	12.0	88.0
GARRETT PARK	Count	25	30	12	51
	Percentage	45.5	54.5	19.0	81.0
GEORGIAN FOREST	Count	32	47	6	77
	Percentage	40.5	59.5	7.2	92.8
GERMANTOWN	Count	23	34	3	57
	Percentage	40.4	59.6	5.0	95.0
GLEN HAVEN	Count	35	30	7	67
	Percentage	53.8	46.2	9.5	90.5
GLENALLAN	Count	23	35	15	56
	Percentage	39.7	60.3	21.1	78.9
GOSHEN	Count	30	70	2	104
	Percentage	30.0	70.0	1.9	98.1
GREENCASTLE	Count	33	48	14	86
	Percentage	40.7	59.3	14.0	86.0
GREENWOOD	Count	13	73	2	81
	Percentage	15.1	84.9	2.4	97.6
HARMONY HILLS	Count	48	27	23	61
	Percentage	64.0	36.0	27.4	72.6

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
		Count	Percentage	Count	Percentage
HIGHLAND	Count	49	54	15	94
	Percentage	47.6	52.4	13.8	86.2
HIGHLAND VIEW	Count	17	26	6	40
	Percentage	39.5	60.5	13.0	87.0
JACKSON ROAD	Count	19	24	8	41
	Percentage	44.2	55.8	16.3	83.7
JONES LANE	Count	20	75	6	90
	Percentage	21.1	78.9	6.3	93.8
JUDITH A. RESNIK	Count	32	68	20	86
	Percentage	32.0	68.0	18.9	81.1
KEMP MILL	Count	44	42	31	85
	Percentage	51.2	48.8	26.7	73.3
KENSINGTON-PARKWOOD	Count	19	47	7	68
	Percentage	28.8	71.2	9.3	90.7
LAKE SENECA	Count	16	39	2	54
	Percentage	29.1	70.9	3.6	96.4
LAKEWOOD	Count	14	34	3	49
	Percentage	29.2	70.8	5.8	94.2
LAYTONSVILLE	Count	12	65	0	75
	Percentage	15.6	84.4	.0	100.0
LOIS P ROCKWELL	Count	11	58	0	72
	Percentage	15.9	84.1	.0	100.0
LUCY BARNESLEY	Count	9	41	3	42
	Percentage	18.0	82.0	6.7	93.3
LUXMANOR	Count	4	25	3	19
	Percentage	13.8	86.2	13.6	86.4
MARYVALE	Count	26	19	11	36
	Percentage	57.8	42.2	23.4	76.6
MEADOW HALL	Count	20	38	18	49
	Percentage	34.5	65.5	26.9	73.1
MILL CREEK TOWNE	Count	19	33	8	52
	Percentage	36.5	63.5	13.3	86.7
MONOCACY	Count	5	20	2	4
	Percentage	20.0	80.0	33.3	66.7
MONTGOMERY KNOLLS	Count	35	37	27	71
	Percentage	48.6	51.4	27.6	72.4
NEW HAMPSHIRE ESTATES	Count	52	27	43	69
	Percentage	65.8	34.2	38.4	61.6

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
OAKLAND TERRACE	Count	36	87	11	123
	Percentage	29.3	70.7	8.2	91.8
OLNEY	Count	19	52	5	26
	Percentage	26.8	73.2	16.1	83.9
POOLESVILLE	Count	0	67	0	65
	Percentage	.0	100.0	.0	100.0
POTOMAC	Count	12	41	1	54
	Percentage	22.6	77.4	1.8	98.2
RACHEL CARSON	Count	24	75	7	88
	Percentage	24.2	75.8	7.4	92.6
RITCHIE PARK	Count	14	25	4	36
	Percentage	35.9	64.1	10.0	90.0
ROCK CREEK FOREST	Count	10	63	2	59
	Percentage	13.7	86.3	3.3	96.7
ROCK CREEK VALLEY	Count	24	16	14	25
	Percentage	60.0	40.0	35.9	64.1
ROCK VIEW	Count	25	38	18	54
	Percentage	39.7	60.3	25.0	75.0
ROLLING TERRACE	Count	39	64	15	78
	Percentage	37.9	62.1	16.1	83.9
RONALD MCNAIR	Count	35	73	11	103
	Percentage	32.4	67.6	9.6	90.4
ROSEMARY HILLS	Count	24	120	13	140
	Percentage	16.7	83.3	8.5	91.5
ROSEMONT	Count	33	26	21	58
	Percentage	55.9	44.1	26.6	73.4
S CHRISTA MCAULIFFE	Count	38	67	12	99
	Percentage	36.2	63.8	10.8	89.2
SALLY K RIDE	Count	31	65	10	93
	Percentage	32.3	67.7	9.7	90.3
SEQUOYAH	Count	28	30	20	56
	Percentage	48.3	51.7	26.3	73.7
SEVEN LOCKS	Count	1	24	4	27
	Percentage	4.0	96.0	12.9	87.1
SHERWOOD	Count	15	39	10	53
	Percentage	27.8	72.2	15.9	84.1
SLIGO CREEK	Count	9	47	7	52
	Percentage	16.1	83.9	11.9	88.1

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
		Count	Percentage	Count	Percentage
SOMERSET	Count	8	48	3	38
	Percentage	14.3	85.7	7.3	92.7
SOUTH LAKE	Count	44	32	27	60
	Percentage	57.9	42.1	31.0	69.0
SPARK M. MATSUNAGA	Count	41	98	13	139
	Percentage	29.5	70.5	8.6	91.4
STEDWICK	Count	22	65	5	85
	Percentage	25.3	74.7	5.6	94.4
STONE MILL	Count	13	64	2	46
	Percentage	16.9	83.1	4.2	95.8
STONEGATE	Count	8	37	2	46
	Percentage	17.8	82.2	4.2	95.8
STRAWBERRY KNOLL	Count	27	39	16	54
	Percentage	40.9	59.1	22.9	77.1
SUMMIT HALL	Count	45	16	21	56
	Percentage	73.8	26.2	27.3	72.7
TAKOMA PARK	Count	26	78	9	107
	Percentage	25.0	75.0	7.8	92.2
THURGOOD MARSHALL	Count	21	39	10	59
	Percentage	35.0	65.0	14.5	85.5
TRAVILAH	Count	11	58	2	41
	Percentage	15.9	84.1	4.7	95.3
TWINBROOK	Count	40	32	21	71
	Percentage	55.6	44.4	22.8	77.2
VIERS MILL	Count	59	35	18	106
	Percentage	62.8	37.2	14.5	85.5
WASHINGTON GROVE	Count	23	35	13	49
	Percentage	39.7	60.3	21.0	79.0
WATERS LANDING	Count	21	73	2	99
	Percentage	22.3	77.7	2.0	98.0
WATKINS MILL	Count	31	54	16	82
	Percentage	36.5	63.5	16.3	83.7
WAYSIDE	Count	5	69	1	74
	Percentage	6.8	93.2	1.3	98.7
WELLER ROAD	Count	35	41	21	80
	Percentage	46.1	53.9	20.8	79.2
WESTBROOK	Count	1	44	1	43
	Percentage	2.2	97.8	2.3	97.7

ELEMENTARY SCHOOL		Fall 2002 Record of Oral Language		Spring 2003 Record of Oral Language	
		Score of 0-12	Score of 13-21	Score of 0-12	Score of 13-21
		Count	Percentage	Count	Percentage
WESTOVER	Count	7	19	5	22
	Percentage	26.9	73.1	18.5	81.5
WHEATON WOODS	Count	53	43	14	96
	Percentage	55.2	44.8	12.7	87.3
WHETSTONE	Count	40	44	13	90
	Percentage	47.6	52.4	12.6	87.4
WILLIAM TYLER PAGE	Count	23	21	13	23
	Percentage	52.3	47.7	36.1	63.9
WOOD ACRES	Count	4	82	2	84
	Percentage	4.7	95.3	2.3	97.7
WOODFIELD	Count	8	51	2	55
	Percentage	13.6	86.4	3.5	96.5
WOODLIN	Count	19	67	14	76
	Percentage	22.1	77.9	15.6	84.4
WYNGATE	Count	5	60	2	47
	Percentage	7.7	92.3	4.1	95.9

Table 2: Letter Identification

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
ASHBURTON	Count	44	29	9	70
	Percentage	60.3	39.7	11.4	88.6
BANNOCKBURN	Count	14	30	3	32
	Percentage	31.8	68.2	8.6	91.4
BEALL	Count	55	43	9	97
	Percentage	56.1	43.9	8.5	91.5
BEL PRE	Count	63	62	3	139
	Percentage	50.4	49.6	2.1	97.9
BELLS MILL	Count	21	20	2	43
	Percentage	51.2	48.8	4.4	95.6
BELMONT	Count	26	32	4	55
	Percentage	44.8	55.2	6.8	93.2
BETHESDA	Count	20	35	2	54
	Percentage	36.4	63.6	3.6	96.4
BEVERLY FARMS	Count	22	32	1	56
	Percentage	40.7	59.3	1.8	98.2
BRADLEY HILLS	Count	21	24	0	38
	Percentage	46.7	53.3	.0	100.0
BROAD ACRES	Count	51	22	1	78
	Percentage	69.9	30.1	1.3	98.7
BROOKE GROVE	Count	25	35	6	57
	Percentage	41.7	58.3	9.5	90.5
BROOKHAVEN	Count	26	26	11	55
	Percentage	50.0	50.0	16.7	83.3
BROWN STATION	Count	31	28	4	61
	Percentage	52.5	47.5	6.2	93.8
BURNING TREE	Count	18	40	3	60
	Percentage	31.0	69.0	4.8	95.2
BURNT MILLS	Count	30	33	5	73
	Percentage	47.6	52.4	6.4	93.6
BURTONSVILLE	Count	20	62	5	75
	Percentage	24.4	75.6	6.3	93.8
CANDLEWOOD	Count	17	28	4	45
	Percentage	37.8	62.2	8.2	91.8
CANNON ROAD	Count	34	34	8	59
	Percentage	50.0	50.0	11.9	88.1

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
CAPTAIN JAMES E DALY	Count	62	43	14	95
	Percentage	59.0	41.0	12.8	87.2
CARDEROCK SPRINGS	Count	6	27	0	28
	Percentage	18.2	81.8	.0	100.0
CARL SANDBURG LEARNING CENTER	Count	11	2	8	5
	Percentage	84.6	15.4	61.5	38.5
CASHELL	Count	24	29	1	51
	Percentage	45.3	54.7	1.9	98.1
CEDAR GROVE	Count	52	46	8	91
	Percentage	53.1	46.9	8.1	91.9
CLARKSBURG	Count	21	34	5	53
	Percentage	38.2	61.8	8.6	91.4
CLEARSPRING	Count	27	36	7	61
	Percentage	42.9	57.1	10.3	89.7
CLOPPER MILL	Count	53	38	4	95
	Percentage	58.2	41.8	4.0	96.0
CLOVERLY	Count	32	34	1	66
	Percentage	48.5	51.5	1.5	98.5
COLD SPRING	Count	22	31	1	54
	Percentage	41.5	58.5	1.8	98.2
COLLEGE GARDENS	Count	22	26	4	53
	Percentage	45.8	54.2	7.0	93.0
CRESTHAVEN	Count	57	33	5	93
	Percentage	63.3	36.7	5.1	94.9
DAMASCUS	Count	32	24	4	55
	Percentage	57.1	42.9	6.8	93.2
DARNESTOWN	Count	14	32	3	45
	Percentage	30.4	69.6	6.3	93.8
DIAMOND	Count	21	36	2	65
	Percentage	36.8	63.2	3.0	97.0
DR. CHARLES R. DREW	Count	15	35	1	53
	Percentage	30.0	70.0	1.9	98.1
DUFIEF	Count	22	34	3	55
	Percentage	39.3	60.7	5.2	94.8
EAST SILVER SPRING	Count	35	35	11	71
	Percentage	50.0	50.0	13.4	86.6
FAIRLAND	Count	24	44	5	67
	Percentage	35.3	64.7	6.9	93.1

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
FALLSMEAD	Count	15	44	2	52
	Percentage	25.4	74.6	3.7	96.3
FARMLAND	Count	28	43	3	74
	Percentage	39.4	60.6	3.9	96.1
FIELDS ROAD	Count	40	32	8	70
	Percentage	55.6	44.4	10.3	89.7
FLOWER HILL	Count	44	40	7	83
	Percentage	52.4	47.6	7.8	92.2
FLOWER VALLEY	Count	25	29	0	59
	Percentage	46.3	53.7	.0	100.0
FOREST KNOLLS	Count	42	47	5	86
	Percentage	47.2	52.8	5.5	94.5
FOX CHAPEL	Count	43	36	9	81
	Percentage	54.4	45.6	10.0	90.0
GAITHERSBURG	Count	61	35	7	91
	Percentage	63.5	36.5	7.1	92.9
GALWAY	Count	48	61	5	114
	Percentage	44.0	56.0	4.2	95.8
GARRETT PARK	Count	29	28	8	57
	Percentage	50.9	49.1	12.3	87.7
GEORGIAN FOREST	Count	40	43	3	81
	Percentage	48.2	51.8	3.6	96.4
GERMANTOWN	Count	28	33	6	57
	Percentage	45.9	54.1	9.5	90.5
GLEN HAVEN	Count	50	20	0	75
	Percentage	71.4	28.6	.0	100.0
GLENALLAN	Count	34	31	3	68
	Percentage	52.3	47.7	4.2	95.8
GOSHEN	Count	56	46	2	104
	Percentage	54.9	45.1	1.9	98.1
GREENCASTLE	Count	42	47	5	98
	Percentage	47.2	52.8	4.9	95.1
GREENWOOD	Count	36	50	9	77
	Percentage	41.9	58.1	10.5	89.5
HARMONY HILLS	Count	51	32	3	81
	Percentage	61.4	38.6	3.6	96.4
HIGHLAND	Count	59	51	17	98
	Percentage	53.6	46.4	14.8	85.2

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
HIGHLAND VIEW	Count	21	24	2	45
	Percentage	46.7	53.3	4.3	95.7
JACKSON ROAD	Count	22	26	0	49
	Percentage	45.8	54.2	.0	100.0
JONES LANE	Count	42	52	9	87
	Percentage	44.7	55.3	9.4	90.6
JUDITH A. RESNIK	Count	56	49	9	101
	Percentage	53.3	46.7	8.2	91.8
KEMP MILL	Count	79	32	21	99
	Percentage	71.2	28.8	17.5	82.5
KENSINGTON-PARKWOOD	Count	31	35	2	74
	Percentage	47.0	53.0	2.6	97.4
LAKE SENECA	Count	39	16	14	41
	Percentage	70.9	29.1	25.5	74.5
LAKEWOOD	Count	14	34	2	50
	Percentage	29.2	70.8	3.8	96.2
LAYTONSVILLE	Count	48	29	2	75
	Percentage	62.3	37.7	2.6	97.4
LOIS P ROCKWELL	Count	39	31	8	64
	Percentage	55.7	44.3	11.1	88.9
LUCY BARNESLEY	Count	25	27	5	49
	Percentage	48.1	51.9	9.3	90.7
LUXMANOR	Count	5	25	3	31
	Percentage	16.7	83.3	8.8	91.2
MARYVALE	Count	33	15	6	44
	Percentage	68.8	31.3	12.0	88.0
MEADOW HALL	Count	47	21	10	59
	Percentage	69.1	30.9	14.5	85.5
MILL CREEK TOWNE	Count	31	28	0	63
	Percentage	52.5	47.5	.0	100.0
MONOCACY	Count	23	4	2	24
	Percentage	85.2	14.8	7.7	92.3
MONTGOMERY KNOLLS	Count	55	39	3	96
	Percentage	58.5	41.5	3.0	97.0
NEW HAMPSHIRE ESTATES	Count	75	29	11	106
	Percentage	72.1	27.9	9.4	90.6
OAKLAND TERRACE	Count	65	62	6	128
	Percentage	51.2	48.8	4.5	95.5

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
OLNEY	Count	37	37	7	50
	Percentage	50.0	50.0	12.3	87.7
POOLESVILLE	Count	39	28	1	63
	Percentage	58.2	41.8	1.6	98.4
POTOMAC	Count	23	30	2	53
	Percentage	43.4	56.6	3.6	96.4
RACHEL CARSON	Count	48	53	10	93
	Percentage	47.5	52.5	9.7	90.3
RITCHIE PARK	Count	18	22	1	40
	Percentage	45.0	55.0	2.4	97.6
ROCK CREEK FOREST	Count	31	47	2	64
	Percentage	39.7	60.3	3.0	97.0
ROCK CREEK VALLEY	Count	21	26	4	44
	Percentage	44.7	55.3	8.3	91.7
ROCK VIEW	Count	43	27	7	68
	Percentage	61.4	38.6	9.3	90.7
ROLLING TERRACE	Count	64	59	4	120
	Percentage	52.0	48.0	3.2	96.8
RONALD MCNAIR	Count	49	63	9	106
	Percentage	43.8	56.3	7.8	92.2
ROSEMARY HILLS	Count	54	93	7	149
	Percentage	36.7	63.3	4.5	95.5
ROSEMONT	Count	45	24	11	69
	Percentage	65.2	34.8	13.8	86.3
S CHRISTA MCAULIFFE	Count	58	52	8	104
	Percentage	52.7	47.3	7.1	92.9
SALLY K RIDE	Count	53	47	6	98
	Percentage	53.0	47.0	5.8	94.2
SEQUOYAH	Count	47	24	0	78
	Percentage	66.2	33.8	.0	100.0
SEVEN LOCKS	Count	7	18	3	28
	Percentage	28.0	72.0	9.7	90.3
SHERWOOD	Count	35	26	6	59
	Percentage	57.4	42.6	9.2	90.8
SLIGO CREEK	Count	15	43	6	55
	Percentage	25.9	74.1	9.8	90.2
SOMERSET	Count	22	34	3	54
	Percentage	39.3	60.7	5.3	94.7

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
SOUTH LAKE	Count	49	40	7	87
	Percentage	55.1	44.9	7.4	92.6
SPARK M. MATSUNAGA	Count	60	81	12	140
	Percentage	42.6	57.4	7.9	92.1
STEDWICK	Count	51	38	3	87
	Percentage	57.3	42.7	3.3	96.7
STONE MILL	Count	16	64	2	78
	Percentage	20.0	80.0	2.5	97.5
STONEGATE	Count	17	29	1	48
	Percentage	37.0	63.0	2.0	98.0
STRAWBERRY KNOLL	Count	38	30	0	71
	Percentage	55.9	44.1	.0	100.0
SUMMIT HALL	Count	40	28	4	72
	Percentage	58.8	41.2	5.3	94.7
TAKOMA PARK	Count	45	68	6	110
	Percentage	39.8	60.2	5.2	94.8
THURGOOD MARSHALL	Count	22	44	10	59
	Percentage	33.3	66.7	14.5	85.5
TRAVILAH	Count	26	45	1	71
	Percentage	36.6	63.4	1.4	98.6
TWINBROOK	Count	47	37	2	91
	Percentage	56.0	44.0	2.2	97.8
VIERS MILL	Count	69	46	9	116
	Percentage	60.0	40.0	7.2	92.8
WASHINGTON GROVE	Count	36	27	3	59
	Percentage	57.1	42.9	4.8	95.2
WATERS LANDING	Count	54	43	12	91
	Percentage	55.7	44.3	11.7	88.3
WATKINS MILL	Count	49	39	4	94
	Percentage	55.7	44.3	4.1	95.9
WAYSIDE	Count	25	51	2	74
	Percentage	32.9	67.1	2.6	97.4
WELLER ROAD	Count	71	23	4	97
	Percentage	75.5	24.5	4.0	96.0
WESTBROOK	Count	17	29	1	44
	Percentage	37.0	63.0	2.2	97.8
WESTOVER	Count	11	16	1	26
	Percentage	40.7	59.3	3.7	96.3

ELEMENTARY SCHOOL		Fall 2002 Letter Identification		Spring 2003 Letter Identification	
		Score of 0-44	Score of 45-54	Score of 0-44	Score of 45-54
WHEATON WOODS	Count	77	30	14	97
	Percentage	72.0	28.0	12.6	87.4
WHETSTONE	Count	59	32	8	96
	Percentage	64.8	35.2	7.7	92.3
WILLIAM TYLER PAGE	Count	18	30	3	51
	Percentage	37.5	62.5	5.6	94.4
WOOD ACRES	Count	36	50	2	85
	Percentage	41.9	58.1	2.3	97.7
WOODFIELD	Count	22	37	2	59
	Percentage	37.3	62.7	3.3	96.7
WOODLIN	Count	39	54	8	89
	Percentage	41.9	58.1	8.2	91.8
WYNGATE	Count	33	34	4	68
	Percentage	49.3	50.7	5.6	94.4

Table 3: Concepts About Print

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
ASHBURTON	Count	60	13	11	68
	Percentage	82.2	17.8	13.9	86.1
BANNOCKBURN	Count	13	31	3	31
	Percentage	29.5	70.5	8.8	91.2
BEALL	Count	76	20	16	87
	Percentage	79.2	20.8	15.5	84.5
BEL PRE	Count	102	23	15	127
	Percentage	81.6	18.4	10.6	89.4
BELLS MILL	Count	35	6	9	36
	Percentage	85.4	14.6	20.0	80.0
BELMONT	Count	37	21	10	49
	Percentage	63.8	36.2	16.9	83.1
BETHESDA	Count	28	27	1	53
	Percentage	50.9	49.1	1.9	98.1
BEVERLY FARMS	Count	41	13	3	54
	Percentage	75.9	24.1	5.3	94.7
BRADLEY HILLS	Count	31	14	0	19
	Percentage	68.9	31.1	.0	100.0
BROAD ACRES	Count	58	7	10	67
	Percentage	89.2	10.8	13.0	87.0
BROOKE GROVE	Count	46	14	7	55
	Percentage	76.7	23.3	11.3	88.7
BROOKHAVEN	Count	46	5	22	43
	Percentage	90.2	9.8	33.8	66.2
BROWN STATION	Count	46	11	12	52
	Percentage	80.7	19.3	18.8	81.3
BURNING TREE	Count	37	19	2	60
	Percentage	66.1	33.9	3.2	96.8
BURNT MILLS	Count	55	5	20	57
	Percentage	91.7	8.3	26.0	74.0
BURTONSVILLE	Count	49	31	5	62
	Percentage	61.3	38.8	7.5	92.5
CANDLEWOOD	Count	41	4	8	41
	Percentage	91.1	8.9	16.3	83.7
CANNON ROAD	Count	59	8	12	55
	Percentage	88.1	11.9	17.9	82.1

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
CAPTAIN JAMES E DALY	Count	83	23	22	85
	Percentage	78.3	21.7	20.6	79.4
CARDEROCK SPRINGS	Count	11	22	0	22
	Percentage	33.3	66.7	.0	100.0
CARL SANDBURG LEARNING CENTER	Count	13	0	13	0
	Percentage	100.0	.0	100.0	.0
CASHELL	Count	25	28	1	53
	Percentage	47.2	52.8	1.9	98.1
CEDAR GROVE	Count	72	26	13	86
	Percentage	73.5	26.5	13.1	86.9
CLARKSBURG	Count	41	14	9	49
	Percentage	74.5	25.5	15.5	84.5
CLEARSPRING	Count	42	21	9	59
	Percentage	66.7	33.3	13.2	86.8
CLOPPER MILL	Count	76	10	12	83
	Percentage	88.4	11.6	12.6	87.4
CLOVERLY	Count	54	12	4	63
	Percentage	81.8	18.2	6.0	94.0
COLD SPRING	Count	38	15	0	52
	Percentage	71.7	28.3	.0	100.0
COLLEGE GARDENS	Count	31	15	9	46
	Percentage	67.4	32.6	16.4	83.6
CRESTHAVEN	Count	75	14	10	87
	Percentage	84.3	15.7	10.3	89.7
DAMASCUS	Count	43	13	6	53
	Percentage	76.8	23.2	10.2	89.8
DARNESTOWN	Count	26	20	3	45
	Percentage	56.5	43.5	6.3	93.8
DIAMOND	Count	29	28	7	59
	Percentage	50.9	49.1	10.6	89.4
DR. CHARLES R. DREW	Count	42	8	8	45
	Percentage	84.0	16.0	15.1	84.9
DUFIEF	Count	30	26	5	52
	Percentage	53.6	46.4	8.8	91.2
EAST SILVER SPRING	Count	55	10	20	60
	Percentage	84.6	15.4	25.0	75.0
FAIRLAND	Count	43	26	4	67
	Percentage	62.3	37.7	5.6	94.4

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
FALLSMEAD	Count	30	29	4	49
	Percentage	50.8	49.2	7.5	92.5
FARMLAND	Count	38	30	4	70
	Percentage	55.9	44.1	5.4	94.6
FIELDS ROAD	Count	63	8	14	63
	Percentage	88.7	11.3	18.2	81.8
FLOWER HILL	Count	67	17	9	81
	Percentage	79.8	20.2	10.0	90.0
FLOWER VALLEY	Count	33	21	3	56
	Percentage	61.1	38.9	5.1	94.9
FOREST KNOLLS	Count	72	17	13	74
	Percentage	80.9	19.1	14.9	85.1
FOX CHAPEL	Count	74	4	20	62
	Percentage	94.9	5.1	24.4	75.6
GAITHERSBURG	Count	69	19	13	85
	Percentage	78.4	21.6	13.3	86.7
GALWAY	Count	85	22	10	107
	Percentage	79.4	20.6	8.5	91.5
GARRETT PARK	Count	43	13	12	51
	Percentage	76.8	23.2	19.0	81.0
GEORGIAN FOREST	Count	65	18	3	81
	Percentage	78.3	21.7	3.6	96.4
GERMANTOWN	Count	54	7	2	59
	Percentage	88.5	11.5	3.3	96.7
GLEN HAVEN	Count	60	10	4	70
	Percentage	85.7	14.3	5.4	94.6
GLENALLAN	Count	56	7	15	56
	Percentage	88.9	11.1	21.1	78.9
GOSHEN	Count	85	17	6	100
	Percentage	83.3	16.7	5.7	94.3
GREENCASTLE	Count	75	13	9	94
	Percentage	85.2	14.8	8.7	91.3
GREENWOOD	Count	52	33	4	80
	Percentage	61.2	38.8	4.8	95.2
HARMONY HILLS	Count	77	4	12	72
	Percentage	95.1	4.9	14.3	85.7
HIGHLAND	Count	84	24	16	97
	Percentage	77.8	22.2	14.2	85.8

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
HIGHLAND VIEW	Count	38	7	2	44
	Percentage	84.4	15.6	4.3	95.7
JACKSON ROAD	Count	45	2	3	46
	Percentage	95.7	4.3	6.1	93.9
JONES LANE	Count	45	49	11	85
	Percentage	47.9	52.1	11.5	88.5
JUDITH A. RESNIK	Count	91	14	22	86
	Percentage	86.7	13.3	20.4	79.6
KEMP MILL	Count	82	19	24	95
	Percentage	81.2	18.8	20.2	79.8
KENSINGTON-PARKWOOD	Count	48	18	8	65
	Percentage	72.7	27.3	11.0	89.0
LAKE SENECA	Count	44	10	13	43
	Percentage	81.5	18.5	23.2	76.8
LAKEWOOD	Count	37	11	2	50
	Percentage	77.1	22.9	3.8	96.2
LAYTONSVILLE	Count	57	20	2	75
	Percentage	74.0	26.0	2.6	97.4
LOIS P ROCKWELL	Count	45	25	4	68
	Percentage	64.3	35.7	5.6	94.4
LUCY BARNESLEY	Count	36	13	3	50
	Percentage	73.5	26.5	5.7	94.3
LUXMANOR	Count	9	20	3	26
	Percentage	31.0	69.0	10.3	89.7
MARYVALE	Count	47	1	15	34
	Percentage	97.9	2.1	30.6	69.4
MEADOW HALL	Count	51	17	13	56
	Percentage	75.0	25.0	18.8	81.2
MILL CREEK TOWNE	Count	43	16	4	58
	Percentage	72.9	27.1	6.5	93.5
MONOCACY	Count	25	2	1	7
	Percentage	92.6	7.4	12.5	87.5
MONTGOMERY KNOLLS	Count	77	13	20	79
	Percentage	85.6	14.4	20.2	79.8
NEW HAMPSHIRE ESTATES	Count	92	4	44	73
	Percentage	95.8	4.2	37.6	62.4
OAKLAND TERRACE	Count	91	36	19	114
	Percentage	71.7	28.3	14.3	85.7

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
OLNEY	Count	56	18	12	32
	Percentage	75.7	24.3	27.3	72.7
POOLESVILLE	Count	47	20	3	61
	Percentage	70.1	29.9	4.7	95.3
POTOMAC	Count	40	12	9	44
	Percentage	76.9	23.1	17.0	83.0
RACHEL CARSON	Count	84	17	11	90
	Percentage	83.2	16.8	10.9	89.1
RITCHIE PARK	Count	29	11	5	36
	Percentage	72.5	27.5	12.2	87.8
ROCK CREEK FOREST	Count	51	22	6	38
	Percentage	69.9	30.1	13.6	86.4
ROCK CREEK VALLEY	Count	35	11	4	41
	Percentage	76.1	23.9	8.9	91.1
ROCK VIEW	Count	61	10	12	62
	Percentage	85.9	14.1	16.2	83.8
ROLLING TERRACE	Count	90	30	11	97
	Percentage	75.0	25.0	10.2	89.8
RONALD MCNAIR	Count	92	20	12	101
	Percentage	82.1	17.9	10.6	89.4
ROSEMARY HILLS	Count	74	64	23	129
	Percentage	53.6	46.4	15.1	84.9
ROSEMONT	Count	56	10	17	63
	Percentage	84.8	15.2	21.3	78.8
S CHRISTA MCAULIFFE	Count	87	23	8	104
	Percentage	79.1	20.9	7.1	92.9
SALLY K RIDE	Count	86	13	15	89
	Percentage	86.9	13.1	14.4	85.6
SEQUOYAH	Count	54	17	12	65
	Percentage	76.1	23.9	15.6	84.4
SEVEN LOCKS	Count	17	8	2	28
	Percentage	68.0	32.0	6.7	93.3
SHERWOOD	Count	38	23	3	61
	Percentage	62.3	37.7	4.7	95.3
SLIGO CREEK	Count	36	21	7	52
	Percentage	63.2	36.8	11.9	88.1
SOMERSET	Count	35	20	4	37
	Percentage	63.6	36.4	9.8	90.2

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
SOUTH LAKE	Count	67	21	14	79
	Percentage	76.1	23.9	15.1	84.9
SPARK M. MATSUNAGA	Count	107	34	20	131
	Percentage	75.9	24.1	13.2	86.8
STEDWICK	Count	61	28	4	86
	Percentage	68.5	31.5	4.4	95.6
STONE MILL	Count	56	24	2	56
	Percentage	70.0	30.0	3.4	96.6
STONEGATE	Count	31	14	2	44
	Percentage	68.9	31.1	4.3	95.7
STRAWBERRY KNOLL	Count	55	13	7	64
	Percentage	80.9	19.1	9.9	90.1
SUMMIT HALL	Count	59	5	6	72
	Percentage	92.2	7.8	7.7	92.3
TAKOMA PARK	Count	77	33	9	107
	Percentage	70.0	30.0	7.8	92.2
THURGOOD MARSHALL	Count	49	17	8	61
	Percentage	74.2	25.8	11.6	88.4
TRAVILAH	Count	41	27	4	39
	Percentage	60.3	39.7	9.3	90.7
TWINBROOK	Count	72	12	7	85
	Percentage	85.7	14.3	7.6	92.4
VIERS MILL	Count	107	8	21	102
	Percentage	93.0	7.0	17.1	82.9
WASHINGTON GROVE	Count	49	13	3	59
	Percentage	79.0	21.0	4.8	95.2
WATERS LANDING	Count	87	10	23	79
	Percentage	89.7	10.3	22.5	77.5
WATKINS MILL	Count	70	18	24	74
	Percentage	79.5	20.5	24.5	75.5
WAYSIDE	Count	26	50	2	74
	Percentage	34.2	65.8	2.6	97.4
WELLER ROAD	Count	82	8	4	96
	Percentage	91.1	8.9	4.0	96.0
WESTBROOK	Count	18	27	1	43
	Percentage	40.0	60.0	2.3	97.7
WESTOVER	Count	21	6	0	27
	Percentage	77.8	22.2	.0	100.0

ELEMENTARY SCHOOL		Fall 2002 Concepts About Print		Spring 2003 Concepts About Print	
		Score of 0-12	Score of 13-16	Score of 0-12	Score of 13-16
WHEATON WOODS	Count	85	14	26	85
	Percentage	85.9	14.1	23.4	76.6
WHETSTONE	Count	74	16	21	83
	Percentage	82.2	17.8	20.2	79.8
WILLIAM TYLER PAGE	Count	39	7	7	46
	Percentage	84.8	15.2	13.2	86.8
WOOD ACRES	Count	53	32	3	84
	Percentage	62.4	37.6	3.4	96.6
WOODFIELD	Count	31	28	2	59
	Percentage	52.5	47.5	3.3	96.7
WOODLIN	Count	72	21	12	83
	Percentage	77.4	22.6	12.6	87.4
WYNGATE	Count	37	29	0	65
	Percentage	56.1	43.9	.0	100.0

Table 4: Phonemic Awareness

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
ASHBURTON	Count	34	28	6	72
	Percentage	54.8	45.2	7.7	92.3
BANNOCKBURN	Count	5	39	3	42
	Percentage	11.4	88.6	6.7	93.3
BEALL	Count	38	39	14	90
	Percentage	49.4	50.6	13.5	86.5
BEL PRE	Count	81	37	5	136
	Percentage	68.6	31.4	3.5	96.5
BELLS MILL	Count	19	22	4	41
	Percentage	46.3	53.7	8.9	91.1
BELMONT	Count	24	34	6	53
	Percentage	41.4	58.6	10.2	89.8
BETHESDA	Count	18	33	1	55
	Percentage	35.3	64.7	1.8	98.2
BEVERLY FARMS	Count	23	31	1	56
	Percentage	42.6	57.4	1.8	98.2
BRADLEY HILLS	Count	20	25	0	37
	Percentage	44.4	55.6	.0	100.0
BROAD ACRES	Count	45	11	8	69
	Percentage	80.4	19.6	10.4	89.6
BROOKE GROVE	Count	27	29	5	55
	Percentage	48.2	51.8	8.3	91.7
BROOKHAVEN	Count	32	13	21	46
	Percentage	71.1	28.9	31.3	68.7
BROWN STATION	Count	43	15	7	57
	Percentage	74.1	25.9	10.9	89.1
BURNING TREE	Count	10	45	2	59
	Percentage	18.2	81.8	3.3	96.7
BURNT MILLS	Count	36	11	20	57
	Percentage	76.6	23.4	26.0	74.0
BURTONSVILLE	Count	28	50	7	57
	Percentage	35.9	64.1	10.9	89.1
CANDLEWOOD	Count	16	20	5	44
	Percentage	44.4	55.6	10.2	89.8
CANNON ROAD	Count	39	20	10	55
	Percentage	66.1	33.9	15.4	84.6

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
CAPTAIN JAMES E DALY	Count	57	26	19	86
	Percentage	68.7	31.3	18.1	81.9
CARDEROCK SPRINGS	Count	11	22	0	21
	Percentage	33.3	66.7	.0	100.0
CARL SANDBURG LEARNING CENTER	Count	10	0	12	1
	Percentage	100.0	.0	92.3	7.7
CASHELL	Count	15	38	3	50
	Percentage	28.3	71.7	5.7	94.3
CEDAR GROVE	Count	52	44	12	87
	Percentage	54.2	45.8	12.1	87.9
CLARKSBURG	Count	21	31	7	51
	Percentage	40.4	59.6	12.1	87.9
CLEARSPRING	Count	31	31	8	60
	Percentage	50.0	50.0	11.8	88.2
CLOPPER MILL	Count	39	20	11	88
	Percentage	66.1	33.9	11.1	88.9
CLOVERLY	Count	27	38	1	66
	Percentage	41.5	58.5	1.5	98.5
COLD SPRING	Count	13	41	0	53
	Percentage	24.1	75.9	.0	100.0
COLLEGE GARDENS	Count	22	17	7	48
	Percentage	56.4	43.6	12.7	87.3
CRESTHAVEN	Count	32	26	13	85
	Percentage	55.2	44.8	13.3	86.7
DAMASCUS	Count	25	28	0	59
	Percentage	47.2	52.8	.0	100.0
DARNESTOWN	Count	12	31	2	46
	Percentage	27.9	72.1	4.2	95.8
DIAMOND	Count	20	32	4	61
	Percentage	38.5	61.5	6.2	93.8
DR. CHARLES R. DREW	Count	29	16	6	48
	Percentage	64.4	35.6	11.1	88.9
DUFIEF	Count	14	37	8	39
	Percentage	27.5	72.5	17.0	83.0
EAST SILVER SPRING	Count	25	22	15	61
	Percentage	53.2	46.8	19.7	80.3
FAIRLAND	Count	21	42	3	68
	Percentage	33.3	66.7	4.2	95.8

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
FALLSMEAD	Count	19	40	6	41
	Percentage	32.2	67.8	12.8	87.2
FARMLAND	Count	35	36	5	71
	Percentage	49.3	50.7	6.6	93.4
FIELDS ROAD	Count	33	39	10	68
	Percentage	45.8	54.2	12.8	87.2
FLOWER HILL	Count	47	33	10	80
	Percentage	58.8	41.3	11.1	88.9
FLOWER VALLEY	Count	13	41	2	57
	Percentage	24.1	75.9	3.4	96.6
FOREST KNOLLS	Count	54	29	9	81
	Percentage	65.1	34.9	10.0	90.0
FOX CHAPEL	Count	46	23	16	71
	Percentage	66.7	33.3	18.4	81.6
GAITHERSBURG	Count	49	28	10	88
	Percentage	63.6	36.4	10.2	89.8
GALWAY	Count	67	39	9	109
	Percentage	63.2	36.8	7.6	92.4
GARRETT PARK	Count	26	27	13	51
	Percentage	49.1	50.9	20.3	79.7
GEORGIAN FOREST	Count	52	25	4	79
	Percentage	67.5	32.5	4.8	95.2
GERMANTOWN	Count	31	26	4	56
	Percentage	54.4	45.6	6.7	93.3
GLEN HAVEN	Count	43	13	8	66
	Percentage	76.8	23.2	10.8	89.2
GLENALLAN	Count	29	25	5	66
	Percentage	53.7	46.3	7.0	93.0
GOSHEN	Count	63	35	2	103
	Percentage	64.3	35.7	1.9	98.1
GREENCASTLE	Count	49	24	10	93
	Percentage	67.1	32.9	9.7	90.3
GREENWOOD	Count	28	57	6	78
	Percentage	32.9	67.1	7.1	92.9
HARMONY HILLS	Count	53	12	3	81
	Percentage	81.5	18.5	3.6	96.4
HIGHLAND	Count	67	30	22	89
	Percentage	69.1	30.9	19.8	80.2

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
HIGHLAND VIEW	Count	16	24	2	43
	Percentage	40.0	60.0	4.4	95.6
JACKSON ROAD	Count	34	13	6	43
	Percentage	72.3	27.7	12.2	87.8
JONES LANE	Count	27	61	10	86
	Percentage	30.7	69.3	10.4	89.6
JUDITH A. RESNIK	Count	56	37	18	91
	Percentage	60.2	39.8	16.5	83.5
KEMP MILL	Count	54	25	13	104
	Percentage	68.4	31.6	11.1	88.9
KENSINGTON-PARKWOOD	Count	31	35	11	63
	Percentage	47.0	53.0	14.9	85.1
LAKE SENECA	Count	14	16	8	47
	Percentage	46.7	53.3	14.5	85.5
LAKEWOOD	Count	17	31	2	50
	Percentage	35.4	64.6	3.8	96.2
LAYTONSVILLE	Count	42	35	4	73
	Percentage	54.5	45.5	5.2	94.8
LOIS P ROCKWELL	Count	28	41	4	68
	Percentage	40.6	59.4	5.6	94.4
LUCY BARNESLEY	Count	19	32	6	43
	Percentage	37.3	62.7	12.2	87.8
LUXMANOR	Count	3	25	2	21
	Percentage	10.7	89.3	8.7	91.3
MARYVALE	Count	36	10	16	34
	Percentage	78.3	21.7	32.0	68.0
MEADOW HALL	Count	37	28	13	56
	Percentage	56.9	43.1	18.8	81.2
MILL CREEK TOWNE	Count	20	21	10	53
	Percentage	48.8	51.2	15.9	84.1
MONOCACY	Count	6	14	1	27
	Percentage	30.0	70.0	3.6	96.4
MONTGOMERY KNOLLS	Count	55	18	14	86
	Percentage	75.3	24.7	14.0	86.0
NEW HAMPSHIRE ESTATES	Count	54	16	27	89
	Percentage	77.1	22.9	23.3	76.7
OAKLAND TERRACE	Count	47	60	18	115
	Percentage	43.9	56.1	13.5	86.5

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
OLNEY	Count	20	46	6	42
	Percentage	30.3	69.7	12.5	87.5
POOLESVILLE	Count	27	40	0	64
	Percentage	40.3	59.7	.0	100.0
POTOMAC	Count	20	33	3	51
	Percentage	37.7	62.3	5.6	94.4
RACHEL CARSON	Count	33	48	14	85
	Percentage	40.7	59.3	14.1	85.9
RITCHIE PARK	Count	17	22	5	32
	Percentage	43.6	56.4	13.5	86.5
ROCK CREEK FOREST	Count	23	47	3	50
	Percentage	32.9	67.1	5.7	94.3
ROCK CREEK VALLEY	Count	25	17	3	45
	Percentage	59.5	40.5	6.3	93.8
ROCK VIEW	Count	35	18	14	59
	Percentage	66.0	34.0	19.2	80.8
ROLLING TERRACE	Count	41	53	8	87
	Percentage	43.6	56.4	8.4	91.6
RONALD MCNAIR	Count	37	55	7	107
	Percentage	40.2	59.8	6.1	93.9
ROSEMARY HILLS	Count	36	99	12	141
	Percentage	26.7	73.3	7.8	92.2
ROSEMONT	Count	30	19	19	60
	Percentage	61.2	38.8	24.1	75.9
S CHRISTA MCAULIFFE	Count	46	50	10	100
	Percentage	47.9	52.1	9.1	90.9
SALLY K RIDE	Count	50	35	16	84
	Percentage	58.8	41.2	16.0	84.0
SEQUOYAH	Count	38	26	8	70
	Percentage	59.4	40.6	10.3	89.7
SEVEN LOCKS	Count	11	14	3	28
	Percentage	44.0	56.0	9.7	90.3
SHERWOOD	Count	25	27	8	56
	Percentage	48.1	51.9	12.5	87.5
SLIGO CREEK	Count	19	33	11	49
	Percentage	36.5	63.5	18.3	81.7
SOMERSET	Count	17	39	4	43
	Percentage	30.4	69.6	8.5	91.5

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
SOUTH LAKE	Count	26	40	15	79
	Percentage	39.4	60.6	16.0	84.0
SPARK M. MATSUNAGA	Count	52	75	17	136
	Percentage	40.9	59.1	11.1	88.9
STEDWICK	Count	50	33	2	88
	Percentage	60.2	39.8	2.2	97.8
STONE MILL	Count	29	50	1	58
	Percentage	36.7	63.3	1.7	98.3
STONEGATE	Count	17	29	3	43
	Percentage	37.0	63.0	6.5	93.5
STRAWBERRY KNOLL	Count	33	23	3	67
	Percentage	58.9	41.1	4.3	95.7
SUMMIT HALL	Count	38	17	8	69
	Percentage	69.1	30.9	10.4	89.6
TAKOMA PARK	Count	33	63	14	102
	Percentage	34.4	65.6	12.1	87.9
THURGOOD MARSHALL	Count	28	34	7	61
	Percentage	45.2	54.8	10.3	89.7
TRAVILAH	Count	27	44	3	42
	Percentage	38.0	62.0	6.7	93.3
TWINBROOK	Count	41	24	3	87
	Percentage	63.1	36.9	3.3	96.7
VIERS MILL	Count	69	21	20	104
	Percentage	76.7	23.3	16.1	83.9
WASHINGTON GROVE	Count	32	26	1	60
	Percentage	55.2	44.8	1.6	98.4
WATERS LANDING	Count	48	48	17	86
	Percentage	50.0	50.0	16.5	83.5
WATKINS MILL	Count	46	38	14	84
	Percentage	54.8	45.2	14.3	85.7
WAYSIDE	Count	21	53	3	73
	Percentage	28.4	71.6	3.9	96.1
WELLER ROAD	Count	75	18	6	94
	Percentage	80.6	19.4	6.0	94.0
WESTBROOK	Count	3	41	1	44
	Percentage	6.8	93.2	2.2	97.8
WESTOVER	Count	15	11	4	23
	Percentage	57.7	42.3	14.8	85.2

ELEMENTARY SCHOOL		Fall 2002 Phonemic Awareness		Spring 2003 Phonemic Awareness	
		Score of 0-13	Score of 14-24	Score of 0-13	Score of 14-24
WHEATON WOODS	Count	65	15	17	94
	Percentage	81.3	18.8	15.3	84.7
WHETSTONE	Count	41	27	13	91
	Percentage	60.3	39.7	12.5	87.5
WILLIAM TYLER PAGE	Count	32	16	15	35
	Percentage	66.7	33.3	30.0	70.0
WOOD ACRES	Count	17	67	1	87
	Percentage	20.2	79.8	1.1	98.9
WOODFIELD	Count	16	41	4	56
	Percentage	28.1	71.9	6.7	93.3
WOODLIN	Count	30	50	9	84
	Percentage	37.5	62.5	9.7	90.3
WYNGATE	Count	16	50	1	67
	Percentage	24.2	75.8	1.5	98.5

Table 5: Hearing and Recording Sounds

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
ASHBURTON	Count	47	8	17	54
	Percentage	85.5	14.5	23.9	76.1
BANNOCKBURN	Count	16	28	3	42
	Percentage	36.4	63.6	6.7	93.3
BEALL	Count	43	10	18	84
	Percentage	81.1	18.9	17.6	82.4
BEL PRE	Count	70	24	15	124
	Percentage	74.5	25.5	10.8	89.2
BELLS MILL	Count	36	5	11	34
	Percentage	87.8	12.2	24.4	75.6
BELMONT	Count	40	18	5	54
	Percentage	69.0	31.0	8.5	91.5
BETHESDA	Count	19	21	2	48
	Percentage	47.5	52.5	4.0	96.0
BEVERLY FARMS	Count	33	12	2	55
	Percentage	73.3	26.7	3.5	96.5
BRADLEY HILLS	Count	34	11	0	0
	Percentage	75.6	24.4	0	0
BROAD ACRES	Count	24	9	9	68
	Percentage	72.7	27.3	11.7	88.3
BROOKE GROVE	Count	42	9	9	46
	Percentage	82.4	17.6	16.4	83.6
BROOKHAVEN	Count	24	5	31	30
	Percentage	82.8	17.2	50.8	49.2
BROWN STATION	Count	38	12	10	47
	Percentage	76.0	24.0	17.5	82.5
BURNING TREE	Count	16	38	2	61
	Percentage	29.6	70.4	3.2	96.8
BURNT MILLS	Count	20	3	21	55
	Percentage	87.0	13.0	27.6	72.4
BURTONSVILLE	Count	50	22	27	51
	Percentage	69.4	30.6	34.6	65.4
CANDLEWOOD	Count	10	12	5	44
	Percentage	45.5	54.5	10.2	89.8
CANNON ROAD	Count	25	26	13	50
	Percentage	49.0	51.0	20.6	79.4

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
CAPTAIN JAMES E DALY	Count	31	42	42	53
	Percentage	42.5	57.5	44.2	55.8
CARDEROCK SPRINGS	Count	16	17	0	6
	Percentage	48.5	51.5	.0	100.0
CARL SANDBURG LEARNING CENTER	Count	3	0	7	2
	Percentage	100.0	.0	77.8	22.2
CASHELL	Count	32	19	10	43
	Percentage	62.7	37.3	18.9	81.1
CEDAR GROVE	Count	61	12	31	64
	Percentage	83.6	16.4	32.6	67.4
CLARKSBURG	Count	30	16	13	43
	Percentage	65.2	34.8	23.2	76.8
CLEARSPRING	Count	45	16	13	54
	Percentage	73.8	26.2	19.4	80.6
CLOPPER MILL	Count	37	13	24	59
	Percentage	74.0	26.0	28.9	71.1
CLOVERLY	Count	55	10	5	62
	Percentage	84.6	15.4	7.5	92.5
COLD SPRING	Count	34	20	2	49
	Percentage	63.0	37.0	3.9	96.1
COLLEGE GARDENS	Count	23	10	10	43
	Percentage	69.7	30.3	18.9	81.1
CRESTHAVEN	Count	36	6	23	70
	Percentage	85.7	14.3	24.7	75.3
DAMASCUS	Count	38	3	9	48
	Percentage	92.7	7.3	15.8	84.2
DARNESTOWN	Count	27	14	3	44
	Percentage	65.9	34.1	6.4	93.6
DIAMOND	Count	18	25	6	58
	Percentage	41.9	58.1	9.4	90.6
DR. CHARLES R. DREW	Count	28	6	7	44
	Percentage	82.4	17.6	13.7	86.3
DUFIEF	Count	33	16	10	32
	Percentage	67.3	32.7	23.8	76.2
EAST SILVER SPRING	Count	28	7	26	47
	Percentage	80.0	20.0	35.6	64.4
FAIRLAND	Count	33	22	8	61
	Percentage	60.0	40.0	11.6	88.4

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
FALLSMEAD	Count	35	22	4	36
	Percentage	61.4	38.6	10.0	90.0
FARMLAND	Count	58	13	9	68
	Percentage	81.7	18.3	11.7	88.3
FIELDS ROAD	Count	39	12	15	61
	Percentage	76.5	23.5	19.7	80.3
FLOWER HILL	Count	48	16	15	73
	Percentage	75.0	25.0	17.0	83.0
FLOWER VALLEY	Count	35	15	1	58
	Percentage	70.0	30.0	1.7	98.3
FOREST KNOLLS	Count	47	17	11	74
	Percentage	73.4	26.6	12.9	87.1
FOX CHAPEL	Count	24	19	15	57
	Percentage	55.8	44.2	20.8	79.2
GAITHERSBURG	Count	54	8	14	83
	Percentage	87.1	12.9	14.4	85.6
GALWAY	Count	82	16	16	97
	Percentage	83.7	16.3	14.2	85.8
GARRETT PARK	Count	37	10	15	50
	Percentage	78.7	21.3	23.1	76.9
GEORGIAN FOREST	Count	44	15	11	62
	Percentage	74.6	25.4	15.1	84.9
GERMANTOWN	Count	44	12	13	41
	Percentage	78.6	21.4	24.1	75.9
GLEN HAVEN	Count	19	7	13	61
	Percentage	73.1	26.9	17.6	82.4
GLENALLAN	Count	22	8	14	56
	Percentage	73.3	26.7	20.0	80.0
GOSHEN	Count	68	12	15	88
	Percentage	85.0	15.0	14.6	85.4
GREENCASTLE	Count	35	12	18	83
	Percentage	74.5	25.5	17.8	82.2
GREENWOOD	Count	45	32	18	67
	Percentage	58.4	41.6	21.2	78.8
HARMONY HILLS	Count	39	3	14	69
	Percentage	92.9	7.1	16.9	83.1
HIGHLAND	Count	65	21	14	81
	Percentage	75.6	24.4	14.7	85.3

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
HIGHLAND VIEW	Count	32	7	6	33
	Percentage	82.1	17.9	15.4	84.6
JACKSON ROAD	Count	41	2	9	39
	Percentage	95.3	4.7	18.8	81.3
JONES LANE	Count	35	28	19	77
	Percentage	55.6	44.4	19.8	80.2
JUDITH A. RESNIK	Count	57	9	27	76
	Percentage	86.4	13.6	26.2	73.8
KEMP MILL	Count	41	14	26	88
	Percentage	74.5	25.5	22.8	77.2
KENSINGTON-PARKWOOD	Count	47	19	26	49
	Percentage	71.2	28.8	34.7	65.3
LAKE SENECA	Count	10	4	29	24
	Percentage	71.4	28.6	54.7	45.3
LAKEWOOD	Count	25	23	2	50
	Percentage	52.1	47.9	3.8	96.2
LAYTONSVILLE	Count	51	20	4	73
	Percentage	71.8	28.2	5.2	94.8
LOIS P ROCKWELL	Count	45	15	13	59
	Percentage	75.0	25.0	18.1	81.9
LUCY BARNESLEY	Count	36	5	19	34
	Percentage	87.8	12.2	35.8	64.2
LUXMANOR	Count	20	7	7	5
	Percentage	74.1	25.9	58.3	41.7
MARYVALE	Count	24	4	15	31
	Percentage	85.7	14.3	32.6	67.4
MEADOW HALL	Count	32	7	16	46
	Percentage	82.1	17.9	25.8	74.2
MILL CREEK TOWNE	Count	23	12	9	52
	Percentage	65.7	34.3	14.8	85.2
MONOCACY	Count	6	2	10	15
	Percentage	75.0	25.0	40.0	60.0
MONTGOMERY KNOLLS	Count	43	9	39	55
	Percentage	82.7	17.3	41.5	58.5
NEW HAMPSHIRE ESTATES	Count	31	5	32	79
	Percentage	86.1	13.9	28.8	71.2
OAKLAND TERRACE	Count	63	25	23	97
	Percentage	71.6	28.4	19.2	80.8

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
OLNEY	Count	44	13	9	39
	Percentage	77.2	22.8	18.8	81.3
POOLESVILLE	Count	40	26	12	52
	Percentage	60.6	39.4	18.8	81.3
POTOMAC	Count	22	7	11	33
	Percentage	75.9	24.1	25.0	75.0
RACHEL CARSON	Count	31	24	21	76
	Percentage	56.4	43.6	21.6	78.4
RITCHIE PARK	Count	28	10	12	20
	Percentage	73.7	26.3	37.5	62.5
ROCK CREEK FOREST	Count	55	11	4	23
	Percentage	83.3	16.7	14.8	85.2
ROCK CREEK VALLEY	Count	13	14	3	44
	Percentage	48.1	51.9	6.4	93.6
ROCK VIEW	Count	25	5	21	51
	Percentage	83.3	16.7	29.2	70.8
ROLLING TERRACE	Count	42	32	12	30
	Percentage	56.8	43.2	28.6	71.4
RONALD MCNAIR	Count	29	21	11	102
	Percentage	58.0	42.0	9.7	90.3
ROSEMARY HILLS	Count	81	48	27	125
	Percentage	62.8	37.2	17.8	82.2
ROSEMONT	Count	23	7	16	59
	Percentage	76.7	23.3	21.3	78.7
S CHRISTA MCAULIFFE	Count	61	13	26	84
	Percentage	82.4	17.6	23.6	76.4
SALLY K RIDE	Count	54	21	16	80
	Percentage	72.0	28.0	16.7	83.3
SEQUOYAH	Count	36	6	22	50
	Percentage	85.7	14.3	30.6	69.4
SEVEN LOCKS	Count	19	6	5	26
	Percentage	76.0	24.0	16.1	83.9
SHERWOOD	Count	19	11	18	43
	Percentage	63.3	36.7	29.5	70.5
SLIGO CREEK	Count	35	15	8	47
	Percentage	70.0	30.0	14.5	85.5
SOMERSET	Count	40	11	9	50
	Percentage	78.4	21.6	15.3	84.7

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
SOUTH LAKE	Count	39	16	23	68
	Percentage	70.9	29.1	25.3	74.7
SPARK M. MATSUNAGA	Count	75	35	16	109
	Percentage	68.2	31.8	12.8	87.2
STEDWICK	Count	50	16	12	71
	Percentage	75.8	24.2	14.5	85.5
STONE MILL	Count	44	29	4	50
	Percentage	60.3	39.7	7.4	92.6
STONEGATE	Count	22	21	3	47
	Percentage	51.2	48.8	6.0	94.0
STRAWBERRY KNOLL	Count	24	11	4	57
	Percentage	68.6	31.4	6.6	93.4
SUMMIT HALL	Count	31	5	13	53
	Percentage	86.1	13.9	19.7	80.3
TAKOMA PARK	Count	47	29	21	95
	Percentage	61.8	38.2	18.1	81.9
THURGOOD MARSHALL	Count	49	11	13	56
	Percentage	81.7	18.3	18.8	81.2
TRAVILAH	Count	50	21	1	70
	Percentage	70.4	29.6	1.4	98.6
TWINBROOK	Count	29	12	7	60
	Percentage	70.7	29.3	10.4	89.6
VIERS MILL	Count	56	17	27	93
	Percentage	76.7	23.3	22.5	77.5
WASHINGTON GROVE	Count	26	13	5	56
	Percentage	66.7	33.3	8.2	91.8
WATERS LANDING	Count	78	18	38	64
	Percentage	81.3	18.8	37.3	62.7
WATKINS MILL	Count	67	11	23	75
	Percentage	85.9	14.1	23.5	76.5
WAYSIDE	Count	46	28	15	59
	Percentage	62.2	37.8	20.3	79.7
WELLER ROAD	Count	81	12	8	93
	Percentage	87.1	12.9	7.9	92.1
WESTBROOK	Count	26	18	3	41
	Percentage	59.1	40.9	6.8	93.2
WESTOVER	Count	14	3	4	21
	Percentage	82.4	17.6	16.0	84.0

ELEMENTARY SCHOOL		Fall 2002 Hearing and Recording Sounds		Spring 2003 Hearing and Recording Sounds	
		Score of 0-8	Score of 9-15 or List 2	Score of 0-8	Score of 9-15 or List 2
WHEATON WOODS	Count	41	9	43	58
	Percentage	82.0	18.0	42.6	57.4
WHETSTONE	Count	41	14	17	80
	Percentage	74.5	25.5	17.5	82.5
WILLIAM TYLER PAGE	Count	40	8	18	36
	Percentage	83.3	16.7	33.3	66.7
WOOD ACRES	Count	53	25	6	76
	Percentage	67.9	32.1	7.3	92.7
WOODFIELD	Count	25	25	5	49
	Percentage	50.0	50.0	9.3	90.7
WOODLIN	Count	41	21	19	51
	Percentage	66.1	33.9	27.1	72.9
WYNGATE	Count	31	27	5	63
	Percentage	53.4	46.6	7.4	92.6

Table 6: Word Recognition

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
ASHBURTON	Count	43	8	24	54
	Percentage	84.3	15.7	30.8	69.2
BANNOCKBURN	Count	33	10	3	42
	Percentage	76.7	23.3	6.7	93.3
BEALL	Count	36	17	14	91
	Percentage	67.9	32.1	13.3	86.7
BEL PRE	Count	63	12	6	133
	Percentage	84.0	16.0	4.3	95.7
BELLS MILL	Count	34	7	3	42
	Percentage	82.9	17.1	6.7	93.3
BELMONT	Count	48	9	11	48
	Percentage	84.2	15.8	18.6	81.4
BETHESDA	Count	27	14	5	52
	Percentage	65.9	34.1	8.8	91.2
BEVERLY FARMS	Count	37	13	0	57
	Percentage	74.0	26.0	.0	100.0
BRADLEY HILLS	Count	40	5	0	8
	Percentage	88.9	11.1	.0	100.0
BROAD ACRES	Count	22	8	2	76
	Percentage	73.3	26.7	2.6	97.4
BROOKE GROVE	Count	33	5	10	51
	Percentage	86.8	13.2	16.4	83.6
BROOKHAVEN	Count	28	2	16	50
	Percentage	93.3	6.7	24.2	75.8
BROWN STATION	Count	42	6	7	53
	Percentage	87.5	12.5	11.7	88.3
BURNING TREE	Count	42	13	3	60
	Percentage	76.4	23.6	4.8	95.2
BURNT MILLS	Count	20	3	8	69
	Percentage	87.0	13.0	10.4	89.6
BURTONSVILLE	Count	53	17	9	68
	Percentage	75.7	24.3	11.7	88.3
CANDLEWOOD	Count	16	6	9	40
	Percentage	72.7	27.3	18.4	81.6
CANNON ROAD	Count	34	19	12	54
	Percentage	64.2	35.8	18.2	81.8

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
CAPTAIN JAMES E DALY	Count	30	41	38	67
	Percentage	42.3	57.7	36.2	63.8
CARDEROCK SPRINGS	Count	23	10	1	14
	Percentage	69.7	30.3	6.7	93.3
CARL SANDBURG LEARNING CENTER	Count	6	0	11	2
	Percentage	100.0	.0	84.6	15.4
CASHELL	Count	45	7	8	45
	Percentage	86.5	13.5	15.1	84.9
CEDAR GROVE	Count	80	15	17	78
	Percentage	84.2	15.8	17.9	82.1
CLARKSBURG	Count	40	7	9	49
	Percentage	85.1	14.9	15.5	84.5
CLEARSPRING	Count	47	13	10	57
	Percentage	78.3	21.7	14.9	85.1
CLOPPER MILL	Count	47	8	7	89
	Percentage	85.5	14.5	7.3	92.7
CLOVERLY	Count	57	7	3	64
	Percentage	89.1	10.9	4.5	95.5
COLD SPRING	Count	41	12	6	48
	Percentage	77.4	22.6	11.1	88.9
COLLEGE GARDENS	Count	26	7	8	47
	Percentage	78.8	21.2	14.5	85.5
CRESTHAVEN	Count	40	6	10	84
	Percentage	87.0	13.0	10.6	89.4
DAMASCUS	Count	40	3	8	51
	Percentage	93.0	7.0	13.6	86.4
DARNESTOWN	Count	32	9	3	44
	Percentage	78.0	22.0	6.4	93.6
DIAMOND	Count	37	12	2	63
	Percentage	75.5	24.5	3.1	96.9
DR. CHARLES R. DREW	Count	26	7	2	50
	Percentage	78.8	21.2	3.8	96.2
DUFIEF	Count	40	10	5	49
	Percentage	80.0	20.0	9.3	90.7
EAST SILVER SPRING	Count	25	8	19	60
	Percentage	75.8	24.2	24.1	75.9
FAIRLAND	Count	43	11	9	62
	Percentage	79.6	20.4	12.7	87.3

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
FALLSMEAD	Count	44	12	11	49
	Percentage	78.6	21.4	18.3	81.7
FARMLAND	Count	59	12	8	68
	Percentage	83.1	16.9	10.5	89.5
FIELDS ROAD	Count	44	7	14	60
	Percentage	86.3	13.7	18.9	81.1
FLOWER HILL	Count	53	12	10	80
	Percentage	81.5	18.5	11.1	88.9
FLOWER VALLEY	Count	45	5	1	58
	Percentage	90.0	10.0	1.7	98.3
FOREST KNOLLS	Count	53	10	6	81
	Percentage	84.1	15.9	6.9	93.1
FOX CHAPEL	Count	40	5	16	72
	Percentage	88.9	11.1	18.2	81.8
GAITHERSBURG	Count	51	13	9	89
	Percentage	79.7	20.3	9.2	90.8
GALWAY	Count	66	11	8	107
	Percentage	85.7	14.3	7.0	93.0
GARRETT PARK	Count	33	8	14	51
	Percentage	80.5	19.5	21.5	78.5
GEORGIAN FOREST	Count	46	13	4	79
	Percentage	78.0	22.0	4.8	95.2
GERMANTOWN	Count	52	6	9	54
	Percentage	89.7	10.3	14.3	85.7
GLEN HAVEN	Count	25	3	11	64
	Percentage	89.3	10.7	14.7	85.3
GLENALLAN	Count	20	5	3	67
	Percentage	80.0	20.0	4.3	95.7
GOSHEN	Count	66	9	6	100
	Percentage	88.0	12.0	5.7	94.3
GREENCASTLE	Count	48	12	5	96
	Percentage	80.0	20.0	5.0	95.0
GREENWOOD	Count	73	12	29	54
	Percentage	85.9	14.1	34.9	65.1
HARMONY HILLS	Count	39	1	2	81
	Percentage	97.5	2.5	2.4	97.6
HIGHLAND	Count	74	16	10	100
	Percentage	82.2	17.8	9.1	90.9

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
HIGHLAND VIEW	Count	36	3	7	39
	Percentage	92.3	7.7	15.2	84.8
JACKSON ROAD	Count	39	4	2	47
	Percentage	90.7	9.3	4.1	95.9
JONES LANE	Count	62	18	12	84
	Percentage	77.5	22.5	12.5	87.5
JUDITH A. RESNIK	Count	54	10	12	95
	Percentage	84.4	15.6	11.2	88.8
KEMP MILL	Count	38	11	19	96
	Percentage	77.6	22.4	16.5	83.5
KENSINGTON-PARKWOOD	Count	59	7	15	60
	Percentage	89.4	10.6	20.0	80.0
LAKE SENECA	Count	6	3	29	21
	Percentage	66.7	33.3	58.0	42.0
LAKEWOOD	Count	36	12	5	47
	Percentage	75.0	25.0	9.6	90.4
LAYTONSVILLE	Count	65	4	3	74
	Percentage	94.2	5.8	3.9	96.1
LOIS P ROCKWELL	Count	59	8	7	65
	Percentage	88.1	11.9	9.7	90.3
LUCY BARNESLEY	Count	33	7	8	48
	Percentage	82.5	17.5	14.3	85.7
LUXMANOR	Count	17	10	5	25
	Percentage	63.0	37.0	16.7	83.3
MARYVALE	Count	24	3	5	40
	Percentage	88.9	11.1	11.1	88.9
MEADOW HALL	Count	32	7	11	53
	Percentage	82.1	17.9	17.2	82.8
MILL CREEK TOWNE	Count	11	10	5	58
	Percentage	52.4	47.6	7.9	92.1
MONOCACY	Count	4	1	4	24
	Percentage	80.0	20.0	14.3	85.7
MONTGOMERY KNOLLS	Count	39	6	21	79
	Percentage	86.7	13.3	21.0	79.0
NEW HAMPSHIRE ESTATES	Count	30	3	12	104
	Percentage	90.9	9.1	10.3	89.7
OAKLAND TERRACE	Count	73	13	16	106
	Percentage	84.9	15.1	13.1	86.9

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
OLNEY	Count	47	9	9	50
	Percentage	83.9	16.1	15.3	84.7
POOLESVILLE	Count	61	1	17	47
	Percentage	98.4	1.6	26.6	73.4
POTOMAC	Count	24	11	6	39
	Percentage	68.6	31.4	13.3	86.7
RACHEL CARSON	Count	37	13	19	78
	Percentage	74.0	26.0	19.6	80.4
RITCHIE PARK	Count	33	5	7	34
	Percentage	86.8	13.2	17.1	82.9
ROCK CREEK FOREST	Count	34	10	6	25
	Percentage	77.3	22.7	19.4	80.6
ROCK CREEK VALLEY	Count	19	6	2	42
	Percentage	76.0	24.0	4.5	95.5
ROCK VIEW	Count	30	1	10	60
	Percentage	96.8	3.2	14.3	85.7
ROLLING TERRACE	Count	57	21	9	57
	Percentage	73.1	26.9	13.6	86.4
RONALD MCNAIR	Count	29	18	11	104
	Percentage	61.7	38.3	9.6	90.4
ROSEMARY HILLS	Count	113	24	14	140
	Percentage	82.5	17.5	9.1	90.9
ROSEMONT	Count	21	7	12	65
	Percentage	75.0	25.0	15.6	84.4
S CHRISTA MCAULIFFE	Count	63	8	9	101
	Percentage	88.7	11.3	8.2	91.8
SALLY K RIDE	Count	63	10	14	85
	Percentage	86.3	13.7	14.1	85.9
SEQUOYAH	Count	34	3	8	70
	Percentage	91.9	8.1	10.3	89.7
SEVEN LOCKS	Count	19	6	6	25
	Percentage	76.0	24.0	19.4	80.6
SHERWOOD	Count	30	3	12	51
	Percentage	90.9	9.1	19.0	81.0
SLIGO CREEK	Count	40	9	8	52
	Percentage	81.6	18.4	13.3	86.7
SOMERSET	Count	40	11	10	48
	Percentage	78.4	21.6	17.2	82.8

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
SOUTH LAKE	Count	38	15	12	82
	Percentage	71.7	28.3	12.8	87.2
SPARK M. MATSUNAGA	Count	77	26	34	118
	Percentage	74.8	25.2	22.4	77.6
STEDWICK	Count	55	9	8	81
	Percentage	85.9	14.1	9.0	91.0
STONE MILL	Count	42	26	10	65
	Percentage	61.8	38.2	13.3	86.7
STONEGATE	Count	33	13	11	39
	Percentage	71.7	28.3	22.0	78.0
STRAWBERRY KNOLL	Count	21	7	6	64
	Percentage	75.0	25.0	8.6	91.4
SUMMIT HALL	Count	13	6	6	68
	Percentage	68.4	31.6	8.1	91.9
TAKOMA PARK	Count	57	20	8	108
	Percentage	74.0	26.0	6.9	93.1
THURGOOD MARSHALL	Count	46	13	11	58
	Percentage	78.0	22.0	15.9	84.1
TRAVILAH	Count	56	14	1	69
	Percentage	80.0	20.0	1.4	98.6
TWINBROOK	Count	34	8	3	86
	Percentage	81.0	19.0	3.4	96.6
VIERS MILL	Count	59	13	16	104
	Percentage	81.9	18.1	13.3	86.7
WASHINGTON GROVE	Count	34	5	2	47
	Percentage	87.2	12.8	4.1	95.9
WATERS LANDING	Count	86	10	33	70
	Percentage	89.6	10.4	32.0	68.0
WATKINS MILL	Count	68	4	12	85
	Percentage	94.4	5.6	12.4	87.6
WAYSIDE	Count	53	22	12	63
	Percentage	70.7	29.3	16.0	84.0
WELLER ROAD	Count	81	12	6	95
	Percentage	87.1	12.9	5.9	94.1
WESTBROOK	Count	37	7	3	42
	Percentage	84.1	15.9	6.7	93.3
WESTOVER	Count	14	2	2	25
	Percentage	87.5	12.5	7.4	92.6

ELEMENTARY SCHOOL		Fall 2002 Word Recognition		Spring 2003 Word Recognition	
		Score of 0-10	Score of 11-25 or List 2-4	Score of 0-10	Score of 11-25 or List 2-4
WHEATON WOODS	Count	25	5	38	66
	Percentage	83.3	16.7	36.5	63.5
WHETSTONE	Count	34	8	15	87
	Percentage	81.0	19.0	14.7	85.3
WILLIAM TYLER PAGE	Count	37	11	12	42
	Percentage	77.1	22.9	22.2	77.8
WOOD ACRES	Count	67	10	4	85
	Percentage	87.0	13.0	4.5	95.5
WOODFIELD	Count	41	10	4	53
	Percentage	80.4	19.6	7.0	93.0
WOODLIN	Count	47	16	7	84
	Percentage	74.6	25.4	7.7	92.3
WYNGATE	Count	47	11	8	61
	Percentage	81.0	19.0	11.6	88.4

APPENDIX C

Report

Title I codes		Fall Foundational Skills (6 of 6)	Spring Foundational Skills (6 of 6)	Diff in # of Foundational Skills Met
Federal Title I	Mean	1.3780	4.8307	3.45
	N	1418	1418	1418
	Std. Deviation	1.65717	1.62013	1.890
State Title I	Mean	1.6548	5.2817	3.63
	N	898	898	898
	Std. Deviation	1.68109	1.26778	1.682
Local Title I	Mean	2.0088	5.0592	3.05
	N	2043	2043	2043
	Std. Deviation	1.77862	1.47055	1.863
None of the above	Mean	2.5911	5.1105	2.52
	N	4336	4336	4336
	Std. Deviation	1.83016	1.40637	1.802
Total	Mean	2.1597	5.0705	2.91
	N	8695	8695	8695
	Std. Deviation	1.83752	1.45003	1.868

ANOVA

Diff in # of Foundational Skills Met

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1581.203	3	527.068	159.255	.000
Within Groups	28763.542	8691	3.310		
Total	30344.745	8694			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Diff in # of Foundational Skills Met

Tukey HSD

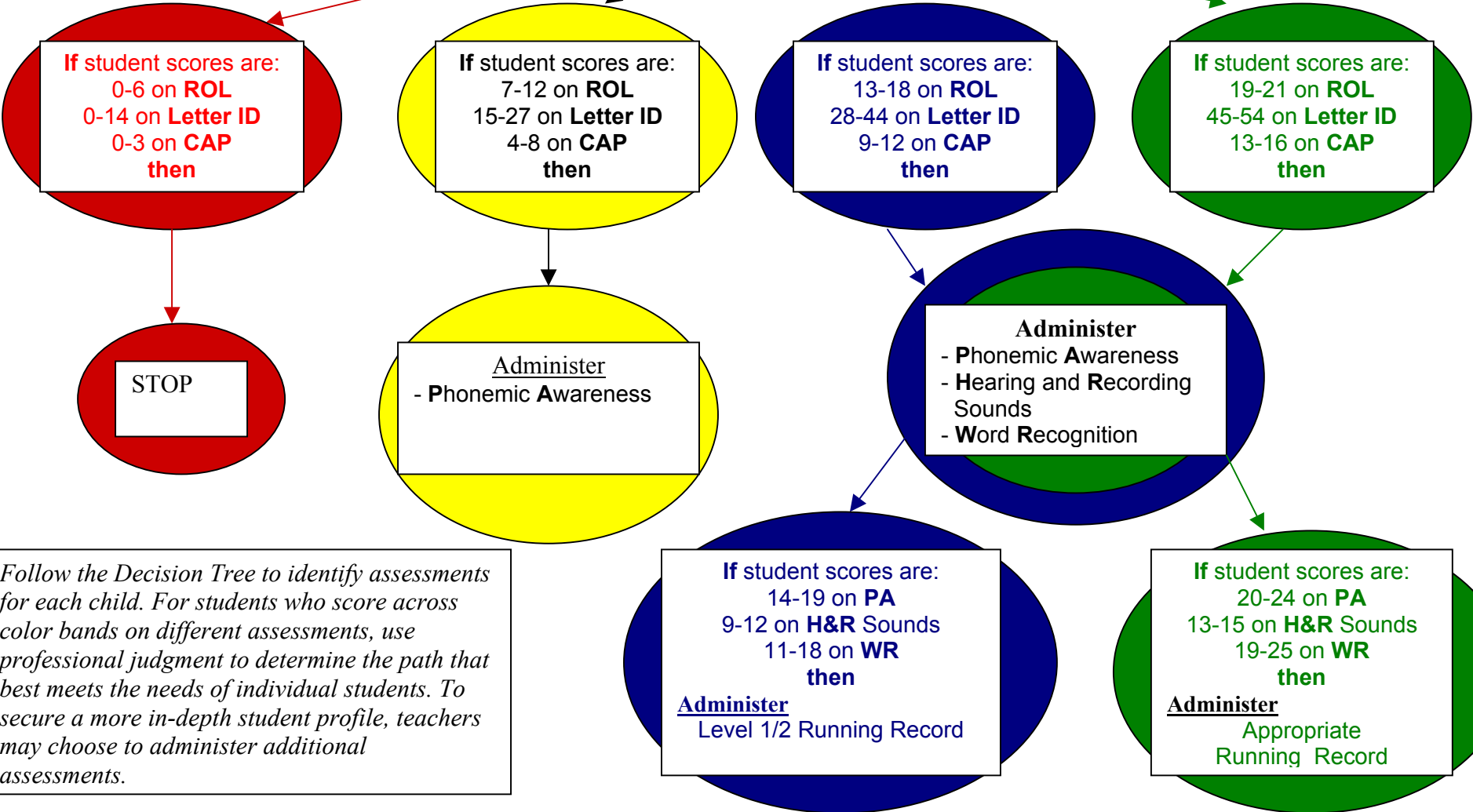
(I) Title I codes	(J) Title I codes	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Federal Title I	State Title I	-.17	.078	.111	-.37	.03
	Local Title I	.40*	.063	.000	.24	.56
	None of the above	.93*	.056	.000	.79	1.08
State Title I	Federal Title I	.17	.078	.111	-.03	.37
	Local Title I	.58*	.073	.000	.39	.76
	None of the above	1.11*	.067	.000	.94	1.28
Local Title I	Federal Title I	-.40*	.063	.000	-.56	-.24
	State Title I	-.58*	.073	.000	-.76	-.39
	None of the above	.53*	.049	.000	.41	.66
None of the above	Federal Title I	-.93*	.056	.000	-1.08	-.79
	State Title I	-1.11*	.067	.000	-1.28	-.94
	Local Title I	-.53*	.049	.000	-.66	-.41

*. The mean difference is significant at the .05 level.

APPENDIX D

Kindergarten Primary Assessment Decision Tree (2002-2003)

Administer to all:
Record of Oral Language (ROL) **Letter Identification (Letter ID)** **Concepts About Print (CAP)**



Follow the Decision Tree to identify assessments for each child. For students who score across color bands on different assessments, use professional judgment to determine the path that best meets the needs of individual students. To secure a more in-depth student profile, teachers may choose to administer additional assessments.