


**Attainment of End-of-Year Reading Benchmarks  
in Kindergarten to Grade 2:  
2006–2008**

**Office of Shared Accountability**

**September 2008**

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## Executive Summary

Results of the Montgomery County Public Schools (MCPS) Assessment Program in Primary Reading (AP-PR) show that the percentages of students in kindergarten, Grade 1, and Grade 2 who have acquired the essential skills and knowledge to meet or exceed the standards in reading by Grade 3 have reached and maintained historic highs (Figure 1).

For the third year in a row, more than 90% of kindergarten test takers met the end-of-year reading benchmark (Table A1). Even more heartening were the record-setting improvements in the percentages of kindergarten students who exceeded the end-of-year reading benchmark (Table A2).

The greatest improvements in end-of-year benchmark attainment were due to a 9.1 point increase between 2006 (56.3%) and 2008 (65.4%) in the percentage of kindergarten students who were reading at or above text level 6 by the end of the year. The improvements for 2008 included record-setting benchmark attainment at text level 6 or higher for all groups of kindergarten students. Particularly noteworthy were improvements among African American and Hispanic students; and students who received Free and Reduced-price Meals System (FARMS), special education, and limited English proficiency (LEP) services.

Between 2006 and 2008, the percentage of Grade 1 test takers who met the end-of-year reading benchmark increased by 7.5 points to a record high of 83.1% of all students. Likewise, the percentage of Grade 2 students who met the end-of-year reading benchmark increased 8.5 points between 2006 and 2008 to a new high of 69.8%. These increases provide evidence that more students than ever before are on track to meet or exceed the proficiency standards on the Grade 3 Maryland School Assessment (MSA) Reading.

Prediction of student reading benchmark status from one year to the next should take into consideration the relative difficulty of the text levels used to assess attainment of the end-of-year benchmarks for kindergarten, Grade 1, and Grade 2. This is true particularly in kindergarten, where many students who are reading at—but not above—text level 3 by the end of the school year, do not meet the more rigorous end-of-year benchmark in Grade 1. For kindergarten students, end-of-year reading benchmark attainment at text level 5 or higher is a better predictor of end-of-year reading benchmark performance in Grade 1 than are text levels 3 and 4.

The current Grade 1 end-of-year reading benchmark, namely reading at or above text level 16, is predictive of Grade 2 end-of-year reading benchmark performance. This is important because in

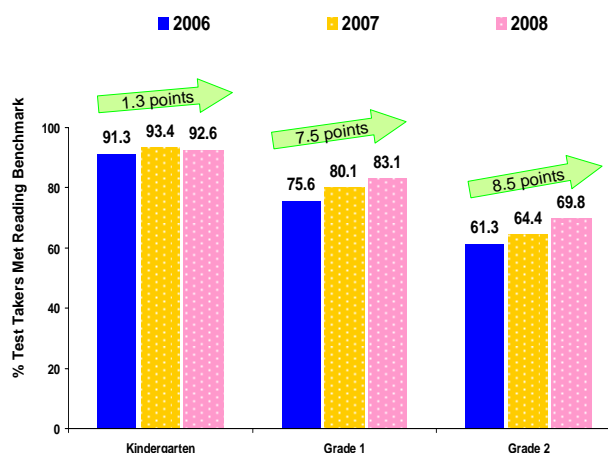


Figure 1. Percentage of MCPS AP-PR test takers who met or exceeded the end-of-year reading benchmarks in 2006 to 2008 by grade level.

2006, the Grade 2 end-of-year reading benchmark was increased to include a more rigorous written comprehension measure. Nearly all Grade 1 students who exceeded the end-of-year benchmark in 2007 met the Grade 2 end-of-year benchmark in 2008.

The MCPS Grade 2 end-of-year reading benchmark is predictive of reading proficiency on the 2008 Grade 3 MSA. More than 90% of Grade 2 students who met the end-of-year reading benchmark in 2007 scored proficient or higher on the 2008 Grade 3 MSA Reading (Figure 2).

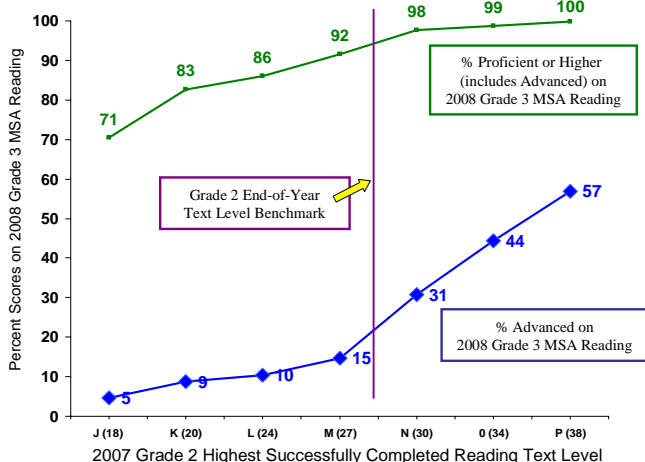


Figure 2. Percentage of MCPS 2007 AP-PR Grade 2 test takers who met the 2008 Grade 3 MSA Reading proficiency standards by highest Grade 2 text level attained.

More than 70% of students who were reading at text level J (18), and more than 80% of students who were reading at text levels K (20) or L (24) at the end of Grade 2 (did not meet benchmark) also scored proficient or higher on the 2008 Grade 3 MSA Reading.

Grade 2 end-of-year benchmark attainment at text level P (38) in 2007 was predictive of Grade 3 MSA Reading advanced status in 2008 (Figure 2). More than one half of students who were reading at text level P (38) at the end of Grade 2 scored advanced on the 2008 MSA Reading, compared with 15% of students who were reading at text level M (27).

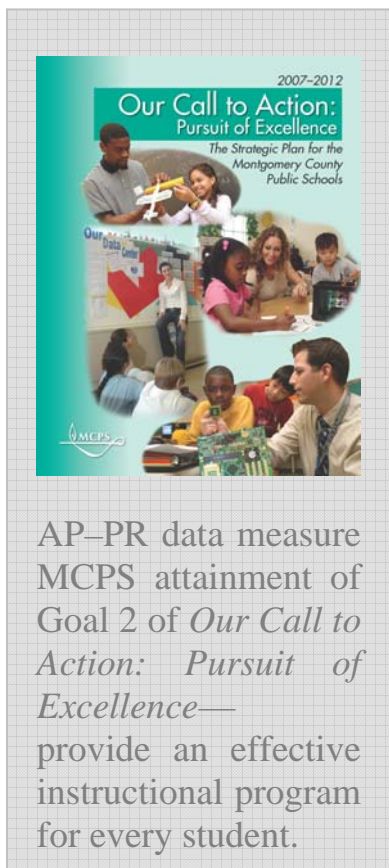
Over the past three years, MCPS has made continuous progress toward meeting Goal 2 of the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence*, namely, to provide an effective instructional program (MCPS, 2007). In 2008, more than 90% of kindergarten students at 82 schools, more than 80% of Grade 1 students at 77 schools, and more than 70% of Grade 2 students at 70 schools, met the end-of-year reading benchmarks (Table A3). The improvements seen at the school level reflect successful efforts to ensure that high percentages of males; females; students of different races/ethnicities; and students who received FARMS, special education, and LEP services read on or above grade level by Grade 3 (Tables A4 to A6).

- In 2008, the end-of-year reading benchmarks were met by
- more than 90% of kindergarten students at 82 schools;
  - more than 80% of Grade 1 students at 77 schools; and
  - more than 70% of Grade 2 students at 70 schools.

## Attainment of End-of-Year Reading Benchmarks in Kindergarten to Grade 2: 2006 to 2008

Clare Von Secker, Ph.D., Huafang Zhao, Ph.D., and Marilyn Powell

### Background



Goal 2 of the Montgomery County Public Schools (MCPS) Strategic Plan, *Our Call to Action: Pursuit of Excellence*, is to provide an effective instructional program (MCPS, 2007). One measure of success is that students acquire the essential skills and knowledge to meet or exceed the standards in reading by the end of Grade 2. The MCPS Assessment Program in Primary Reading (AP-PR) provides formative and summative data that are used to monitor the effectiveness of the instructional program in reading.

The Text Reading and Comprehension (TRC) subtest of the AP-PR is administered in the fall, winter, and spring of each academic year to students in kindergarten through Grade 2. Formative assessment data collected in the fall and winter are used to monitor students' reading accuracy, oral comprehension, and written comprehension (at selected text levels); and to guide instructional decisions. Summative assessment data collected in the spring indicate whether students have sufficient reading skills to be successful at the next grade level.

### End-of-Year Reading Benchmark Criteria

Grade level end-of-year reading benchmarks, which can be met during any administration, are based on the TRC subtest of the AP-PR. The criteria for success take into account the complexity of the text as well as performance on measures of reading accuracy, oral comprehension, and written comprehension. Reading accuracy scores indicate whether students can read independently. Oral retell and oral comprehension scores indicate how well students understand reading passages. Two written comprehension scores evaluate how well students are able to construct ideas and communicate their reading comprehension through writing. The end-of-year benchmark status (“met” or “not met”) is based on the highest text level at which all benchmark criteria are met.

Reading accuracy is assessed with a running record that allows teachers to record errors in word recognition or decoding as students read aloud. For all text levels, students are required to read aloud with 90% accuracy. The reading comprehension task requirements become more rigorous

as text levels become more advanced. At the lower text levels, 3 to 5, students answer oral retell questions that measure their understanding of the text. For text levels 6 to 17, students answer oral comprehension questions. For the higher text levels, J (18) to P (38), students are required to answer oral and written comprehension questions.

To attain benchmark status at a given level, students must meet or exceed all of the TRC subtest criteria for that text (Table 1). To meet the end-of-year benchmark for text levels 3 to 5, students must read with at least 90% accuracy and answer correctly at least two out of three oral retell questions. For text levels 6 to 9, students must meet the criteria for text levels 3 to 5, and answer correctly at least four out of five literal or interpretive oral comprehension questions. To meet the end-of-year benchmark for text levels 10 to 16, students must read with at least 90% accuracy, and answer correctly at least four out of five literal or interpretive oral comprehension questions. To meet the end-of-year benchmark for text levels J (18) to P (38), students must read with at least 90% accuracy, answer correctly at least four out of five literal or interpretive oral comprehension questions, and score at least 2 out of a possible 3 points on each of two written response questions. The TRC subtest criteria for a given text level are the same for all test takers, regardless of the grade level of the student tested.

Table 1  
Text Reading and Comprehension (TRC) Criteria Needed to  
Meet Reading Benchmarks by Text Level

Reading Measures	Criteria	Benchmark Requirements for Text Levels			
		3 to 5	6 to 9	10 to 16	J (18) to P (38) <sup>a</sup>
Reading Accuracy	90%	Yes	Yes	Yes	Yes
Oral Retell	2/3	Yes	Yes		
Oral Comprehension	4/5		Yes	Yes	Yes
Written Comprehension Question 1	2/3				Yes
Written Comprehension Question 2	2/3				Yes

<sup>a</sup> There are seven text levels in the J (18) to P (38) range, namely, text levels J (18), K (20), L (24), M (27), N (30), O (34), and P (38).

End-of-year benchmark status is based on the highest text level at which a student met all the benchmark requirements. The minimum end-of-year benchmarks for kindergarten, Grade 1, and Grade 2 are text levels 3, 16, and M (27), respectively. Students who meet the requirements for a given text level during one testing window may subsequently be assessed at a higher level during a later testing window. If so, students must meet all of the TRC criteria for that text level in order to attain the status of having met the benchmark requirements.

To acquire the essential skills and knowledge to meet or exceed the standards in reading by the end of Grade 2, students should meet end-of-year reading benchmarks for their grade levels—

- Kindergarten: text level 3 or higher
- Grade 1: text level 16 or higher
- Grade 2: text level M (27) or higher

## Methodology

The following section includes the key research questions addressed in this report, the criteria used to select students who were included in the analyses, and the methods used to determine benchmark alignment across grade levels. Results are described by grade level; and for males; females; students of different races/ethnicities; and students who received Free and Reduced-price Meals System (FARMS), special education, or limited English proficiency (LEP) services.

### Key Research Questions

The primary questions investigated in this report about Assessment Program in Primary Reading (AP–PR) benchmark attainment in kindergarten to Grade 2 were as follows:

1. Between 2006 and 2008, were there increases in the percentages of kindergarten students who met the end-of-year reading benchmark?
2. Which kindergarten end-of-year reading text level was the best predictor of Grade 1 end-of-year benchmark status?
3. Between 2006 and 2008, were there increases in the percentages of Grade 1 students who met the end-of-year reading benchmark?
4. Which Grade 1 end-of-year reading text level was the best predictor of Grade 2 end-of-year benchmark status?
5. Between 2006 and 2008, were there increases in the percentages of Grade 2 students who met the end-of-year reading benchmark?
6. Was Grade 2 reading benchmark status predictive of proficiency in Grade 3 on the Maryland School Assessment (MSA) in reading?

### Trends in Benchmark Attainment

#### *The Analytic Sample*

The students included in the analytic sample for the trend analysis were enrolled in kindergarten, Grade 1, and Grade 2 in 2006 to 2008 during the AP–PR spring testing windows. Test results for students who received FARMS, special education, and LEP services are drawn from MCPS test records that report service participation at the end of the spring testing window. Because complete AP–PR test records for years prior to 2006 are not available on MCPS official student databases, the results are reported for the past three years only.

In 2008, minor revisions were applied to the rules used to select the AP–PR analytic sample and to calculate benchmark status in kindergarten through Grade 2. The changes, which are described below, increased the rigor and uniformity of the standard used to define benchmark attainment and allow more valid within-school and between-school comparisons. Previously published AP–PR results for 2006 and 2007 have been refreshed using the revised reporting rules to provide “apples to apples” comparisons of end-of-year reading benchmark attainment.

*Exclusion Rule for Exempt Students*

Students who were not required to take the TRC subtest (exempt students) but tested anyway were not included in any of the analyses in this report. Students were exempt from testing if they enrolled after January 1 and received ESOL Level 1 services. In addition, students were exempt from testing if they were enrolled in French or Spanish language immersion programs or Reading First elementary schools (Table 2). A preliminary review of the consequences of excluding exempt test takers from the analysis indicated that, when data are refreshed in 2008, one elementary school will have a decrease of more than 10 points in the percentage of Grade 2 students who met the end-of-year benchmark in 2006 or 2007.

Table 2  
2006–2008 Language Immersion and Reading First Students  
Exempt from AP–PR Testing  
by Elementary School, Program, and Grade Level

Elementary School	Programs Attended by Students Exempt from AP–PR Testing								
	French Immersion			Spanish Immersion			Reading First		
	Grade K	Grade 1	Grade 2	Grade K	Grade 1	Grade 2	Grade K	Grade 1	Grade 2
Highland <sup>b</sup>							Yes	Yes	Yes
Maryvale	Yes	Yes	Yes						
Rock Creek Forest				Yes	Yes	Yes			
Rolling Terrace <sup>a</sup>				Yes					
Rosemont <sup>b</sup>							Yes	Yes	Yes
Sligo Creek	Yes	Yes	Yes						
Summit Hall <sup>b</sup>							Yes	Yes	Yes
Wheaton Woods <sup>b</sup>							Yes	Yes	Yes

*Note.* Students who are enrolled in language immersion programs are exempt from MCPS Assessment Program in Primary Reading (AP–PR) testing and were not included in these analyses, even if they took the test. Results for these schools are only reported for students who were not enrolled in the language immersion programs.

<sup>a</sup> Spanish magnet program

<sup>b</sup> Reading First schools use an alternative reading assessment. AP–PR results not available for students enrolled in these schools.

*Benchmark Attainment Calculations*

Students who are tested at text levels above the end-of-year benchmark for their grade levels will not earn automatic “met benchmark” status, as some did in the past. Students meet the end-of-year benchmark only if they (1) meet the end-of-year text level benchmark for their grade at some time during the school year; or (2) meet all the TRC subtest criteria for the higher text level.

The application of the revised calculation to previously published data has little effect in kindergarten and Grade 1, because nearly all students who were tested at text levels higher than 3 or 16, respectively, also met the TRC subtest criteria needed to meet the end-of-year benchmark. The revision has a greater impact for Grade 2 students because about 4% of test takers were

assigned “met” end-of-year benchmark status through an override for reading at text level N (30) or higher, even though they had not met the written comprehension criteria for Grade 2 benchmark attainment. A preliminary review of the consequences of this change indicated that, when data are refreshed in 2008, about 10 elementary schools will have decreases of more than 15 points in the percentages of Grade 2 students who were reported to have met the end-of-year benchmark in 2006 or 2007.

## **Benchmark Status Comparisons**

One method for comparing the relationship between end-of-year text level attainment at one grade level with benchmark status at another grade level is to examine the prediction accuracy and error patterns in the performance of students who took both tests. All other things being equal, the end-of-year benchmark text levels were considered predictive if student performance on the end-of-year benchmark (met or not met) for one grade predicted end-of-year benchmark status at another grade with 70% accuracy or higher, and the errors were evenly distributed so that the percentage of students who performed better than expected was approximately equal to the percentage of students who performed worse than expected. Students selected for the comparisons of benchmark status from one grade level to the next were drawn from the groups of nonexempt students included in the trend analyses.

### *Kindergarten and Grade 1 Benchmark Status*

A sample of continuously enrolled students from the kindergarten Class of 2007 was selected to determine whether kindergarten benchmark status was predictive of 2008 Grade 1 benchmark status. About 91% of the 8,402 kindergarten test takers in 2007 also tested in Grade 1 in 2008 (7,691). Results were validated using a sample of test takers who were enrolled in kindergarten in 2006 and Grade 1 in 2007. The validation results are not included in this publication but are available from the authors.

### *Grade 1 and Grade 2 Benchmark Status*

A sample of continuously enrolled students from the Grade 1 Class of 2007 was selected to determine whether Grade 1 benchmark status was predictive of 2008 Grade 2 benchmark status. About 92% of the 9,136 Grade 1 test takers in 2007 tested in Grade 2 in 2008 (8,426).

### *Grade 2 Benchmark Status and Grade 3 MSA Reading Proficiency*

A sample of continuously enrolled students from the Grade 2 Class of 2007 was selected to determine whether Grade 2 benchmark performance was predictive of Grade 3 performance on the 2008 MSA Reading. About 93% of the 9,065 Grade 2 students who took the AP-PR in 2007 also took the MSA Reading in Grade 3 in 2008 (8,392).

## **Appendix**

Tables A1 and A2 show 2006–2008 end-of-year benchmark performance disaggregated by gender; race/ethnicity (overall and by gender); and participation in FARMS, special education,

and LEP services. Analysis of the trend data provides information about the magnitude of and changes in reading readiness at the primary grades over the past three years.

In addition, Tables A3 to A6 show 2006–2008 end-of-year performance disaggregated by elementary school, grade level, and demographic group. Analysis of between-school differences should take into account the nonrandom assignment of students to schools. Some elementary schools enroll a greater proportion of students who are reading above grade level upon entry to kindergarten. Likewise, some elementary schools enroll a greater proportion of students who face academic challenges because of poverty, disability, or limited English proficiency.

Table A7 compares the highest text level attained in kindergarten with Grade 1 benchmark status (“met” or “not met”). The accuracy rates are the sums of the percentages of students who either met both criteria or did not meet either criteria. Error rates show results for students who performed better than expected in Grade 1 (did not attain a given kindergarten text level but met the Grade 1 end-of-year benchmark) and for students who performed worse than expected (attained a given kindergarten text level but did not meet the Grade 1 end-of-year benchmark). Results are disaggregated by gender; race/ethnicity; and participation in FARMS, special education, and LEP services.

Table A8 compares the highest text level attained in Grade 1 with Grade 2 benchmark status (“met” or “not met”). The accuracy rates are the sums of the percentages of students who either met both criteria or did not meet either criteria. Error rates show results for students who performed better than expected in Grade 2 (did not attain a Grade 1 text level but met the Grade 2 end-of-year benchmark) and for students who performed worse than expected (attained a given Grade 1 text level but did not meet the Grade 2 end-of-year benchmark). Results are disaggregated by gender; race/ethnicity; and participation in FARMS, special education, and LEP services.

This analysis provides information about—

- trends in end-of-year reading benchmark attainment for kindergarten, Grade 1, and Grade 2 students between 2006 and 2008;
- kindergarten and Grade 1 end-of-year text level attainment compared with end-of-year benchmark status in Grades 1 and 2, respectively; and
- Grade 2 end-of-year text level attainment compared with Grade 3 performance on the MSA Reading.



## Results

Over the past three years, end-of-year reading benchmark attainment of MCPS students in kindergarten to Grade 2 has increased significantly for all students; and for males; females; students of different races/ethnicities; and for students who received FARMS, special education, and LEP services.

### Kindergarten End-of-Year Benchmark Attainment

Between 2006 and 2008, kindergarten end-of-year reading benchmark attainment held steady at more than 90% of all test takers (Table 3). Group differences in the percentages of students meeting the kindergarten benchmark were relatively small because more than 90% of males; females; and African American, Asian American, and White students were reading at text level 3 or higher. In 2008, kindergarten benchmark attainment among Hispanic students (85.5%) and students who received FARMS (85.9%), special education (80.5%), and LEP (86.5%) services remained slightly below the district average (92.6%).

Table 3  
Number of Kindergarten Test Takers and Percentage Who  
Met the End-of-Year Reading Benchmark at Text Level 3 or Higher  
in 2006 to 2008 by Demographic Group

Demographic Group	N Tested			% Met Benchmark			Three-Year % Point Change
	2006	2007	2008	2006	2007	2008	
All MCPS	8377	8402	9048	91.3	93.4	92.6	+1.3
Male	4194	4271	4508	89.6	92.3	90.6	+1.0
Female	4183	4131	4540	93.0	94.6	94.4	+1.5
African American	1843	1777	1884	88.4	90.7	90.5	+2.1
Asian American	1329	1353	1496	94.3	96.5	95.4	1.1
Hispanic	1670	1766	2078	86.4	87.6	85.5	-0.9
White	3511	3475	3567	94.0	96.6	96.5	+2.5
FARMS	2458	2315	2730	85.0	87.2	85.9	+0.9
Special Education	647	582	650	78.1	81.6	80.5	+2.4
LEP	1969	2170	2538	85.0	88.2	86.5	+1.5

*Note:* American Indian students are included with all students but are not reported separately.

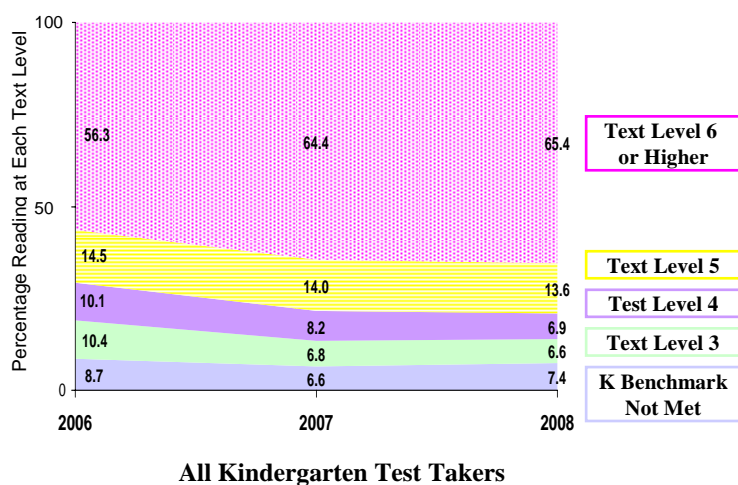
Kindergarten reading benchmark status reported at text level 3 or higher masks some group differences that are evident at higher text levels. Beginning in 2009, MCPS will raise the kindergarten end-of-year benchmark. Kindergarten students will be expected to read a book at

text level 4 with at least 90% accuracy and answer correctly at least two out of three oral retell questions. However, even at text level 4, some group differences will be masked. The performance bands of attainment shown below unmask information about group differences.

### Kindergarten Performance Bands

The percentage of kindergarten students who read at text level 4 or higher by the end of the year increased by 5.1 points between 2006 (80.9%) and 2008 (86.0%). Between 2006 and 2008, the percentage of kindergarten students who read at text level 5 or higher by the end of the year increased by 8.3 points to 79.1% (Table A2).

The greatest change in kindergarten benchmark attainment resulted from increases in the percentages of kindergarten students who were reading at or above text level 6 by the end of the year (Figure 3). The percentages of students reading at (but not above) text levels 3, 4, and 5 declined because the majority of kindergarten students met the TRC criteria for text levels 6 and higher. Between 2006 and 2008, the percentages of students reading at or above text level 6 increased 9.1 points from 56.3% to 65.4%.



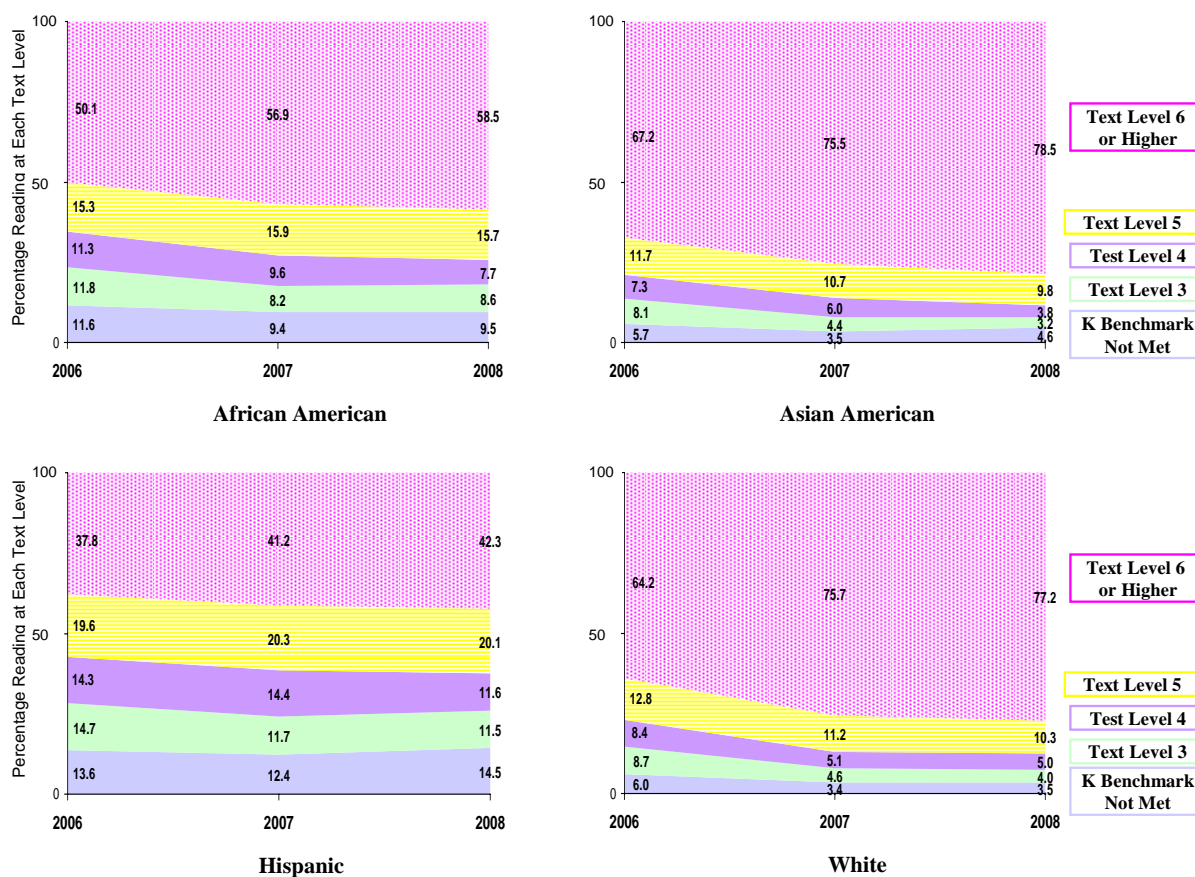
Note. The sums of percentages may be 100 ± 0.1 because of rounding.

Figure 3. Percentage of MCPS kindergarten test takers who met the end-of-year reading benchmark in 2006 to 2008 by highest text level attained.

The improvements in reading performance for males and females were about the same as those observed for all students (Table A2). Although males and females improved at similar rates between 2006 and 2008, females consistently read at higher text levels than males by the end of kindergarten. For example, the percentages of males and females who read at text level 6 or higher by the end of kindergarten increased by 8.6 and 9.6 points, respectively, between 2006 and 2008. In 2008, 61.0% of males read at text level 6 or higher compared with 69.8% of females.

*Kindergarten Performance Bands by Race/Ethnicity*

In 2008, students of all races/ethnicities set MCPS records for kindergarten end-of-year benchmark attainment above text level 3 (Table A2). More than 80% of African American, Asian American, and White test takers read at text level 4 or higher. In 2008, nearly three fourths of Hispanic test takers read at text level 4 or higher. In 2008, more than one half of African American (74.2%), Asian American (88.4%), Hispanic (62.4%), and White (87.5%) test takers met the kindergarten benchmark at or above text level 5, rates that were 4.9 (Hispanic) to 10.5 (White) percentage points higher than in 2006.



Note. The sums of percentages may be 100 ± 0.1 because of rounding.

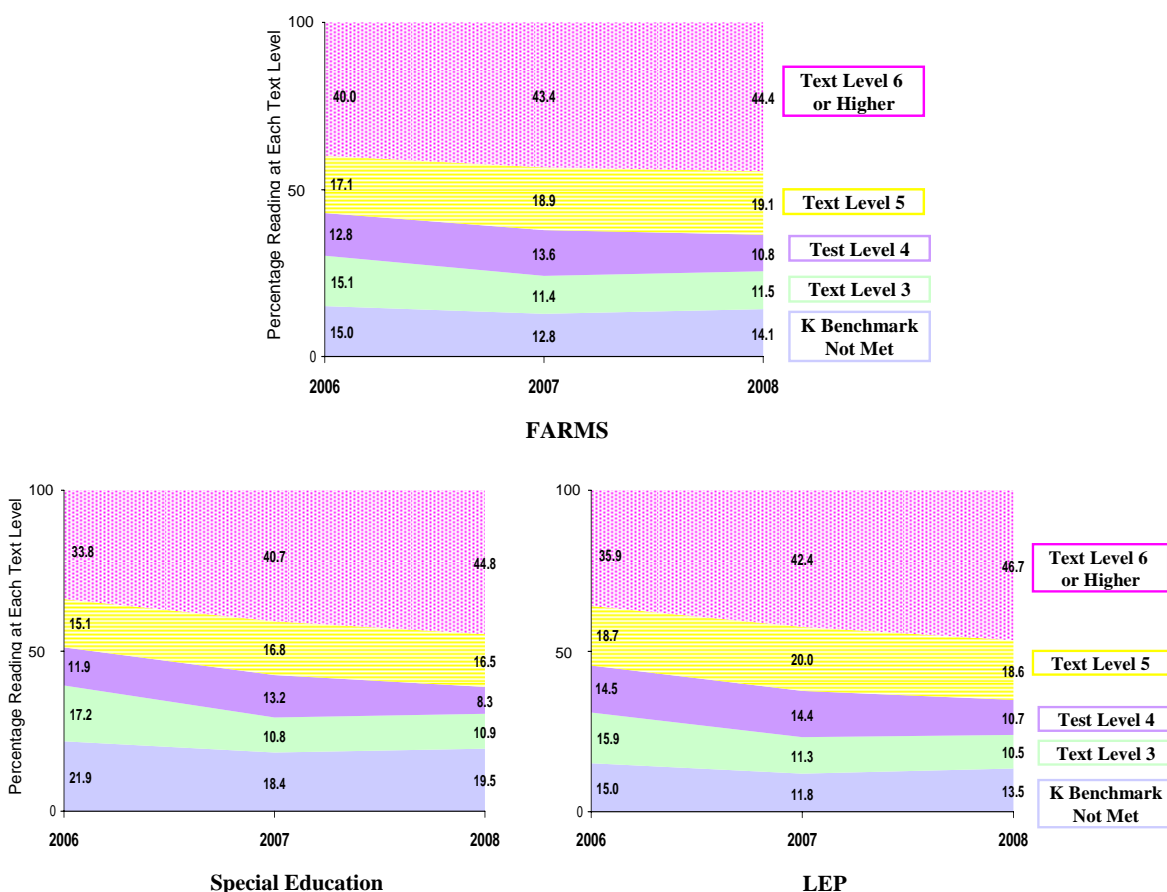
Figure 4. Percentage of MCPS kindergarten test takers who met the end-of-year reading benchmark in 2006 to 2008 by highest text level attained and race/ethnicity.

The greatest change in kindergarten benchmark attainment for African American, Asian American, and White students resulted from increases in the percentages of kindergarten test takers who were reading at or above text level 6 by the end of the year (Figure 4). Between 2006 and 2008, the percentages of African American, Asian American, and White students who were reading at or above text level 6 by the end of kindergarten increased 8.4, 13.0, and 11.3 points, respectively. By 2008, more than one half of African American (58.5%) and more than three fourths of Asian American (78.5%) and White (77.2%) test takers were reading at text level 6 by the end of kindergarten.

Between 2006 and 2008, the percentages of Hispanic students who were reading at or above text level 6 by the end of kindergarten increased 4.4 points. In 2008, nearly one half of Hispanic test takers (42.3%) met the kindergarten benchmark at text level 6 or higher. The rate for Hispanic students, though lower than for students of other races/ethnicities, is encouraging given that English is a second language for many Hispanic kindergarten students.

*Kindergarten Performance Bands by Service Group*

In 2008, kindergarten students who received FARMS, special education, and LEP services maintained MCPS records for exceeding the end-of-year reading benchmark of text level 3 (Table A2). In 2008, about two thirds of test takers who received FARMS, special education, and LEP services read at text levels 4 and 5 or higher (Table A2). In 2008, about 70% of kindergarten test takers who received FARMS (74.4%), special education (69.5%), and LEP (76.0%) services read at text level 4 or higher; and about 60% who received FARMS (63.6%), special education (61.2%), and LEP (65.3%) services read at text level 5 or higher.



Note. The sums of percentages may be 100 ± 0.1 because of rounding.

Figure 5. Percentage of MCPS kindergarten test takers who met the end-of-year reading benchmark in 2006 to 2008 by highest text level attained and service group.

Among students who received FARMS, special education, and LEP services, increases in the percentages of students reading at text level 6 or higher accounted for most of the three-year

improvements in kindergarten end-of-year benchmark attainment. In 2008, the percentages of test takers who received FARMS (44.4%), special education (44.8%), or LEP (46.7%) services and read at or above text level 6 were 4.4, 11.0 and 10.8 percentage points higher, respectively, than in 2006.

#### *Kindergarten Text Level Attainment and Grade 1 Benchmark Status*

The kindergarten end-of-year benchmark set at text level 3 or higher predicted Grade 1 end-of-year benchmark status with 86.5% accuracy (Table 4). However, the errors in prediction were about five times more likely to occur because kindergarten students who met the benchmark performed worse than expected in Grade 1. At text level 3 or higher, 11.3% of students met the kindergarten benchmark but did not meet the Grade 1 benchmark (performed worse than expected) compared with 2.2% of students who performed better than expected.

In 2009, MCPS will raise the kindergarten end-of-year benchmark to text level 4. This change may result in a small decrease in the accuracy of the alignment of the kindergarten and Grade 1 benchmarks, but it should improve the error distribution. In 2007, 8.4% of kindergarten students met the end-of-year benchmark at text level 4 or higher but did not meet the Grade 1 benchmark in 2008 (performed worse than expected) compared with 6.0% of students who performed better than expected.

Table 4  
2007 Kindergarten and 2008 Grade 1 End-of-Year Reading Benchmark Attainment  
by Kindergarten Text Level

2007 Kindergarten End-of-Year Benchmark Attainment		2008 Grade 1 End-of-Year Benchmark		2007 Kindergarten and 2008 Grade 1 Comparison		
		Not Met	Met	Accuracy	Better in Grade 1	Worse in Grade 1
Text Level 3 or Higher	Not Met	3.6	2.2	86.5	2.2	11.3
	Met	11.3	82.9			
Text Level 4 or Higher	Not Met	6.6	6.0	85.6	6.0	8.4
	Met	8.4	79.1			
Text Level 5 or Higher	Not Met	8.9	11.6	82.4	11.6	6.0
	Met	6.0	73.4			
Text Level 6 or Higher	Not Met	11.5	23.0	73.6	23.0	3.5
	Met	3.5	62.1			

*Note.* Results are reported for about 91% of 2007 kindergarten test takers who also tested in Grade 1 in 2008. The sums of percentages may be 100 ± 0.1 because of rounding.

Compared with text levels 3 and 4, kindergarten attainment at text level 5 or higher predicted Grade 1 end-of-year reading benchmark status with slightly lower accuracy (82.4%) but with an improved error distribution that favored students performing better than expected. In 2007, 11.64% of kindergarten students did not meet the end-of-year benchmark at text level 5 or higher but met the Grade 1 benchmark in 2008 (performed better than expected) compared with 6.0% of students who performed worse than expected.

If other kindergarten end-of-year benchmark criteria remain the same, an end-of-year reading benchmark set at text level 5 would be more predictive of Grade 1 end-of-year benchmark status than one set at text levels 3 or 4 (Table 4). The improved prediction of Grade 1 benchmark status would occur for all students; males; females; students of different races/ethnicities; and students who received FARMS, special education, and LEP services (Table A7).

### Grade 1 End-of-Year Benchmark Attainment

Between 2006 and 2008, the percentage of Grade 1 test takers who met the end-of-year reading benchmark increased by 7.5 points to a record high of 83.1% for all students (Table 5). Particularly noteworthy were the three-year percentage point increases in Grade 1 benchmark attainment among African American (10.2 points) and Hispanic (10.6 points) students, and students who received FARMS (12.7 points), special education (10.7 points) and LEP (16.8 points) services. Smaller gains were also observed among Asian American (8.0 points) and White (4.7 points) students. The progress shown by Grade 1 African American and Hispanic students provides evidence that MCPS is narrowing the achievement gaps at the primary level even as it improves performance for all student groups.

Table 5  
Number of Grade 1 Test Takers and Percentage Who  
Met the End-of-Year Reading Benchmark at Text Level 16 or Higher  
in 2006 to 2008 by Demographic Group

Demographic Group	N Tested			% Met Benchmark			Three-Year % Point Change
	2006	2007	2008	2006	2007	2008	
All MCPS	9050	9136	9176	75.6	80.1	83.1	+7.5
Male	4621	4616	4660	72.6	77.7	80.5	+7.9
Female	4429	4520	4512	78.6	82.5	85.9	+7.3
African American	2031	2053	1978	68.6	75.2	78.8	+10.2
Asian American	1401	1519	1547	83.0	87.8	91.0	+8.0
Hispanic	1799	1823	1961	59.4	66.8	70.0	+10.6
White	3777	3717	3652	84.4	86.1	89.1	+4.7
FARMS	2637	2561	2641	57.5	67.1	70.1	+12.7
Special Education	794	776	763	44.0	49.5	54.7	+10.7
LEP	1602	1865	2067	52.4	64.6	69.2	+16.8

Note: American Indian students are included with all students but are not reported separately.

An end-of-year reading benchmark set at or above text level 16 still allows room for improvement for all student groups. MCPS will retain the current Grade 1 end-of-year

benchmark for the coming year. Students who meet the Grade 1 end-of-year reading benchmark are expected to have acquired the essential skills and knowledge needed to meet or exceed the Grade 2 end-of-year benchmark.

### *Grade 1 Text Level Attainment and Grade 2 Benchmark Status*

The Grade 1 end-of-year benchmark set at text level 16 or higher predicted Grade 2 end-of-year benchmark status with 75.7% accuracy (Table 6). The errors in prediction were about twice as likely to occur because Grade 1 students who met the benchmark performed worse than expected in Grade 2. When the end-of-year benchmark text level was 16 or higher, 15.9% of students met the Grade 1 benchmark but did not meet the Grade 2 benchmark (performed worse than expected) compared with 8.5% of students who performed better than expected.

Table 6  
2007 Grade 1 and 2008 Grade 2 End-of-Year Reading Benchmark Attainment  
by Grade 1 Text Level

2007 Grade 1 End-of-Year Benchmark Attainment		2008 Grade 2 End-of-Year Benchmark		2007 Grade 1 and 2008 Grade 2 Comparison		
		Not Met	Met	Accuracy	Better in Grade 2	Worse in Grade 2
Text Level 16 or Higher	Not Met	13.1	8.5	75.7	8.5	15.9
	Met	15.9	62.5			
Text Level J or Higher	Not Met	26.0	38.2	58.8	38.2	3.0
	Met	3.0	32.8			
Text Level K or Higher	Not Met	27.5	47.6	50.9	47.6	1.5
	Met	1.5	23.4			
Text Level L or Higher	Not Met	28.1	55.4	43.6	55.4	0.9
	Met	0.9	15.6			

*Note.* Results are reported for about 92% of 2007 Grade 1 test takers who also tested in Grade 2 in 2008. Text levels J through L correspond to text level numbers 18, 20 and 24, respectively. The sums of percentages may be  $100 \pm 0.1$  because of rounding.

If other Grade 1 benchmark criteria remain the same, text level 16 is a better predictor of Grade 2 benchmark status than other text levels (Table 6). However, nearly all students who read at text levels J (18) and higher at the end of Grade 2007 met the Grade 2 end-of-year benchmark in 2008. The patterns observed for all students were similar to those observed for males; females; students of different races/ethnicities; and students who received FARMS, special education, and LEP services (Table A8).

### **Grade 2 End-of-Year Benchmark Attainment**

Between 2006 and 2008, the percentage of Grade 2 test takers who met the end-of-year benchmark in reading climbed by 8.4 points to a new high of 69.8% (Table 7). Particularly noteworthy were the increases of 16.9 percentage points between 2006 (27.0%) and 2008 (43.9%) among students who received LEP services. More than 60% of male, female, African

American, Asian American, and White students met the Grade 2 end-of-year benchmark. Although all groups showed improvements, Grade 2 benchmark attainment remained below the district average (69.8%) for Hispanic students (55.0%) and students who received FARMS (52.8%) and special education (37.1%) services.

**Table 7**  
**Number of Grade 2 Test Takers and Percentage Who**  
**Met the End-of-Year Reading Benchmark at Text Level M (27) or Higher**  
**in 2006 to 2008 by Demographic Group**

Demographic Group	N Tested			% Met Benchmark			Three-Year % Point Change
	2006	2007	2008	2006	2007	2008	
All MCPS	9142	9065	9353	61.3	64.4	69.8	+8.5
Male	4739	4648	4712	59.1	61.8	67.3	+8.2
Female	4403	4417	4639	63.7	67.1	72.2	+8.5
African American	2079	2062	2105	51.9	53.6	60.3	+8.4
Asian American	1410	1417	1550	69.2	73.7	77.5	+8.3
Hispanic	1748	1807	1933	45.6	47.8	55.0	+9.4
White	3876	3742	3744	70.6	74.9	79.5	+8.9
FARMS	2567	2507	2687	43.0	45.7	52.8	+9.8
Special Education	906	821	923	30.2	30.6	37.1	+6.9
LEP	1055	1332	1582	27.0	34.2	43.9	+16.9

*Note:* American Indian students are included with all students but are not reported separately.

In 2006, the Grade 2 end-of-year benchmark was increased to include a more rigorous written comprehension measure. Students who met the Grade 2 end-of-year reading benchmark were likely to score proficient or higher on the MSA Reading in Grade 3 (Zhao & Von Secker, 2008).

#### *Grade 2 Benchmark Attainment and Grade 3 MSA Reading Proficiency*

Grade 2 end-of-year benchmark attainment at text level M (27) or higher in 2007 predicted 2008 Grade 3 MSA Reading proficiency or higher with less than 70% accuracy. The primary reason for the low prediction accuracy was that 29.7% of students scored proficient or higher on the 2008 MSA Reading even though they were reading below text level M (27) at the end of Grade 2 (performed better than expected). Only 2.4% of students performed worse than expected. This finding provides further evidence that Grade 2 students who meet the MCPS end-of-year reading benchmark are likely to attain a score of proficient or higher on the MSA Reading after they receive Grade 3 reading instruction.



In 2007, Grade 2 end-of-year benchmark attainment did not accurately predict attainment of a score of advanced on the 2008 MSA Reading. Of the Grade 2 students tested in 2007, 39.5% met the Grade 2 end-of-year benchmark but scored in the basic or proficient ranges on the Grade 3 MSA Reading. Advanced MSA status is better predicted by attainment of text level P (38) by the end of Grade 2 (Table 8). Of Grade 2 students tested in 2007, 9.1% were reading at text level P (38) at the end of Grade 2 and attained scores of basic or proficient on the 2008 MSA Reading (performed worse than expected).

Table 8  
2007 Grade 2 End-of-Year Reading Benchmark Attainment and 2008 Grade 3 MSA Reading Proficiency by Grade 2 Text Level

2007 Grade 2 End-of-Year Benchmark Attainment		MSA Reading Basic vs. Proficient or Advanced		2007 Grade 2 and 2008 Grade 3 Comparison		
		2008 Grade 3 MSA Reading Proficiency Basic	2008 Grade 3 MSA Reading Proficiency Proficient or Advanced	Accuracy	Better in Grade 3	Worse in Grade 3
Text Level M or Higher	Not Met	10.5	29.7	67.8	29.7	2.4
	Met	2.4	57.3			
Text Level N or Higher	Not Met	12.7	53.5	46.2	53.5	0.3
	Met	0.3	33.5			
Text Level O or Higher	Not Met	12.9	62.2	37.7	62.2	0.1
	Met	0.1	24.8			
Text Level P or Higher	Not Met	12.9	66.0	34.0	66.0	0.0
	Met	0.0	21.0			

2007 Grade 2 End-of-Year Benchmark Attainment		MSA Reading Basic or Proficient vs. Advanced		2007 Grade 2 and 2008 Grade 3 Comparison		
		Basic or Proficient	Advanced	Accuracy	Better in Grade 3	Worse in Grade 3
Text Level M or Higher	Not Met	37.1	3.2	57.3	3.2	39.5
	Met	39.5	20.2			
Text Level N or Higher	Not Met	59.2	7.0	75.6	7.0	17.4
	Met	17.4	16.4			
Text Level O or Higher	Not Met	65.4	9.7	79.1	9.7	11.2
	Met	11.2	13.7			
Text Level P or Higher	Not Met	67.5	11.4	79.5	11.4	9.1
	Met	9.1	12.0			

*Note.* Results are reported for about 93% of 2007 Grade 2 test takers who also took the Grade 3 MSA Reading in 2008. Text levels M through P correspond to text level numbers 27, 30, 34, and 38, respectively. The sums of percentages may be  $100 \pm 0.1$  because of rounding.

Text level P (38) is a challenging text for Grade 2 students. In 2008, only 27.1% of Grade 2 test takers met the end-of-year benchmark at this text level (Table 9). Nonetheless, that rate was 8.5 percentage points higher than in 2006. More than 30% of Asian American and White, and more

than 15% of African American and Hispanic Grade 2 test takers attained this goal in 2008. Although less than 15% of test takers who received FARMS, special education, and LEP services were reading at text level P (38) by the end of Grade 2, each group showed increases of more than 2 percentage points over the past three years.

**Table 9**  
**Number of Grade 2 Test Takers and Percentage Who Were Reading**  
**at Text Level P (38) by the End of Grade 2**  
**by Demographic Group and Year**

Grade Level	N Tested in			% Reading at Text Level P (38)			Three-Year % Point Change
	2006	2007	2008	2006	2007	2008	
All	9142	9065	9353	18.6	21.5	27.1	+8.5
Male	4739	4648	4712	15.6	19.1	23.7	+8.2
Female	4403	4417	4639	21.9	24.0	30.5	+8.6
African American	2079	2062	2105	9.6	13.6	17.5	+7.9
Asian American	1410	1417	1550	25.5	30.3	33.9	+8.4
Hispanic	1748	1807	1933	9.4	8.9	15.1	+5.7
White	3876	3742	3744	25.3	28.7	35.9	+10.6
FARMS	2567	2507	2687	8.2	9.0	13.3	+5.1
Special Ed.	906	821	923	5.6	7.1	10.8	+5.2
LEP	1055	1332	1582	3.3	3.7	5.4	+2.1

*Note:* American Indian students are included with all students but are not reported separately.

#### Key findings are—

- End-of-year reading benchmark performance between 2006 and 2008 rose to historic highs for kindergarten, Grade 1, and Grade 2 students.
- Compared with kindergarten benchmark attainment at text levels 3 and 4, kindergarten attainment at text level 5 better predicts Grade 1 end-of-year benchmark status.
- Most Grade 2 students who meet the end-of-year reading benchmark are likely to attain scores of proficient on the Grade 3 MSA Reading, but only Grade 2 students who are reading at text level P(38) are likely to attain advanced scores.

## Discussion

Results of the MCPS Assessment Program in Primary Reading (AP-PR) show that the numbers and percentages of students who have acquired the essential skills and knowledge to meet or exceed the standards in reading by the end of Grade 2 have climbed to historic highs (Table 10). Between 2006 and 2008, the percentages of kindergarten, Grade 1, and Grade 2 test takers who met the end-of-year benchmarks at their respective grade levels increased by 1.3, 7.5, and 8.5 points, respectively. These increases are particularly encouraging because they occurred among males; females; students of all races/ethnicities; and students who received FARMS, special education, and LEP services (Table A1).

Table 10  
Number and Percentage of Kindergarten, Grade 1, and Grade 2 Test Takers  
Who Met the End-of-Year Reading Benchmarks in 2006 to 2008  
by Grade Level

Grade Level	N Tested			% (N) Met Benchmark			Three-Year % Point (N) Change
	2006	2007	2008	2006	2007	2008	
Kindergarten	8377	8402	9048	91.3 (7648)	93.4 (7850)	92.6 (8374)	+1.3 (726)
Grade 1	9050	9136	9176	75.6 (6839)	80.1 (7315)	83.1 (7629)	7.5 (790)
Grade 2	9142	9065	9353	61.3 (5607)	64.4 (5838)	69.8 (6524)	8.5 (917)

*Note:* American Indian students are included with all students but are not reported separately.

MCPS is making continuous progress toward meeting Goal 2 of the MCPS strategic plan by providing an effective instructional program in primary reading. All schools contributed to the reading improvements observed at the district level (Tables A3 to A6). In 2008, more than 90% of kindergarten students at 82 schools, more than 80% of Grade 1 students at 77 schools, and more than 70% of Grade 2 students at 70 schools met the end-of-year reading benchmarks (Table A3). The improvements seen at the school level reflect successful efforts to ensure that high percentages of males; females; students of different races/ethnicities; and students who received FARMS, special education, and LEP services will read on or above grade level by the end of Grade 2 (Tables A4 to A6).

## Recommendations

Prediction of student reading benchmark status from one year to the next should take into consideration the relative difficulty of the text levels used to assess attainment of the end-of-year reading benchmarks in kindergarten, Grade 1, and Grade 2. This is true particularly in kindergarten, where many students who are reading at—but not above—text level 3 by the end of the school year, do not meet the more rigorous end-of-year benchmark in Grade 1. The following recommendations should be considered to further utilize the formative and summative information provided by MCPS AP-PR.

### *Kindergarten Benchmark Attainment*

MCPS should consider a “stretch goal” for students to read at or above text level 6 by the end of kindergarten. Although kindergarten reading attainment at text level 5 is more predictive of Grade 1 benchmark status than other kindergarten text levels, only 89% of students who were reading at or above text level 5 at the end of kindergarten in 2007 met the Grade 1 end-of-year benchmark in 2008 (Table 4). About 95% of students who met the kindergarten end-of-year reading benchmark at text level 6 or higher in 2007, also met the Grade 1 end-of-year reading benchmark in 2008.

A text level 6 stretch goal is within reach for all kindergarten students, as shown by the steady increases between 2006 and 2008 in the percentages of males, females, and students of different racial/ethnic and service groups who already are reading at or above this level by the end of kindergarten (Table 11). In 2008, about three fourths of Asian American and White, and more than one half of African American kindergarten test takers attained this goal. Nearly one half of test takers who were Hispanic; or received FARMS, special education, and LEP services attained this goal in 2008.

Table 11  
Number of Kindergarten Test Takers and Percentage Who Were Reading  
At or Above Text Level 6 by the End of Kindergarten  
by Demographic Group and Year

Grade Level	N Tested			% At or Above Text Level 6			Three-Year % Point Change
	2006	2007	2008	2006	2007	2008	
All	8377	8402	9048	56.3	64.4	65.4	+9.1
Male	4194	4271	4508	52.4	60.3	61.0	+8.6
Female	4183	4131	4540	60.2	68.6	69.8	+9.6
African American	1843	1777	1884	50.1	56.9	58.5	+8.4
Asian American	1329	1353	1496	67.2	75.5	78.5	+11.3
Hispanic	1670	1766	2078	37.8	41.2	42.3	+4.5
White	3511	3475	3567	64.2	75.7	77.2	+13.0
FARMS	2458	2315	2730	40.0	43.4	44.4	+4.4
Special Education	647	582	650	33.8	40.7	44.8	+11.0
LEP	1969	2170	2538	35.9	42.4	46.7	+10.8

*Note:* American Indian students are included with all students but are not reported separately.

### *Grade 1 Benchmark Attainment*

MCPS should consider a “stretch goal” for students to read at or above text level 18 by the end of Grade 1. Although Grade 1 reading attainment at text level 16 is more predictive of Grade 2 benchmark status than other Grade 1 text levels, slightly less than 80% of students who were reading at or above text level 16 at the end of Grade 1 in 2007 met the Grade 2 end-of-year benchmark in 2008 (Table 6). More than 90% of students who met the Grade 1 end-of-year

reading benchmark at text level J (18) or higher in 2007 also met the Grade 2 end-of-year reading benchmark in 2008

### *Grade 2 Benchmark Attainment*

MCPS should consider setting a “stretch goal” for students to read at text level P (38) by the end of Grade 2. Although the current Grade 2 benchmark is predictive of Grade 3 MSA Reading proficiency (proficient or higher), it is not predictive of attainment of MSA scores at the advanced level. Grade 2 end-of-year reading benchmark attainment at text level P (38) is a better predictor of Grade 3 MSA Reading advanced status than other text levels. More than one half of the students who were reading at text level P (38) at the end of Grade 2 in 2007 scored advanced on the 2008 Grade 3 MSA Reading, compared with 15% of students who were reading at text level M (27).

The steady increases between 2006 and 2008 in the percentages of students who are reading at or above text level P (38) by the end of Grade 2 provide evidence that this stretch goal, although challenging, is within reach for Grade 2 students. Considerable work needs to be done to make this goal a reality for all student groups. Between 2006 and 2008, the racial/ethnic gap in the percentages of student who were reading at or above text level P (38) by the end of Grade 2 increased slightly, despite improvements for all student groups. Students who receive FARMS, special education, and LEP services will require intense academic support to raise their reading attainment levels to text level P (38) by the end of Grade 2. Nonetheless, attainment of this goal, however gradual, would ensure that primary students are securely on the path to college readiness by the end of high school.

### *School-based Interventions*

Schools can access AP–PR data for students and student groups on MCPS student data systems such as the Data Warehouse and IMS. Information provided on MCPS student systems shows test results for students who are currently enrolled in a school disaggregated by grade level; gender; race/ethnicity; and participation in FARMS, special education, and LEP services. This confidential information should be used to guide school improvement efforts and design instructional interventions for individual students.

Attainment of “stretch goals” for reading in kindergarten, Grade 1, and Grade 2, however gradual, would help to ensure that primary students are securely on the path to college readiness by the end of high school.

## References

- Montgomery County Public Schools. (2007). *Our call to action: Pursuit of excellence*. Rockville, MD: Author.
- Zhao, H., & Von Secker, C. (2008). *Criterion-related validity of the MCPS AP-PR*. Rockville, MD: Montgomery County Public Schools.

# Appendix

**Table A1**  
**Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in**  
**2006 to 2008 by Demographic Group and Grade Level**

Demographic Group	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
All	8377	8402	9048	91.3	93.4	92.6	9050	9136	9176	75.6	80.1	83.1	9142	9065	9353	61.3	64.4	69.8
Male	4194	4271	4508	89.6	92.3	90.6	4621	4616	4660	72.6	77.7	80.5	4739	4648	4712	59.1	61.8	67.3
Female	4183	4131	4540	93.0	94.6	94.4	4429	4520	4512	78.6	82.5	85.9	4403	4417	4639	63.7	67.1	72.2
African American	1843	1777	1884	88.4	90.7	90.5	2031	2053	1978	68.6	75.2	78.8	2079	2062	2105	51.9	53.6	60.3
Male	932	903	923	85.7	89.3	88.3	1036	1081	1009	64.3	71.3	74.7	1052	1055	1099	49.8	51.2	58.7
Female	911	874	961	91.2	92.1	92.6	995	972	969	73.2	79.5	83.1	1027	1007	1006	54.1	56.1	62.0
Asian American	1329	1353	1496	94.3	96.5	95.4	1401	1519	1547	83.0	87.8	91.0	1410	1417	1550	69.2	73.7	77.5
Male	644	661	737	91.9	96.2	93.6	709	749	758	81.0	85.2	90.1	677	710	771	65.1	71.1	75.5
Female	685	692	759	96.5	96.8	97.1	692	770	789	85.1	90.3	91.9	733	707	779	73.0	76.4	79.6
Hispanic	1670	1766	2078	86.4	87.6	85.5	1799	1823	1961	59.4	66.8	70.0	1748	1807	1933	45.6	47.8	55.0
Male	843	893	1038	84.7	86.0	82.8	902	905	979	55.5	64.5	65.2	919	918	958	44.0	46.2	50.7
Female	827	873	1040	88.1	89.2	88.3	897	918	982	63.2	69.0	74.8	829	889	975	47.4	49.4	59.2
White	3511	3475	3567	94.0	96.6	96.5	3777	3717	3652	84.4	86.1	89.1	3876	3742	3744	70.6	74.9	79.5
Male	1765	1796	1801	93.2	95.6	95.1	1959	1871	1896	82.1	84.6	87.4	2075	1952	1878	68.6	71.5	77.5
Female	1746	1679	1766	94.8	97.7	97.9	1818	1846	1756	87.0	87.7	90.9	1801	1790	1866	72.9	78.5	81.5
FARMS	2458	2315	2730	85.0	87.2	85.9	2637	2561	2641	57.5	67.1	70.1	2567	2507	2687	43.0	45.7	52.8
Special Education	647	582	650	78.1	81.6	80.5	794	776	763	44.0	49.5	54.7	906	821	923	30.2	30.6	37.1
LEP	1969	2170	2538	85.0	88.2	86.5	1602	1865	2067	52.4	64.6	69.2	1055	1332	1582	27.0	34.2	43.9

*Note:* Results are reported for students who were required to take test. American Indian students are included with all students but are not reported separately.



**Table A2**  
**Number of Kindergarten Test Takers and Percentage Who Met or Exceeded the End-of-Year Reading Benchmarks in 2006 to 2008 by Demographic Group and Text Level**

	N Test Takers			% Met Benchmark Text Level 3 or Higher			% Met Benchmark Text Level 4 or Higher			% Met Benchmark Text Level 5 or Higher			% Met Benchmark Text Level 6 or Higher		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
All	8377	8402	9048	91.3	93.4	92.6	80.9	86.6	86.0	70.8	78.4	79.1	56.3	64.4	65.4
Male	4194	4271	4508	89.6	92.3	90.6	78.0	84.0	83.1	67.1	75.0	75.4	52.4	60.3	61.0
Female	4183	4131	4540	93.0	94.6	94.4	83.7	89.3	88.8	74.6	81.9	82.7	60.2	68.6	69.8
African American	1843	1777	1884	88.4	90.7	90.5	76.7	82.4	81.9	65.4	72.8	74.2	50.1	56.9	58.5
Male	932	903	923	85.7	89.3	88.3	73.1	79.2	78.5	60.3	68.9	69.3	45.2	51.6	52.4
Female	911	874	961	91.2	92.1	92.6	80.4	85.8	85.1	70.6	76.9	78.8	55.1	62.5	64.3
Asian American	1329	1353	1496	94.3	96.5	95.4	86.2	92.2	92.2	78.9	86.2	88.4	67.2	75.5	78.5
Male	644	661	737	91.9	96.2	93.6	82.1	90.5	90.0	74.8	82.3	85.5	62.4	70.3	74.2
Female	685	692	759	96.5	96.8	97.1	89.9	93.8	94.3	82.6	89.9	91.2	71.7	80.3	82.7
Hispanic	1670	1766	2078	86.4	87.6	85.5	71.7	75.9	74.0	57.4	61.5	62.4	37.8	41.2	42.3
Male	843	893	1038	84.7	86.0	82.8	69.2	71.9	69.7	53.1	57.1	57.3	34.0	36.1	38.2
Female	827	873	1040	88.1	89.2	88.3	74.4	80.0	78.3	61.8	66.0	67.4	41.7	46.4	46.3
White	3511	3475	3567	94.0	96.6	96.5	85.3	92.0	92.5	77.0	86.9	87.5	64.2	75.7	77.2
Male	1765	1796	1801	93.2	95.6	95.1	83.3	90.0	90.4	74.5	84.2	84.8	61.4	72.8	73.3
Female	1746	1679	1766	94.8	97.7	97.9	87.3	94.2	94.7	79.4	89.7	90.2	67.0	78.8	81.1
FARMS	2458	2315	2730	85.0	87.2	85.9	69.9	75.8	74.4	57.1	62.2	63.6	40.0	43.4	44.4
Special Education	647	582	650	78.1	81.6	80.5	60.9	70.8	69.5	49.0	57.6	61.2	33.8	40.7	44.8
LEP	1969	2170	2538	85.0	88.2	86.5	69.1	76.9	76.0	54.6	62.4	65.3	35.9	42.4	46.7

*Note:* Results are reported for students who were required to take the test. American Indian students are included with all students but are not reported separately.

**Table A3**  
**Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in**  
**2006 to 2008 by Cluster Group, Elementary School, and Grade Level**

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Bethesda-Chevy Chase, Walter Johnson, Wheaton, and Walt Whitman Clusters																		
Ashburton	70	74	87	87.1	89.2	92.0	78	85	84	55.1	71.8	78.6	86	85	85	55.8	43.5	51.8
Bannockburn	52	71	60	92.3	93.0	100	58	54	69	81.0	81.5	92.8	49	60	58	81.6	90.0	89.7
Bethesda	66	44	72	89.4	100	98.6	60	83	65	91.7	91.6	95.4	67	66	95	80.6	75.8	76.8
Bradley Hills	50	77	75	90.0	96.1	97.3	68	57	84	88.2	84.2	71.4	66	62	61	83.3	98.4	82.0
Brookhaven	41	52	57	92.7	86.5	98.2	46	54	53	71.7	79.6	83.0	51	56	58	62.7	53.6	70.7
Burning Tree	53	61	79	100	90.2	92.4	85	61	71	84.7	86.9	73.2	94	90	69	79.8	80.0	81.2
Carderock Spring	40	45	38	95.0	100	97.4	49	51	53	95.9	96.1	98.1	64	52	53	79.7	82.7	92.5
Farmland	67	88	85	95.5	94.3	90.6	99	88	111	70.7	81.8	83.8	95	93	84	56.8	83.9	84.5
Garrett Park	73	63	74	94.5	96.8	95.9	76	80	69	78.9	87.5	97.1	75	75	75	82.7	90.7	98.7
Harmony Hills	76	67	79	90.8	95.5	91.1	89	69	66	53.9	71.0	80.3	81	81	60	66.7	65.4	73.3
Kensington Parkwood	87	81	87	96.6	100	100	79	95	89	89.9	92.6	97.8	71	74	94	78.9	81.1	80.9
Luxmanor	42	54	40	92.9	100	100	53	44	68	81.1	84.1	97.1	57	54	52	73.7	77.8	80.8
Rock Creek Forest	34	29	36	94.1	89.7	91.7	37	34	29	51.4	61.8	69.0	34	32	32	47.1	62.5	84.4
Rosemary Hills	178	175	168	91.0	90.3	95.2	187	188	196	87.2	87.8	81.1	164	190	184	81.7	77.4	83.7
Sargent Shriver	n/r	81	112	n/r	91.4	91.1	n/r	85	100	n/r	76.5	83.0	n/r	79	88	n/r	69.6	67.0
Somerset	50	60	55	96.0	98.3	98.2	66	63	65	69.7	88.9	93.8	57	62	70	49.1	75.8	87.1
Viers Mill	103	60	83	71.8	93.3	75.9	91	73	64	50.5	67.1	65.6	93	53	75	68.8	54.7	56.0
Weller Road	75	77	80	88.0	90.9	90.0	78	62	73	62.8	72.6	67.1	85	63	63	62.4	74.6	74.6
Westbrook	49	44	68	91.8	97.7	100	53	59	54	90.6	78.0	87.0	51	52	56	86.3	96.2	87.5
Wood Acres	83	91	98	91.6	97.8	95.9	110	94	107	93.6	88.3	84.1	97	115	104	71.1	87.0	79.8
Wyngate	81	69	104	100	98.6	99.0	90	88	75	96.7	89.8	89.3	87	98	98	67.8	82.7	88.8

(continued)

Table A3  
Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in  
2006 to 2008 by Cluster Group, Elementary School, and Grade Level

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, and Watkins Mill Clusters																		
Candlewood	59	45	58	98.3	93.3	96.6	58	61	51	79.3	68.9	94.1	50	53	69	50.0	35.8	71.0
Cashell	40	37	44	100	100	97.7	45	45	34	86.7	82.2	91.2	43	45	42	72.1	64.4	76.2
Cedar Grove	65	85	104	83.1	89.4	96.2	93	74	96	76.3	78.4	87.5	90	104	80	41.1	44.2	73.8
Clarksburg	112	56	56	80.4	87.5	91.1	127	49	52	63.8	79.6	92.3	118	55	55	28.8	50.9	54.5
Clearspring	71	72	85	94.4	93.1	83.5	72	86	71	40.3	45.3	76.1	69	75	90	71.0	48.0	66.7
Daly	62	75	92	85.5	92.0	83.7	82	78	88	68.3	76.9	76.1	73	82	83	56.2	39.0	59.0
Damascus ES	43	38	42	100	94.7	88.1	46	40	40	82.6	72.5	87.5	43	42	43	20.9	19.0	48.8
Flower Hill	64	69	63	95.3	95.7	93.7	64	74	75	71.9	75.7	84.0	84	64	75	61.9	67.2	77.3
Fox Chapel	79	63	69	91.1	93.7	95.7	65	74	64	81.5	79.7	78.1	81	71	69	29.6	32.4	27.5
Gaithersburg ES	65	76	84	87.7	85.5	89.3	64	66	73	70.3	62.1	84.9	61	72	64	29.5	34.7	67.2
Goshen	96	98	105	99.0	95.9	95.2	95	94	111	70.5	77.7	82.9	120	89	100	49.2	50.6	76.0
Laytonsville	90	62	71	97.8	95.2	98.6	75	89	63	96.0	84.3	79.4	71	76	87	80.3	56.6	86.2
Little Bennett	n/r	117	142	n/r	98.3	98.6	n/r	125	134	n/r	79.2	85.8	n/r	111	137	n/r	80.2	79.6
Mill Creek Town	58	68	60	96.6	91.2	75.0	78	68	71	60.3	79.4	71.8	73	78	67	53.4	37.2	79.1
Resnik	90	65	89	86.7	84.6	79.8	76	86	62	61.8	70.9	74.2	90	84	82	48.9	52.4	51.2
Rockwell	63	53	55	98.4	98.1	94.5	60	63	52	76.7	82.5	90.4	73	53	66	80.8	83.0	74.2
Sequoyah	60	68	60	88.3	85.3	85.0	75	61	68	66.7	65.6	69.1	82	69	66	40.2	60.9	56.1
South Lake	77	75	85	92.2	90.7	82.4	85	76	83	38.8	68.4	72.3	78	78	75	64.1	61.5	45.3
Stedwick	90	79	83	90.0	88.6	96.4	83	95	85	75.9	69.5	70.6	76	85	93	60.5	58.8	51.6
Strawberry Knoll	62	81	60	98.4	95.1	98.3	67	66	88	82.1	83.3	94.3	71	74	64	46.5	67.6	75.0
Washington Grove	50	53	54	86.0	90.6	96.3	49	51	53	65.3	62.7	94.3	68	44	50	30.9	50.0	80.0
Watkins Mill ES	105	73	102	83.8	83.6	88.2	81	96	69	81.5	85.4	78.3	103	73	94	22.3	49.3	38.3
Whetstone	82	80	88	95.1	90.0	90.9	79	86	84	57.0	79.1	69.0	94	77	86	54.3	55.8	52.3
Woodfield	68	54	54	72.1	98.1	98.1	71	74	59	85.9	85.1	89.8	71	74	80	49.3	64.9	70.0

(continued)

Table A3  
Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in  
2006 to 2008 by Cluster Group, Elementary School, and Grade Level

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
James Hubert Blake, Paint Branch, Sherwood, and Springbrook Clusters																		
Belmont	43	51	70	86.0	98.0	100	73	54	55	90.4	87.0	94.5	66	79	54	57.6	78.5	44.4
Broad Acres	63	67	79	85.7	95.5	91.1	78	58	73	52.6	65.5	78.1	64	63	59	14.1	60.3	78.0
Brooke Grove	61	61	60	95.1	95.1	96.7	64	67	70	79.7	77.6	84.3	55	65	64	34.5	56.9	67.2
Burnt Mills	72	50	56	94.4	100	85.7	67	47	58	65.7	83.0	74.1	77	52	49	45.5	46.2	77.6
Burtonsville	62	96	91	87.1	94.8	96.7	93	91	107	80.6	70.3	84.1	96	88	106	68.8	62.5	70.8
Cannon Road	59	56	74	91.5	83.9	77.0	57	61	58	70.2	88.5	75.9	61	63	66	73.8	65.1	62.1
Cloverly	66	62	74	95.5	96.8	93.2	81	72	63	84.0	87.5	84.1	83	74	75	57.8	83.8	84.0
Cresthaven <sup>a</sup>	93	0	0	94.6	n/r	n/r	106	0	0	68.9	n/r	n/r	99	0	0	60.6	n/r	n/r
Drew	46	33	31	93.5	97.0	96.8	57	39	37	66.7	87.2	73.0	61	62	45	45.9	40.3	62.2
Fairland	77	75	92	98.7	98.7	95.7	76	93	83	85.5	84.9	89.2	94	78	95	23.4	23.1	44.2
Galway	100	95	108	91.0	91.6	84.3	116	112	95	75.0	81.3	72.6	103	111	115	53.4	71.2	74.8
Greencastle	77	74	97	94.8	83.8	82.5	100	84	90	75.0	84.5	76.7	86	92	82	66.3	38.0	40.2
Greenwood	91	99	70	96.7	100	97.1	91	91	104	90.1	96.7	95.2	100	96	98	88.0	75.0	89.8
Jackson Road	66	65	78	87.9	93.8	94.9	75	73	64	45.3	74.0	84.4	90	75	73	48.9	54.7	75.3
Olney	96	90	91	91.7	91.1	93.4	95	95	92	84.2	81.1	92.4	106	100	92	57.5	64.0	62.0
Page	42	46	42	69.0	95.7	88.1	65	54	59	73.8	87.0	94.9	64	63	52	32.8	55.6	69.2
Roscoe Nix	n/r	111	136	n/r	80.2	96.3	n/r	106	119	n/r	88.7	89.1	n/r	97	118	n/r	42.3	75.4
Sherwood ES	70	52	67	100	100	95.5	75	79	58	88.0	91.1	84.5	88	85	82	54.5	75.3	76.8
Stonegate	65	72	64	90.8	91.7	90.6	74	73	80	87.8	82.2	92.5	60	81	66	76.7	79.0	84.8
Westover	39	29	36	84.6	96.6	94.4	48	41	29	47.9	80.5	96.6	40	57	38	82.5	82.5	68.4

<sup>a</sup> Cresthaven did not have Grades K to 2 in 2007 and 2008.

(continued)

**Table A3**  
**Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in**  
**2006 to 2008 by Cluster Group, Elementary School, and Grade Level**

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Montgomery Blair, Albert Einstein, John F. Kennedy and Northwood Clusters																		
Arcola	n/r	n/r	73	n/r	n/r	94.5	n/r	n/r	70	n/r	n/r	82.9	n/r	n/r	49	n/r	n/r	67.3
Bel Pre	125	116	147	94.4	89.7	89.1	145	137	122	70.3	87.6	92.6	131	136	137	74.8	66.2	76.6
East Silver Spring	68	58	55	86.8	82.8	92.7	67	67	54	76.1	73.1	53.7	54	60	65	68.5	80.0	78.5
Forest Knolls	76	78	98	93.4	94.9	92.9	90	86	80	78.9	93.0	92.5	82	87	83	61.0	65.5	78.3
Georgian Forest	57	63	66	94.7	98.4	86.4	67	65	71	49.3	55.4	95.8	71	66	66	50.7	62.1	39.4
Glen Haven	96	86	95	94.8	94.2	80.0	71	90	84	50.7	73.3	67.9	76	70	98	72.4	52.9	38.8
Glenallan	51	43	54	92.2	88.4	92.6	53	64	47	83.0	89.1	91.5	64	54	68	46.9	51.9	66.2
Highland View	46	62	57	84.8	91.9	89.5	54	51	55	70.4	86.3	81.8	48	50	48	47.9	68.0	58.3
Kemp Mill	82	76	43	89.0	78.9	88.4	88	86	73	63.6	65.1	60.3	82	85	71	36.6	31.8	40.8
Montgomery Knolls	96	76	100	92.7	92.1	94.0	95	92	83	76.8	87.0	78.3	78	83	95	82.1	71.1	73.7
New Hampshire Estates	91	82	88	95.6	93.9	93.2	102	83	88	77.5	85.5	92.0	74	89	88	77.0	74.2	76.1
Oakland Terrace	123	118	124	82.1	87.3	81.5	98	121	118	72.4	78.5	77.1	117	101	117	60.7	64.4	55.6
Rock View	77	66	63	85.7	98.5	87.3	77	78	87	53.2	50.0	43.7	87	73	81	70.1	43.8	44.4
Rolling Terrace	68	49	53	89.7	91.8	81.1	96	111	97	88.5	85.6	91.8	92	87	107	59.8	72.4	70.1
Sligo Creek	53	50	63	94.3	100	95.2	60	55	50	46.7	41.8	44.0	60	56	59	36.7	19.6	32.2
Takoma Park ES	123	118	119	97.6	99.2	99.2	138	148	139	89.1	86.5	89.2	131	138	138	84.7	79.7	84.8
Woodlin	83	71	56	96.4	93.0	94.6	71	75	73	80.3	98.7	86.3	89	66	74	80.9	81.8	90.5

(continued)

**Table A3**  
**Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in**  
**2006 to 2008 by Cluster Group, Elementary School, and Grade Level**

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Northwest, Poolesville, Quince Orchard, and Seneca Valley Clusters																		
Brown Station	55	62	62	80.0	90.3	90.3	60	59	53	55.0	62.7	77.4	49	52	52	51.0	67.3	80.8
Carson	124	130	143	96.8	96.2	94.4	123	138	140	87.0	86.2	90.7	120	120	134	76.7	82.5	72.4
Clopper Mill	75	58	65	92.0	94.8	83.1	69	62	63	75.4	61.3	54.0	51	59	61	43.1	39.0	52.5
Darnestown	59	48	65	91.5	97.9	95.4	69	72	54	81.2	86.1	92.6	64	73	72	70.3	71.2	83.3
Diamond	61	70	73	98.4	98.6	98.6	65	76	75	87.7	90.8	96.0	65	73	80	86.2	78.1	75.0
Fields Road	70	59	64	88.6	93.2	87.5	73	62	60	75.3	75.8	86.7	76	71	62	65.8	69.0	58.1
Germantown	70	48	40	77.1	93.8	97.5	78	38	49	55.1	71.1	77.6	84	46	40	46.4	21.7	65.0
Great Seneca Creek	n/r	110	120	n/r	92.7	95.0	n/r	113	126	n/r	81.4	84.9	n/r	92	121	n/r	53.3	56.2
Jones Lane	63	85	80	82.5	92.9	90.0	81	81	88	87.7	86.4	90.9	78	87	83	79.5	77.0	73.5
Lake Seneca	53	46	46	81.1	87.0	89.1	41	53	42	70.7	69.8	85.7	61	40	55	63.9	70.0	74.5
Marshall	83	62	67	89.2	98.4	98.5	93	85	78	66.7	81.2	85.9	68	85	79	58.8	72.9	60.8
Matsunaga	197	174	147	93.9	98.3	100	200	155	181	87.0	89.0	91.2	199	147	153	79.9	81.0	90.2
McAuliffe	95	81	88	85.3	93.8	88.6	111	85	82	87.4	72.9	70.7	91	110	96	57.1	55.5	70.8
McNair	125	115	114	91.2	94.8	95.6	115	114	125	93.0	78.1	92.0	125	107	113	45.6	56.1	62.8
Monocacy	36	39	25	97.2	97.4	96.0	34	39	35	73.5	69.2	82.9	39	37	37	66.7	56.8	86.5
Poolesville ES	60	47	66	85.0	87.2	93.9	69	64	50	75.4	65.6	70.0	73	68	67	35.6	69.1	61.2
Sally Ride	89	91	78	86.5	92.3	84.6	89	86	90	70.8	82.6	78.9	85	81	87	58.8	50.6	71.3
Waters Landing	93	85	126	87.1	92.9	89.7	110	92	92	53.6	50.0	53.3	117	103	91	52.1	44.7	41.8

(continued)

**Table A3**  
**Number of Test Takers and Percentage Who Met the End-of-Year Reading Benchmarks in**  
**2006 to 2008 by Cluster Group, Elementary School, and Grade Level**

Cluster Group and Elementary School	Kindergarten						Grade 1						Grade 2					
	N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark			N Test Takers			% Met Benchmark		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Winston Churchill, Richard Montgomery, Rockville, and Thomas S. Wootton Clusters																		
Barnsley	75	56	79	88.0	91.1	89.9	62	75	63	74.2	73.3	60.3	61	72	85	59.0	69.4	48.2
Beall	95	81	91	92.6	92.6	89.0	89	101	84	77.5	92.1	92.9	103	90	102	40.8	48.9	67.6
Bells Mill	62	72	63	91.9	97.2	95.2	69	68	72	84.1	91.2	100	78	70	67	67.9	78.6	86.6
Beverly Farms	74	79	75	90.5	92.4	89.3	99	101	98	91.9	86.1	85.7	99	101	100	81.8	87.1	86.0
Cold Spring	41	44	32	92.7	90.9	100	47	46	50	93.6	95.7	86.0	66	50	48	98.5	92.0	93.8
College Gardens	84	90	119	89.3	93.3	89.9	97	95	103	79.4	91.6	88.3	75	100	94	68.0	62.0	67.0
DuFief	49	54	52	98.0	96.3	100	72	56	65	77.8	91.1	83.1	85	73	60	49.4	52.1	53.3
Fallsmead	64	66	51	85.9	97.0	98.0	72	82	88	86.1	89.0	94.3	94	71	88	84.0	93.0	90.9
Flower Valley	79	77	68	97.5	93.5	97.1	59	91	78	69.5	63.7	70.5	77	62	92	72.7	64.5	42.4
Lakewood	74	92	91	95.9	98.9	98.9	101	91	101	90.1	96.7	98.0	89	105	108	71.9	78.1	89.8
Maryvale	52	39	37	88.5	94.9	83.8	44	51	37	68.2	51.0	73.0	46	42	50	60.9	71.4	84.0
Meadow Hall	55	59	57	89.1	76.3	89.5	57	58	55	54.4	70.7	74.5	58	58	48	36.2	27.6	50.0
Potomac	71	72	71	90.1	100	100	87	88	87	86.2	87.5	87.4	89	98	104	69.7	73.5	89.4
Ritchie Park	76	66	81	97.4	93.9	98.8	77	77	78	84.4	88.3	88.5	65	80	74	60.0	71.3	77.0
Rock Creek Valley	50	68	58	94.0	97.1	87.9	53	55	68	73.6	58.2	69.1	59	57	57	30.5	40.4	42.1
Seven Locks	24	39	43	91.7	100	100	42	36	46	85.7	88.9	97.8	46	48	43	54.3	33.3	72.1
Stone Mill	99	87	83	97.0	97.7	100	94	105	93	90.4	96.2	98.9	103	99	107	95.1	88.9	89.7
Travilah	62	70	63	95.2	97.1	95.2	81	74	79	79.0	94.6	96.2	76	77	72	96.1	96.1	95.8
Twinbrook	76	74	69	96.1	85.1	92.8	71	77	79	67.6	59.7	58.2	82	67	73	30.5	11.9	0.0
Wayside	83	106	84	97.6	99.1	97.6	92	92	113	89.1	88.0	91.2	111	92	94	83.8	92.4	88.3

*Note:* Results are reported for students who were required to take the test.

**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Bethesda-Chevy Chase, Walter Johnson, Wheaton, and Walt Whitman Clusters																		
Ashburton	45	86.7	42	97.6	9	77.8	19	100	17	88.2	42	92.9	14	85.7	5	80.0	20	95.0
Bannockburn	30	100	30	100	2	n/r	4	n/r	4	n/r	50	100	2	n/r	7	100	6	100
Bethesda	46	97.8	26	100	4	n/r	8	100	5	100	55	98.2	4	n/r	7	85.7	5	100
Bradley Hills	37	94.6	38	100	2	n/r	10	100	4	n/r	59	96.6	1	n/r	5	100	4	n/r
Brookhaven	32	96.9	25	100	21	95.2	5	100	26	100	5	100	33	100	3	n/r	37	97.3
Burning Tree	33	84.8	46	97.8	4	n/r	15	93.3	6	83.3	54	92.6	1	n/r	9	33.3	7	57.1
Carderock Spring	27	96.3	11	100	1	n/r	4	n/r	3	n/r	30	96.7	0	n/r	7	100	3	n/r
Farmland	41	90.2	44	90.9	2	n/r	39	92.3	4	n/r	40	92.5	3	n/r	4	n/r	27	81.5
Garrett Park	32	100	42	92.9	5	100	14	100	12	83.3	43	97.7	12	83.3	2	n/r	19	84.2
Harmony Hills	37	89.2	42	92.9	20	90.0	5	80.0	51	92.2	3	n/r	56	87.5	5	40.0	49	89.8
Kensington Parkwood	46	100	41	100	2	n/r	2	n/r	8	100	75	100	3	n/r	10	100	4	n/r
Luxmanor	21	100	19	100	6	100	11	100	3	n/r	20	100	3	n/r	1	n/r	4	n/r
Rock Creek Forest	17	94.1	19	89.5	6	100	4	n/r	14	85.7	12	91.7	12	83.3	0	n/r	19	84.2
Rosemary Hills	71	93.0	97	96.9	20	95.0	13	92.3	15	80.0	120	97.5	18	83.3	12	100	9	66.7
Sargent Shriver	62	90.3	50	92.0	17	88.2	10	90.0	73	90.4	12	100	81	90.1	10	70.0	70	92.9
Somerset	31	100	24	95.8	0	n/r	5	100	2	n/r	47	97.9	2	n/r	3	n/r	11	90.9
Viers Mill	43	69.8	40	82.5	6	100	7	71.4	55	70.9	15	86.7	57	70.2	5	40.0	55	69.1
Weller Road	34	97.1	46	84.8	10	70.0	9	100	53	90.6	8	100	51	84.3	7	57.1	48	91.7
Westbrook	39	100	29	100	3	n/r	3	n/r	5	100	57	100	2	n/r	4	n/r	5	100
Wood Acres	45	97.8	53	94.3	2	n/r	8	87.5	5	100	83	96.4	2	n/r	4	n/r	0	n/r
Wyngate	50	98.0	54	100	2	n/r	14	100	8	100	80	98.8	2	n/r	10	90.0	5	100



**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, and Watkins Mill Clusters																		
Candlewood	24	91.7	34	100	4	n/r	11	100	7	85.7	36	97.2	6	83.3	3	n/r	7	85.7
Cashell	27	96.3	17	100	3	n/r	4	n/r	8	100	29	100	6	83.3	4	n/r	7	100
Cedar Grove	52	94.2	52	98.1	14	85.7	44	100	11	90.9	35	97.1	15	86.7	8	75.0	31	100
Clarksburg	33	93.9	23	87.0	5	100	25	92.0	9	66.7	17	100	10	80.0	7	85.7	14	64.3
Clearspring	45	77.8	40	90.0	16	62.5	2	n/r	12	91.7	55	87.3	19	73.7	11	63.6	9	77.8
Daly	44	77.3	48	89.6	27	77.8	8	100	36	80.6	20	90.0	43	76.7	11	90.9	35	80.0
Damascus	24	91.7	18	83.3	1	n/r	5	80.0	8	75.0	28	92.9	7	85.7	5	60.0	7	71.4
Flower Hill	40	92.5	23	95.7	18	88.9	16	100	17	88.2	11	100	30	93.3	3	n/r	21	95.2
Fox Chapel	42	95.2	27	96.3	15	93.3	10	100	38	94.7	4	n/r	38	92.1	1	n/r	40	95.0
Gaithersburg	38	84.2	46	93.5	26	100	4	n/r	44	81.8	10	100	51	88.2	5	80.0	40	77.5
Goshen	45	93.3	60	96.7	29	93.1	7	100	32	93.8	37	97.3	36	88.9	9	88.9	40	97.5
Laytonsville	27	96.3	44	100	3	n/r	8	87.5	9	100	51	100	9	88.9	8	87.5	11	100
Little Bennett	63	96.8	79	100	29	96.6	45	97.8	7	100	61	100	19	94.7	6	83.3	24	95.8
Mill Creek Town	34	70.6	26	80.8	10	60.0	8	87.5	17	64.7	25	84.0	17	58.8	5	80.0	13	61.5
Resnik	49	75.5	40	85.0	33	87.9	7	71.4	33	66.7	16	93.8	42	71.4	5	60.0	31	64.5
Rockwell	30	93.3	25	96.0	5	100	10	80.0	10	100	30	96.7	7	85.7	6	50.0	23	91.3
Sequoyah	32	78.1	28	92.9	8	75.0	9	77.8	17	82.4	26	92.3	20	75.0	6	33.3	19	73.7
South Lake	42	78.6	43	86.0	36	83.3	5	80.0	38	78.9	6	100	61	75.4	3	n/r	31	71.0
Stedwick	38	100	45	93.3	32	90.6	10	100	21	100	20	100	38	92.1	5	100	30	100
Strawberry Knoll	24	100	36	97.2	14	100	10	100	28	96.4	8	100	31	96.8	4	n/r	30	96.7
Washington Grove	27	92.6	27	100	10	100	7	100	28	92.9	9	100	29	93.1	4	n/r	28	96.4
Watkins Mill	57	86.0	45	91.1	35	94.3	9	88.9	36	77.8	22	95.5	57	82.5	7	71.4	48	81.3
Whetstone	46	91.3	42	90.5	32	90.6	9	100	32	84.4	14	100	58	87.9	3	n/r	31	83.9
Woodfield	28	96.4	26	100	3	n/r	2	n/r	5	80.0	44	100	2	n/r	4	n/r	2	n/r

(continued)

**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
James Hubert Blake, Paint Branch, Sherwood, and Springbrook Clusters																		
Belmont	33	100	37	100	8	100	3	n/r	3	n/r	56	100	5	100	5	100	5	100
Broad Acres	38	81.6	41	100	19	89.5	9	88.9	49	91.8	1	n/r	69	89.9	8	62.5	57	89.5
Brooke Grove	22	95.5	38	97.4	8	100	15	93.3	6	100	31	96.8	7	100	7	71.4	10	100
Burnt Mills	36	86.1	20	85.0	37	91.9	1	n/r	16	75.0	2	n/r	27	74.1	5	80.0	21	85.7
Burtonsville	49	93.9	42	100	58	96.6	14	92.9	9	100	10	100	23	100	7	85.7	29	96.6
Cannon Road	38	68.4	36	86.1	28	82.1	10	90.0	28	67.9	8	75.0	38	65.8	4	n/r	23	82.6
Cloverly	37	86.5	37	100	10	90.0	18	100	10	70.0	36	97.2	5	100	5	80.0	18	83.3
Drew	10	100	21	95.2	16	100	3	n/r	8	87.5	4	n/r	17	94.1	2	n/r	8	87.5
Fairland	44	93.2	48	97.9	49	93.9	15	100	17	94.1	11	100	42	92.9	3	n/r	37	97.3
Galway	47	74.5	61	91.8	67	82.1	16	93.8	18	77.8	7	100	56	80.4	4	n/r	36	83.3
Greencastle	47	72.3	50	92.0	65	83.1	8	87.5	21	76.2	3	n/r	52	76.9	10	60.0	21	76.2
Greenwood	38	97.4	32	96.9	8	100	7	85.7	3	n/r	52	100	8	100	11	90.9	2	n/r
Jackson Road	38	94.7	40	95.0	34	94.1	11	100	26	96.2	7	85.7	47	93.6	6	66.7	22	95.5
Olney	43	90.7	48	95.8	12	75.0	13	92.3	9	100	57	96.5	16	87.5	8	62.5	8	87.5
Page	16	87.5	26	88.5	24	95.8	10	90.0	5	40.0	3	n/r	18	83.3	3	n/r	13	76.9
Roscoe Nix	68	95.6	68	97.1	42	100	15	100	64	92.2	15	100	84	94.0	10	90.0	62	91.9
Sherwood	27	92.6	40	97.5	18	94.4	14	100	7	85.7	28	96.4	10	100	8	87.5	4	n/r
Stonegate	34	85.3	30	96.7	16	87.5	15	86.7	7	71.4	26	100	5	80.0	5	100	7	71.4
Westover	15	86.7	21	100	9	88.9	9	88.9	4	n/r	14	100	7	85.7	3	n/r	9	88.9

(continued)

**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
Montgomery Blair, Albert Einstein, John F. Kennedy and Northwood Clusters																		
Arcola	37	89.2	36	100	14	92.9	9	100	43	95.3	7	85.7	47	93.6	5	60.0	51	94.1
Bel Pre	78	89.7	69	88.4	70	94.3	13	92.3	51	78.4	13	100	76	84.2	12	83.3	67	83.6
East Silver Spring	27	92.6	28	92.9	32	96.9	3	n/r	11	81.8	9	100	30	93.3	5	60.0	20	90.0
Forest Knolls	39	89.7	59	94.9	15	93.3	9	88.9	37	89.2	37	97.3	34	94.1	8	75.0	26	84.6
Georgian Forest	33	78.8	33	93.9	32	84.4	7	100	20	80.0	7	100	44	86.4	4	n/r	22	86.4
Glen Haven	46	80.4	49	79.6	37	89.2	12	91.7	35	65.7	11	81.8	64	81.3	4	n/r	47	76.6
Glenallan	29	89.7	25	96.0	11	90.9	11	100	22	86.4	10	100	26	88.5	5	100	29	89.7
Highland View	31	83.9	26	96.2	15	100	2	n/r	12	75.0	27	88.9	23	87.0	8	75.0	18	77.8
Kemp Mill	26	92.3	17	82.4	15	86.7	2	n/r	15	86.7	11	90.9	26	84.6	3	n/r	17	76.5
Montgomery Knolls	51	92.2	49	95.9	24	95.8	18	94.4	39	92.3	19	94.7	58	91.4	7	71.4	50	92.0
New Hampshire Estates	45	91.1	43	95.3	30	96.7	8	87.5	42	92.9	8	87.5	67	91.0	6	66.7	56	91.1
Oakland Terrace	73	83.6	51	78.4	14	92.9	17	94.1	34	58.8	59	88.1	32	68.8	6	66.7	38	65.8
Rock View	38	89.5	25	84.0	14	85.7	10	100	24	75.0	15	100	26	76.9	3	n/r	16	68.8
Rolling Terrace	31	77.4	22	86.4	8	87.5	6	66.7	37	81.1	1	n/r	45	80.0	4	n/r	41	75.6
Sligo Creek	31	90.3	32	100	28	96.4	2	n/r	16	93.8	17	94.1	28	96.4	5	80.0	14	92.9
Takoma Park	43	100	76	98.7	41	100	5	100	5	100	67	98.5	24	100	5	100	23	100
Woodlin	27	96.3	29	93.1	17	88.2	5	100	10	100	24	95.8	15	93.3	4	n/r	7	100

(continued)

**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Northwest, Poolesville, Quince Orchard, and Seneca Valley Clusters																		
Brown Station	33	87.9	29	93.1	28	89.3	6	100	19	89.5	9	88.9	29	96.6	5	100	18	88.9
Carson	70	92.9	73	95.9	4	n/r	13	100	14	92.9	112	93.8	9	77.8	11	72.7	17	82.4
Clopper Mill	26	80.8	39	84.6	19	78.9	7	100	32	84.4	7	71.4	36	83.3	4	n/r	21	71.4
Darnestown	36	91.7	29	100	2	n/r	7	85.7	1	n/r	55	96.4	2	n/r	5	80.0	4	n/r
Diamond	35	97.1	38	100	2	n/r	29	100	5	80.0	37	100	3	n/r	4	n/r	14	92.9
Fields Road	27	88.9	37	86.5	12	83.3	17	100	12	58.3	23	95.7	12	66.7	6	100	17	70.6
Germantown	19	94.7	21	100	9	88.9	8	100	11	100	12	100	7	85.7	2	n/r	7	100
Great Seneca Creek	58	89.7	62	100	24	91.7	29	96.6	23	87.0	43	100	25	88.0	6	83.3	38	86.8
Jones Lane	41	90.2	39	89.7	12	75.0	17	88.2	13	76.9	38	100	17	76.5	8	75.0	13	69.2
Lake Seneca	20	95.0	26	84.6	17	88.2	7	85.7	10	80.0	11	100	17	88.2	2	n/r	11	81.8
Marshall	29	96.6	38	100	8	100	12	91.7	8	100	36	100	10	90.0	3	n/r	7	85.7
Matsunaga	74	100	73	100	17	100	65	100	9	100	55	100	18	100	7	100	34	100
McAuliffe	37	86.5	51	90.2	25	100	12	83.3	28	85.7	23	82.6	30	86.7	6	66.7	31	77.4
McNair	55	92.7	59	98.3	19	94.7	42	97.6	11	81.8	42	97.6	27	88.9	5	40.0	18	83.3
Monocacy	11	100	14	92.9	1	n/r	0	n/r	2	n/r	22	95.5	4	n/r	4	n/r	1	n/r
PoolesvilleS	37	91.9	29	96.6	4	n/r	2	n/r	6	83.3	54	98.1	11	72.7	4	n/r	4	n/r
Sally Ride	46	84.8	32	84.4	22	86.4	22	86.4	15	66.7	19	94.7	22	68.2	7	57.1	16	75.0
Waters Landing	66	86.4	60	93.3	35	88.6	25	92.0	27	85.2	38	92.1	35	85.7	7	100	32	81.3

(continued)

**Table A4**  
**Number of Kindergarten Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Winston Churchill, Richard Montgomery, Rockville, and Thomas S. Wootton Clusters																		
Barnsley	49	87.8	30	93.3	10	90.0	10	90.0	22	77.3	37	97.3	20	70.0	6	50.0	14	92.9
Beall	43	86.0	48	91.7	17	88.2	22	90.9	10	80.0	41	90.2	22	81.8	3	n/r	35	82.9
Bells Mill	35	97.1	28	92.9	13	76.9	15	100	1	n/r	33	100	9	66.7	4	n/r	13	92.3
Beverly Farms	41	82.9	34	97.1	5	60.0	16	87.5	9	100	45	91.1	2	n/r	6	66.7	6	66.7
Cold Spring	10	100	22	100	0	n/r	5	100	0	n/r	27	100	0	n/r	1	n/r	6	100
College Gardens	61	86.9	58	93.1	18	83.3	30	90.0	12	83.3	59	93.2	17	88.2	6	83.3	28	85.7
DuFief	26	100	26	100	1	n/r	15	100	2	n/r	34	100	2	n/r	3	n/r	8	100
Fallsmead	23	95.7	28	100	5	100	15	100	6	100	24	95.8	3	n/r	6	83.3	10	100
Flower Valley	31	93.5	37	100	11	90.9	8	100	8	87.5	41	100	10	90.0	10	100	7	85.7
Lakewood	46	100	45	97.8	3	n/r	36	100	2	n/r	50	98.0	0	n/r	5	100	19	94.7
Maryvale	17	88.2	20	80.0	9	66.7	3	n/r	22	86.4	2	n/r	27	77.8	2	n/r	18	83.3
Meadow Hall	24	87.5	33	90.9	5	80.0	6	100	26	80.8	18	100	24	83.3	3	n/r	21	76.2
Potomac	36	100	35	100	2	n/r	20	100	2	n/r	47	100	1	n/r	2	n/r	3	n/r
Ritchie Park	38	100	43	97.7	8	100	23	100	8	100	42	97.6	8	100	4	n/r	15	93.3
Rock Creek Valley	39	87.2	19	89.5	5	100	8	100	17	82.4	28	85.7	19	89.5	10	100	16	81.3
Seven Locks	26	100	17	100	2	n/r	5	100	5	100	31	100	1	n/r	0	n/r	4	n/r
Stone Mill	40	100	43	100	0	n/r	46	100	3	n/r	34	100	2	n/r	9	100	25	100
Travilah	30	96.7	33	93.9	5	60.0	21	100	2	n/r	35	97.1	4	n/r	5	80.0	18	100
Twinbrook	36	91.7	33	93.9	4	n/r	18	94.4	32	90.6	15	93.3	33	90.9	6	66.7	41	90.2
Wayside	42	100	42	95.2	4	n/r	25	100	4	n/r	51	98.0	1	n/r	2	n/r	15	93.3

*Note:* Results are reported for students who were required to take the test. Results are not reported (n/r) for groups with fewer than five test takers. American Indian students are included with all students but are not reported separately.

**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
Bethesda-Chevy Chase, Walter Johnson, Wheaton, and Walt Whitman Clusters																		
Ashburton	41	75.6	43	81.4	9	77.8	16	87.5	9	77.8	50	76.0	5	40.0	8	37.5	11	45.5
Bannockburn	36	91.7	33	93.9	1	n/r	6	100	1	n/r	61	93.4	2	n/r	5	100	1	n/r
Bethesda	38	100	27	88.9	5	80.0	9	100	4	n/r	47	95.7	1	n/r	7	71.4	6	100
Bradley Hills	51	68.6	33	75.8	2	n/r	6	83.3	4	n/r	72	75.0	2	n/r	4	n/r	5	20.0
Brookhaven	25	76.0	28	89.3	26	84.6	4	n/r	19	84.2	4	n/r	37	81.1	8	75.0	28	75.0
Burning Tree	39	69.2	32	78.1	6	33.3	18	83.3	4	n/r	43	76.7	4	n/r	14	14.3	7	14.3
Carderock Spring	23	100	30	96.7	1	n/r	5	100	5	100	42	97.6	1	n/r	4	n/r	2	n/r
Farmland	54	81.5	57	86.0	3	n/r	33	81.8	4	n/r	71	85.9	7	85.7	5	100	28	75.0
Garrett Park	40	100	29	93.1	5	100	18	100	14	92.9	32	96.9	16	87.5	6	83.3	23	95.7
Harmony Hills	27	77.8	39	82.1	15	86.7	5	100	41	78.0	5	60.0	50	74.0	5	20.0	30	70.0
Kensington Parkwood	34	97.1	55	98.2	3	n/r	4	n/r	8	100	72	97.2	4	n/r	6	66.7	6	100
Luxmanor	41	95.1	27	100	8	87.5	16	100	3	n/r	41	97.6	8	87.5	2	n/r	13	100
Rock Creek Forest	17	64.7	12	75.0	3	n/r	2	n/r	13	38.5	10	100	12	41.7	1	n/r	9	33.3
Rosemary Hills	96	74.0	100	88.0	26	80.8	18	88.9	24	50.0	128	85.9	28	46.4	17	70.6	19	31.6
Sargent Shriver	52	78.8	48	87.5	16	87.5	13	100	66	77.3	5	100	75	80.0	8	37.5	63	77.8
Somerset	32	90.6	33	97.0	4	n/r	8	87.5	4	n/r	49	95.9	4	n/r	4	n/r	9	77.8
Viers Mill	37	62.2	27	70.4	9	77.8	6	83.3	42	61.9	7	57.1	44	54.5	7	57.1	34	61.8
Weller Road	37	62.2	36	72.2	7	85.7	9	100	50	58.0	7	71.4	43	60.5	4	n/r	43	60.5
Westbrook	25	84.0	29	89.7	1	n/r	4	n/r	4	n/r	45	84.4	0	n/r	5	20.0	8	100
Wood Acres	49	87.8	58	81.0	3	n/r	12	75.0	6	83.3	86	84.9	2	n/r	7	28.6	8	37.5
Wyngate	34	91.2	41	87.8	2	n/r	11	90.9	1	n/r	60	88.3	1	n/r	4	n/r	3	n/r

**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, and Watkins Mill Clusters																		
Candlewood	27	88.9	24	100	3	n/r	13	100	9	100	24	87.5	4	n/r	4	n/r	8	100
Cashell	20	85.0	14	100	2	n/r	3	n/r	6	66.7	23	95.7	4	n/r	3	n/r	7	71.4
Cedar Grove	48	89.6	48	85.4	20	80.0	16	100	12	83.3	48	87.5	14	78.6	5	20.0	14	92.9
Clarksburg	23	95.7	29	89.7	6	100	12	91.7	4	n/r	30	93.3	10	90.0	3	n/r	6	100
Clearspring	39	79.5	32	71.9	13	53.8	5	80.0	11	54.5	41	87.8	13	69.2	11	27.3	4	n/r
Daly	43	65.1	45	86.7	24	70.8	13	100	34	61.8	17	94.1	43	58.1	7	42.9	28	53.6
Damascus	19	89.5	21	85.7	0	n/r	4	n/r	6	66.7	30	90.0	8	75.0	2	n/r	8	75.0
Flower Hill	37	75.7	38	92.1	28	89.3	12	91.7	22	63.6	12	100	32	71.9	9	44.4	21	57.1
Fox Chapel	29	69.0	35	85.7	20	70.0	10	80.0	21	76.2	13	92.3	31	64.5	11	54.5	25	72.0
Gaithersburg	33	81.8	40	87.5	25	84.0	5	100	33	84.8	10	80.0	45	82.2	3	n/r	26	80.8
Goshen	60	78.3	51	88.2	33	78.8	16	87.5	21	76.2	41	87.8	34	70.6	10	40.0	31	77.4
Laytonsville	33	75.8	30	83.3	6	83.3	9	66.7	5	40.0	43	86.0	10	30.0	5	60.0	10	30.0
Little Bennett	66	84.8	68	86.8	28	82.1	32	93.8	17	82.4	57	84.2	19	73.7	9	55.6	16	81.3
Mill Creek Town	39	69.2	32	75.0	14	92.9	16	75.0	20	35.0	20	90.0	19	52.6	7	42.9	10	20.0
Resnik	31	77.4	31	71.0	15	73.3	7	100	24	50.0	16	100	29	69.0	5	60.0	28	64.3
Rockwell	24	87.5	28	92.9	6	83.3	8	87.5	3	n/r	35	91.4	6	83.3	2	n/r	9	55.6
Sequoyah	37	62.2	31	77.4	16	62.5	6	100	25	52.0	21	85.7	37	59.5	8	25.0	27	51.9
South Lake	37	64.9	46	78.3	25	80.0	11	90.9	38	63.2	7	57.1	54	70.4	4	n/r	34	64.7
Stedwick	50	72.0	35	68.6	31	71.0	5	100	27	48.1	22	90.9	45	55.6	6	83.3	29	55.2
Strawberry Knoll	44	97.7	44	90.9	29	93.1	14	100	35	91.4	10	100	31	87.1	5	80.0	31	87.1
Washington Grove	21	90.5	32	96.9	10	90.0	11	100	20	90.0	11	100	29	93.1	4	n/r	25	92.0
Watkins Mill	40	75.0	29	82.8	25	72.0	9	88.9	23	73.9	11	90.9	38	68.4	6	33.3	24	79.2
Whetstone	47	68.1	37	70.3	25	56.0	13	92.3	28	57.1	17	88.2	34	58.8	11	72.7	25	56.0
Woodfield	27	85.2	32	93.8	1	n/r	6	100	3	n/r	49	91.8	3	n/r	3	n/r	3	n/r

(continued)

**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
James Hubert Blake, Paint Branch, Sherwood, and Springbrook Clusters																		
Belmont	31	96.8	24	91.7	4	n/r	5	100	6	83.3	40	95.0	3	n/r	8	75.0	7	100
Broad Acres	34	73.5	39	82.1	17	76.5	11	100	45	73.3	0	n/r	63	77.8	5	40.0	47	74.5
Brooke Grove	32	75.0	38	92.1	19	84.2	3	n/r	7	85.7	41	82.9	11	54.5	13	23.1	2	n/r
Burnt Mills	26	76.9	32	71.9	42	73.8	4	n/r	9	66.7	3	n/r	30	76.7	4	n/r	18	72.2
Burtonsville	62	75.8	45	95.6	60	85.0	19	84.2	10	70.0	17	88.2	37	75.7	5	40.0	24	62.5
Cannon Road	29	69.0	29	82.8	17	88.2	9	66.7	20	70.0	12	75.0	26	65.4	13	46.2	24	62.5
Cloverly	29	79.3	34	88.2	16	75.0	13	84.6	5	60.0	29	93.1	6	33.3	2	n/r	10	40.0
Drew	20	70.0	17	76.5	20	65.0	7	100	6	83.3	4	n/r	16	62.5	3	n/r	7	71.4
Fairland	41	90.2	42	88.1	44	84.1	11	90.9	12	91.7	15	100	34	82.4	5	60.0	15	93.3
Galway	54	68.5	41	78.0	54	77.8	14	85.7	19	52.6	8	62.5	47	68.1	8	25.0	34	58.8
Greencastle	41	68.3	49	83.7	58	75.9	11	90.9	17	70.6	4	n/r	43	76.7	6	66.7	20	65.0
Greenwood	55	94.5	49	95.9	6	100	7	100	8	87.5	83	95.2	7	71.4	5	60.0	2	n/r
Jackson Road	35	80.0	29	89.7	31	80.6	9	100	17	76.5	7	100	32	84.4	2	n/r	20	85.0
Olney	49	91.8	43	93.0	13	84.6	8	100	15	86.7	56	94.6	12	75.0	13	84.6	4	n/r
Page	32	96.9	27	92.6	41	95.1	8	87.5	6	100	4	n/r	18	88.9	2	n/r	11	90.9
Roscoe Nix	50	90.0	68	88.2	44	90.9	15	100	54	83.3	5	100	75	84.0	10	80.0	61	82.0
Sherwood	25	84.0	33	84.8	7	71.4	13	84.6	9	77.8	29	89.7	4	n/r	8	75.0	4	n/r
Stonegate	38	92.1	42	92.9	24	100	18	94.4	10	80.0	27	88.9	9	88.9	5	60.0	5	80.0
Westover	13	92.3	16	100	8	87.5	3	n/r	2	n/r	16	100	3	n/r	2	n/r	4	n/r

(continued)



**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
Montgomery Blair, Albert Einstein, John F. Kennedy and Northwood Clusters																		
Arcola	38	86.8	32	78.1	15	80.0	8	100	43	79.1	4	n/r	51	82.4	6	66.7	42	76.2
Bel Pre	63	95.2	59	89.8	57	93.0	13	92.3	37	89.2	15	100	53	92.5	6	83.3	27	88.9
East Silver Spring	29	41.4	25	68.0	31	61.3	4	n/r	12	33.3	7	57.1	34	47.1	4	n/r	21	42.9
Forest Knolls	33	93.9	44	93.2	13	100	13	100	29	82.8	22	100	26	88.5	8	87.5	23	78.3
Georgian Forest	36	91.7	35	100	31	96.8	13	100	18	88.9	8	100	40	92.5	5	80.0	23	95.7
Glen Haven	40	62.5	44	72.7	29	75.9	5	80.0	33	54.5	17	76.5	40	65.0	9	44.4	29	58.6
Glenallan	32	87.5	15	100	12	83.3	9	100	20	90.0	6	100	22	86.4	3	n/r	21	85.7
Highland View	33	78.8	22	86.4	13	76.9	4	n/r	16	68.8	22	95.5	20	60.0	2	n/r	11	54.5
Kemp Mill	42	61.9	31	58.1	23	65.2	4	n/r	38	52.6	8	87.5	51	52.9	11	27.3	34	47.1
Montgomery Knolls	32	78.1	51	78.4	25	80.0	16	87.5	31	67.7	11	90.9	49	73.5	5	80.0	26	57.7
New Hampshire Estates	45	91.1	43	93.0	21	95.2	12	91.7	46	91.3	8	100	62	88.7	7	85.7	50	90.0
Oakland Terrace	58	74.1	60	80.0	28	85.7	17	82.4	33	66.7	40	77.5	43	62.8	5	60.0	32	71.9
Rock View	49	42.9	38	44.7	14	28.6	11	54.5	41	41.5	21	52.4	47	27.7	12	8.3	20	35.0
Rolling Terrace	45	93.3	52	90.4	22	90.9	2	n/r	42	88.1	29	96.6	50	90.0	8	75.0	32	84.4
Sligo Creek	31	35.5	19	57.9	16	37.5	4	n/r	15	33.3	15	60.0	19	36.8	3	n/r	10	40.0
Takoma Park	71	87.3	68	91.2	48	83.3	16	87.5	12	66.7	63	98.4	33	81.8	2	n/r	23	65.2
Woodlin	38	84.2	35	88.6	23	91.3	7	85.7	5	60.0	37	86.5	10	90.0	4	n/r	5	100

(continued)

**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Northwest, Poolesville, Quince Orchard, and Seneca Valley Clusters																		
Brown Station	26	73.1	27	81.5	21	85.7	5	80.0	16	75.0	11	63.6	27	81.5	4	n/r	15	66.7
Carson	68	91.2	72	90.3	5	80.0	19	94.7	17	64.7	99	94.9	12	75.0	8	62.5	23	78.3
Clopper Mill	32	46.9	31	61.3	28	60.7	4	n/r	26	42.3	5	80.0	47	48.9	9	0.0	19	42.1
Darnestown	29	96.6	25	88.0	2	n/r	4	n/r	2	n/r	46	93.5	2	n/r	7	85.7	2	n/r
Diamond	32	100	43	93.0	9	88.9	28	96.4	5	100	33	97.0	9	88.9	6	83.3	14	100
Fields Road	32	84.4	28	89.3	10	70.0	16	100	8	75.0	26	88.5	12	58.3	4	n/r	10	60.0
Germantown	30	73.3	19	84.2	17	64.7	10	100	5	80.0	16	75.0	11	63.6	4	n/r	11	54.5
Great Seneca Creek	58	82.8	68	86.8	31	71.0	32	96.9	29	75.9	34	94.1	30	80.0	7	57.1	24	70.8
Jones Lane	51	90.2	37	91.9	10	70.0	15	93.3	9	88.9	54	94.4	15	60.0	8	37.5	8	75.0
Lake Seneca	19	89.5	23	82.6	13	84.6	12	100	7	57.1	10	90.0	13	61.5	3	n/r	8	75.0
Marshall	38	81.6	40	90.0	11	100	14	85.7	14	71.4	36	86.1	16	81.3	7	57.1	13	69.2
Matsunaga	91	89.0	90	93.3	30	90.0	68	94.1	19	78.9	64	92.2	29	82.8	14	64.3	21	71.4
McAuliffe	40	57.5	42	83.3	28	57.1	8	87.5	22	68.2	24	83.3	29	55.2	4	n/r	25	64.0
McNair	66	86.4	59	98.3	39	94.9	30	93.3	15	80.0	41	92.7	25	84.0	11	36.4	15	73.3
Monocacy	19	84.2	16	81.3	3	n/r	4	n/r	2	n/r	23	82.6	5	60.0	2	n/r	3	n/r
Poolesville	21	61.9	29	75.9	4	n/r	3	n/r	8	100	35	62.9	7	57.1	7	71.4	1	n/r
Sally Ride	51	70.6	39	89.7	23	87.0	23	82.6	21	76.2	23	69.6	34	82.4	14	57.1	24	75.0
Waters Landing	49	49.0	43	58.1	32	53.1	14	57.1	18	27.8	28	67.9	34	32.4	7	14.3	23	34.8

(continued)

**Table A5**  
**Number of Grade 1 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Winston Churchill, Richard Montgomery, Rockville, and Thomas S. Wootton Clusters																		
Barnsley	30	56.7	33	63.6	9	44.4	9	100	22	31.8	23	78.3	26	38.5	8	50.0	11	27.3
Beall	39	92.3	45	93.3	13	92.3	30	100	16	81.3	25	92.0	23	100	2	n/r	20	90.0
Bells Mill	43	100	29	100	8	100	11	100	4	n/r	49	100	6	100	3	n/r	9	100
Beverly Farms	48	81.3	50	90.0	5	60.0	24	83.3	4	n/r	65	89.2	3	n/r	15	53.3	11	45.5
Cold Spring	26	88.5	24	83.3	2	n/r	14	92.9	4	n/r	29	89.7	0	n/r	5	80.0	7	71.4
College Gardens	44	81.8	59	93.2	21	71.4	30	96.7	12	83.3	40	92.5	13	69.2	1	n/r	20	80.0
DuFief	38	76.3	27	92.6	3	n/r	24	79.2	0	n/r	38	92.1	4	n/r	9	22.2	8	50.0
Fallsmead	41	95.1	47	93.6	2	n/r	28	100	7	42.9	50	100	7	71.4	9	77.8	15	80.0
Flower Valley	36	69.4	42	71.4	15	46.7	13	69.2	9	55.6	41	82.9	16	43.8	15	60.0	8	62.5
Lakewood	52	96.2	49	100	4	n/r	37	100	2	n/r	58	96.6	1	n/r	5	80.0	7	100
Maryvale	23	56.5	14	100	12	66.7	5	100	16	68.8	4	n/r	21	61.9	3	n/r	13	61.5
Meadow Hall	31	74.2	24	75.0	13	84.6	3	n/r	20	70.0	17	70.6	19	63.2	13	53.8	13	69.2
Potomac	54	88.9	33	84.8	5	80.0	25	84.0	1	n/r	56	91.1	2	n/r	5	80.0	0	n/r
Ritchie Park	41	85.4	37	91.9	8	75.0	21	85.7	9	88.9	40	92.5	10	70.0	7	57.1	12	75.0
Rock Creek Valley	38	60.5	30	80.0	6	0.0	6	83.3	19	52.6	37	86.5	15	40.0	11	63.6	14	35.7
Seven Locks	26	100	20	95.0	2	n/r	9	100	4	n/r	31	96.8	1	n/r	2	n/r	5	100
Stone Mill	40	100	53	98.1	5	80.0	49	100	0	n/r	39	100	1	n/r	6	83.3	13	100
Travilah	36	94.4	43	97.7	4	n/r	26	100	4	n/r	44	100	6	66.7	7	85.7	12	91.7
Twinbrook	44	54.5	35	62.9	10	60.0	15	60.0	39	53.8	15	66.7	45	51.1	11	36.4	46	56.5
Wayside	65	93.8	48	87.5	9	88.9	34	91.2	5	100	65	90.8	1	n/r	7	71.4	11	72.7

*Note:* Results are reported for students who were required to take the test. Results are not reported (n/r) for groups with fewer than five test takers. American Indian students are included with all students but are not reported separately.

**Table A6**  
**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
Bethesda-Chevy Chase, Walter Johnson, Wheaton, and Walt Whitman Clusters																		
Ashburton	46	47.8	39	56.4	14	35.7	14	42.9	11	9.1	46	69.6	14	28.6	4	n/r	10	0.0
Bannockburn	28	96.4	30	83.3	1	n/r	7	100	6	83.3	44	88.6	0	n/r	2	n/r	2	n/r
Bethesda	54	77.8	41	75.6	5	60.0	10	50.0	8	50.0	72	84.7	3	n/r	14	35.7	7	57.1
Bradley Hills	30	83.3	31	80.6	3	n/r	8	100	4	n/r	46	80.4	0	n/r	3	n/r	2	n/r
Brookhaven	26	80.8	32	62.5	18	88.9	6	50.0	30	63.3	4	n/r	38	65.8	8	25.0	27	59.3
Burning Tree	27	74.1	42	85.7	2	n/r	17	76.5	5	60.0	45	84.4	1	n/r	11	54.5	7	0.0
Carderock Spring	26	96.2	27	88.9	0	n/r	6	66.7	1	n/r	46	95.7	0	n/r	2	n/r	2	n/r
Farmland	37	81.1	47	87.2	4	n/r	33	84.8	7	57.1	40	90.0	7	42.9	6	50.0	21	57.1
Garrett Park	35	97.1	40	100	6	83.3	12	100	13	100	44	100	10	90.0	5	100	12	100
Harmony Hills	28	71.4	32	75.0	21	66.7	1	n/r	32	75.0	6	83.3	52	69.2	6	50.0	30	66.7
Kensington Parkwood	42	76.2	52	84.6	7	71.4	4	n/r	6	66.7	77	83.1	2	n/r	9	22.2	2	n/r
Luxmanor	30	80.0	22	81.8	6	50.0	15	73.3	4	n/r	27	88.9	6	66.7	5	80.0	11	72.7
Rock Creek Forest	15	73.3	17	94.1	15	80.0	0	n/r	5	80.0	12	91.7	13	69.2	6	50.0	3	n/r
Rosemary Hills	103	82.5	81	85.2	33	60.6	11	72.7	19	73.7	119	92.4	29	55.2	12	50.0	27	40.7
Sargent Shriver	46	67.4	42	66.7	10	70.0	9	55.6	61	65.6	8	87.5	64	64.1	10	40.0	44	47.7
Somerset	32	90.6	38	84.2	2	n/r	16	87.5	6	50.0	46	93.5	5	100	4	n/r	10	60.0
Viers Mill	33	57.6	42	54.8	10	60.0	9	66.7	41	46.3	14	71.4	47	46.8	11	18.2	27	37.0
Weller Road	37	70.3	26	80.8	4	n/r	9	100	42	71.4	8	75.0	38	73.7	2	n/r	35	62.9
Westbrook	28	92.9	28	82.1	1	n/r	6	100	3	n/r	46	87.0	0	n/r	5	80.0	3	n/r
Wood Acres	48	81.3	56	78.6	3	n/r	10	70.0	4	n/r	87	80.5	1	n/r	4	n/r	6	16.7
Wyngate	51	88.2	47	89.4	4	n/r	15	73.3	6	100	73	90.4	1	n/r	7	57.1	3	n/r

(continued)

**Table A6**  
**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Clarksburg, Damascus, Gaithersburg, Col. Zadok Magruder, and Watkins Mill Clusters																		
Candlewood	36	66.7	33	75.8	11	45.5	14	85.7	11	54.5	32	78.1	9	22.2	7	42.9	6	33.3
Cashell	18	55.6	24	91.7	4	n/r	3	n/r	6	66.7	29	75.9	3	n/r	0	n/r	3	n/r
Cedar Grove	34	64.7	46	80.4	12	66.7	22	72.7	8	62.5	38	78.9	7	42.9	6	16.7	7	71.4
Clarksburg	31	48.4	24	62.5	3	n/r	18	66.7	7	42.9	27	48.1	11	54.5	9	22.2	2	n/r
Clearspring	50	68.0	40	65.0	17	47.1	9	100	14	42.9	50	74.0	19	36.8	15	53.3	6	50.0
Daly	39	51.3	44	65.9	32	59.4	9	88.9	28	46.4	14	64.3	38	50.0	10	30.0	22	31.8
Damascus	23	56.5	20	40.0	3	n/r	2	n/r	10	40.0	28	50.0	10	20.0	3	n/r	8	25.0
Flower Hill	44	75.0	31	80.6	25	72.0	10	90.0	33	81.8	7	57.1	40	67.5	15	40.0	24	66.7
Fox Chapel	26	30.8	43	25.6	21	23.8	14	50.0	26	19.2	8	25.0	40	20.0	4	n/r	26	11.5
Gaithersburg	38	68.4	26	65.4	22	63.6	3	n/r	32	65.6	7	71.4	46	60.9	7	28.6	22	50.0
Goshen	53	79.2	47	72.3	27	70.4	18	83.3	23	56.5	32	90.6	33	51.5	12	41.7	30	53.3
Laytonsville	42	83.3	45	88.9	13	76.9	7	100	8	100	59	84.7	8	75.0	8	75.0	6	100
Little Bennett	58	74.1	79	83.5	30	73.3	40	77.5	14	71.4	53	86.8	23	56.5	10	50.0	9	33.3
Mill Creek Town	31	71.0	36	86.1	16	68.8	6	100	22	68.2	23	91.3	25	64.0	8	12.5	10	80.0
Resnik	46	52.2	36	50.0	16	62.5	17	76.5	32	31.3	17	52.9	32	37.5	9	11.1	22	31.8
Rockwell	34	70.6	32	78.1	7	85.7	5	40.0	10	50.0	44	81.8	12	58.3	11	63.6	10	30.0
Sequoyah	35	45.7	31	67.7	17	29.4	13	84.6	17	35.3	19	78.9	31	41.9	17	17.6	19	42.1
South Lake	41	48.8	34	41.2	24	45.8	14	64.3	29	37.9	8	37.5	52	42.3	7	42.9	19	5.3
Stedwick	54	46.3	39	59.0	37	51.4	11	45.5	21	52.4	24	54.2	41	36.6	5	60.0	24	50.0
Strawberry Knoll	34	73.5	30	76.7	23	73.9	8	75.0	19	57.9	14	100	22	68.2	5	60.0	17	64.7
Washington Grove	16	87.5	34	76.5	7	71.4	7	85.7	23	73.9	13	92.3	21	71.4	2	n/r	21	76.2
Watkins Mill	52	36.5	42	40.5	33	33.3	17	41.2	31	29.0	13	69.2	51	31.4	13	15.4	34	32.4
Whetstone	38	52.6	48	52.1	28	50.0	9	77.8	26	38.5	22	59.1	44	43.2	8	50.0	21	28.6
Woodfield	44	63.6	36	77.8	9	44.4	2	n/r	4	n/r	65	75.4	3	n/r	6	50.0	3	n/r

(continued)

**Table A6**  
**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
James Hubert Blake, Paint Branch, Sherwood, and Springbrook Clusters																		
Belmont	35	37.1	19	57.9	6	50.0	1	n/r	3	n/r	44	45.5	3	n/r	12	25.0	1	n/r
Broad Acres	39	76.9	20	80.0	13	84.6	12	91.7	33	69.7	0	n/r	45	75.6	6	33.3	24	54.2
Brooke Grove	37	64.9	27	70.4	17	52.9	7	85.7	8	62.5	32	71.9	8	37.5	11	9.1	5	80.0
Burnt Mills	28	75.0	21	81.0	30	83.3	0	n/r	13	61.5	6	83.3	27	70.4	5	80.0	11	54.5
Burtonsville	51	70.6	54	70.4	65	67.7	18	83.3	9	66.7	13	69.2	32	65.6	6	16.7	15	60.0
Cannon Road	32	50.0	34	73.5	26	61.5	17	82.4	18	50.0	5	40.0	42	59.5	9	44.4	13	30.8
Cloverly	36	80.6	39	87.2	10	70.0	11	81.8	8	62.5	46	91.3	8	62.5	4	n/r	9	44.4
Drew	20	65.0	25	60.0	27	59.3	6	83.3	4	n/r	8	75.0	16	43.8	8	12.5	8	37.5
Fairland	54	40.7	41	48.8	56	32.1	13	69.2	11	45.5	15	66.7	42	33.3	8	0.0	18	22.2
Galway	60	78.3	54	70.4	63	79.4	20	70.0	18	61.1	13	76.9	52	73.1	15	26.7	30	66.7
Greencastle	33	36.4	49	42.9	59	44.1	8	37.5	12	33.3	3	n/r	54	44.4	5	40.0	10	0.0
Greenwood	47	89.4	51	90.2	8	87.5	12	75.0	4	n/r	74	93.2	5	40.0	6	66.7	1	n/r
Jackson Road	39	74.4	34	76.5	31	80.6	14	85.7	18	50.0	10	90.0	39	66.7	5	60.0	17	47.1
Olney	51	64.7	41	58.5	13	46.2	9	77.8	17	35.3	53	71.7	11	36.4	8	75.0	5	0.0
Page	24	62.5	28	75.0	31	71.0	11	90.9	8	37.5	2	n/r	18	66.7	4	n/r	9	44.4
Roscoe Nix	59	74.6	59	76.3	39	74.4	15	80.0	49	67.3	15	100	70	65.7	10	20.0	30	40.0
Sherwood	39	71.8	43	81.4	18	61.1	8	62.5	8	87.5	48	83.3	7	42.9	12	41.7	1	n/r
Stonegate	32	78.1	34	91.2	20	90.0	11	81.8	5	40.0	30	90.0	7	42.9	8	37.5	3	n/r
Westover	17	64.7	21	71.4	13	30.8	7	100	5	80.0	12	83.3	7	71.4	2	n/r	4	n/r

(continued)

**Table A6**  
**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met	<i>N</i> Tests	% Met
Montgomery Blair, Albert Einstein, John F. Kennedy and Northwood Clusters																		
Arcola	28	60.7	21	76.2	11	81.8	6	50.0	28	64.3	4	n/r	36	61.1	4	n/r	24	58.3
Bel Pre	78	75.6	59	78.0	68	73.5	16	87.5	39	76.9	14	78.6	70	74.3	21	52.4	19	47.4
East Silver Spring	35	74.3	30	83.3	32	71.9	8	87.5	16	87.5	9	77.8	31	90.3	12	25.0	10	50.0
Forest Knolls	41	73.2	42	83.3	10	60.0	15	73.3	33	69.7	25	100	30	60.0	10	60.0	27	63.0
Georgian Forest	35	40.0	31	38.7	32	43.8	6	33.3	20	25.0	8	62.5	40	35.0	7	0.0	21	28.6
Glen Haven	49	32.7	49	44.9	37	35.1	11	45.5	33	30.3	17	58.8	57	28.1	9	0.0	25	24.0
Glenallan	40	52.5	28	85.7	29	75.9	10	70.0	21	52.4	8	62.5	29	51.7	7	0.0	25	40.0
Highland View	29	58.6	19	57.9	10	40.0	2	n/r	14	50.0	22	72.7	21	38.1	6	33.3	10	30.0
Kemp Mill	34	38.2	37	43.2	26	34.6	3	n/r	31	38.7	11	54.5	45	31.1	10	30.0	20	20.0
Montgomery Knolls	47	66.0	48	81.3	22	77.3	23	69.6	33	66.7	17	88.2	57	66.7	4	n/r	33	45.5
New Hampshire Estates	38	73.7	50	78.0	21	76.2	7	85.7	52	73.1	8	87.5	63	69.8	8	0.0	39	71.8
Oakland Terrace	60	46.7	57	64.9	24	45.8	12	41.7	33	36.4	48	77.1	35	31.4	9	11.1	18	16.7
Rock View	41	41.5	40	47.5	13	30.8	13	46.2	29	51.7	25	44.0	28	42.9	12	8.3	10	10.0
Rolling Terrace	53	66.0	54	74.1	25	72.0	7	57.1	57	71.9	17	64.7	67	68.7	5	80.0	41	53.7
Sligo Creek	26	26.9	33	36.4	24	16.7	5	40.0	15	26.7	15	60.0	27	22.2	9	11.1	8	0.0
Takoma Park	64	79.7	74	89.2	46	67.4	12	91.7	14	78.6	66	97.0	34	58.8	7	42.9	17	58.8
Woodlin	40	85.0	34	97.1	22	81.8	9	100	9	77.8	34	97.1	15	80.0	6	83.3	7	85.7

(continued)

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**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Northwest, Poolesville, Quince Orchard, and Seneca Valley Clusters																		
Brown Station	25	72.0	27	88.9	25	88.0	7	100	15	60.0	5	80.0	25	76.0	2	n/r	11	63.6
Carson	66	72.7	68	72.1	9	44.4	16	87.5	15	66.7	94	73.4	12	66.7	21	38.1	8	50.0
Clopper Mill	35	48.6	26	57.7	25	40.0	5	100	23	47.8	8	75.0	37	54.1	7	28.6	20	45.0
Darnestown	35	74.3	37	91.9	2	n/r	6	50.0	7	85.7	56	87.5	5	80.0	7	42.9	2	n/r
Diamond	43	65.1	37	86.5	13	46.2	21	85.7	13	61.5	33	84.8	18	38.9	12	66.7	11	36.4
Fields Road	31	61.3	31	54.8	14	42.9	8	50.0	15	46.7	25	76.0	17	52.9	4	n/r	8	37.5
Germantown	21	71.4	19	57.9	13	69.2	4	n/r	6	33.3	17	70.6	12	58.3	4	n/r	5	20.0
Great Seneca Creek	56	51.8	65	60.0	26	50.0	33	63.6	14	35.7	48	60.4	26	30.8	7	14.3	15	13.3
Jones Lane	37	70.3	46	76.1	12	50.0	16	81.3	12	41.7	43	86.0	20	40.0	15	53.3	6	16.7
Lake Seneca	17	64.7	38	78.9	22	68.2	7	57.1	6	83.3	20	85.0	17	76.5	3	n/r	6	33.3
Marshall	43	48.8	36	75.0	14	42.9	21	71.4	9	44.4	34	64.7	11	18.2	3	n/r	4	n/r
Matsunaga	79	88.6	74	91.9	26	84.6	58	96.6	15	80.0	54	88.9	14	78.6	8	37.5	6	66.7
McAuliffe	40	70.0	56	71.4	38	76.3	10	80.0	25	48.0	22	81.8	39	64.1	5	20.0	31	51.6
McNair	51	60.8	62	64.5	33	33.3	25	84.0	21	47.6	34	85.3	16	31.3	9	33.3	10	10.0
Monocacy	19	78.9	18	94.4	2	n/r	0	n/r	1	n/r	34	85.3	3	n/r	4	n/r	0	n/r
Poolesville	32	68.8	35	54.3	5	60.0	3	n/r	7	42.9	51	62.7	8	25.0	11	36.4	2	n/r
Sally Ride	41	63.4	46	78.3	25	60.0	23	87.0	14	64.3	24	75.0	21	71.4	15	13.3	11	45.5
Waters Landing	50	38.0	41	46.3	25	32.0	16	62.5	23	26.1	27	51.9	30	23.3	12	8.3	19	15.8

(continued)



**Table A6**  
**Number of Grade 2 Test Takers and**  
**Percentage of Test Takers Who Met the End-of-Year Reading Benchmark in 2008**  
**by Cluster Group, Elementary School, and Demographic Group**

Cluster Group and Elementary School	Male		Female		African Am.		Asian Am.		Hispanic		White		FARMS		Spec. Ed.		LEP	
	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met	N Tests	% Met
Winston Churchill, Richard Montgomery, Rockville, and Thomas S. Wootton Clusters																		
Barnsley	50	44.0	35	54.3	10	30.0	12	50.0	28	14.3	35	80.0	23	8.7	11	63.6	19	5.3
Beall	57	66.7	45	68.9	18	61.1	30	76.7	9	22.2	45	73.3	24	50.0	11	45.5	7	14.3
Bells Mill	33	87.9	34	85.3	6	50.0	14	100	7	57.1	40	92.5	4	n/r	4	n/r	2	n/r
Beverly Farms	55	80.0	45	93.3	7	85.7	29	96.6	7	57.1	57	84.2	5	80.0	16	56.3	10	70.0
Cold Spring	17	94.1	31	93.5	1	n/r	8	100	3	n/r	36	91.7	0	n/r	3	n/r	0	n/r
College Gardens	30	76.7	64	62.5	18	44.4	25	76.0	3	n/r	48	72.9	11	27.3	5	20.0	17	17.6
DuFief	29	51.7	31	54.8	0	n/r	25	56.0	2	n/r	33	51.5	0	n/r	6	0.0	6	33.3
Fallsmead	51	88.2	37	94.6	8	87.5	29	93.1	4	n/r	47	91.5	5	80.0	14	50.0	10	90.0
Flower Valley	45	37.8	47	46.8	15	13.3	7	57.1	13	15.4	57	54.4	12	16.7	14	14.3	7	42.9
Lakewood	58	87.9	50	92.0	6	100	39	92.3	7	71.4	56	89.3	2	n/r	7	71.4	6	50.0
Maryvale	27	85.2	23	82.6	18	83.3	6	83.3	19	84.2	7	85.7	34	79.4	4	n/r	12	75.0
Meadow Hall	36	52.8	12	41.7	10	50.0	7	42.9	14	42.9	16	56.3	21	42.9	11	9.1	6	50.0
Potomac	47	95.7	57	84.2	9	100	25	92.0	4	n/r	65	90.8	2	n/r	2	n/r	1	n/r
Ritchie Park	41	78.0	33	75.8	11	72.7	19	73.7	6	83.3	38	78.9	9	66.7	5	40.0	8	50.0
Rock Creek Valley	30	40.0	27	44.4	5	40.0	6	50.0	20	15.0	26	61.5	17	11.8	5	20.0	16	18.8
Seven Locks	24	75.0	19	68.4	2	n/r	8	75.0	1	n/r	32	68.8	1	n/r	5	20.0	2	n/r
Stone Mill	56	87.5	51	92.2	7	85.7	53	88.7	5	60.0	42	95.2	6	50.0	5	80.0	9	66.7
Travilah	31	96.8	41	95.1	2	n/r	31	100	6	100	33	90.9	3	n/r	6	66.7	5	80.0
Twinbrook	31	0.0	42	0.0	13	0.0	9	0.0	32	0.0	16	0.0	42	0.0	11	0.0	27	0.0
Wayside	53	86.8	41	90.2	7	57.1	28	92.9	6	83.3	53	90.6	5	60.0	6	66.7	7	57.1

*Note:* Results are reported for students who were required to take the test. Results are not reported (n/r) for groups with fewer than five test takers. American Indian students are included with all students but are not reported separately.

**Table A7**  
**2007 Kindergarten and 2008 Grade 1 End-of-Year Reading Benchmark Attainment**  
**by Kindergarten End-of-Year Text Level and Demographic Group**

Demographic Status (N Tested)	Kindergarten End-of-Year Text Level (Possible Benchmarks)	2007 Kindergarten and 2008 Grade 1 Comparison		
		Accuracy (Both Met or Both Not Met)	Better in Grade 1 (Not Met in K but Met in Grade 1)	Worse in Grade 1 (Met in K but Not Met in Grade 1)
All (7691)	3	86.5	2.2	11.3
	4	85.6	6.0	8.4
	5	82.4	11.6	6.0
	6	73.6	23.0	3.5
Male (3880)	3	84.5	2.3	13.1
	4	83.9	6.7	9.4
	5	81.3	12.4	6.3
	6	72.6	24.1	3.4
Female (3811)	3	88.5	2.1	9.4
	4	87.4	5.3	7.3
	5	83.4	10.9	5.7
	6	74.6	21.9	3.6
African Am. (1583)	3	81.7	3.5	14.8
	4	81.1	8.0	10.9
	5	77.8	14.5	7.7
	6	68.9	26.8	4.4
Asian Am. (1267)	3	91.9	1.8	6.2
	4	90.2	4.8	5.0
	5	86.3	9.6	4.2
	6	78.9	18.5	2.6
Hispanic (1620)	3	77.3	3.6	19.0
	4	76.2	10.2	13.6
	5	71.9	19.4	8.7
	6	60.6	35.2	4.2
White (3190)	3	91.3	1.0	7.7
	4	90.8	3.4	5.8
	5	88.4	7.1	4.5
	6	80.4	16.6	3.0
FARMS (2098)	3	76.4	3.9	19.8
	4	76.2	9.8	14.1
	5	71.4	19.0	9.6
	6	61.2	33.6	5.1
Special Ed. (531)	3	75.7	2.1	22.2
	4	76.1	7.2	16.8
	5	76.1	13.9	10.0
	6	70.2	25.6	4.1
LEP (1972)	3	78.0	4.4	17.6
	4	76.5	11.0	12.6
	5	71.3	20.5	8.2
	6	59.8	36.3	3.9

*Note.* Results are reported for nonexempt students who took the tests in kindergarten in 2007 and in Grade 1 in 2008. About 91% of the 2007 Grade K test takers also tested in Grade 1 in 2008. Results for American Indian students are included with all students but are not reported separately. The sums of percentages may be 100 ± 0.1 because of rounding.

**Table A8**  
**2007 Grade 1 and 2008 Grade 2 End-of-Year Reading Benchmark Attainment**  
**by Grade 1 End-of-Year Text Level and Demographic Group**

Demographic Status (N Tested)	Grade 1 End-of-Year Text Level (Possible Benchmarks)	2007 Grade 1 and 2008 Grade 2 Comparison		
		Accuracy (Both Met or Both Not Met)	Better in Grade 2 (Not Met in Grade 1 but Met in Grade 2)	Worse in Grade 2 (Met in Grade 1 but Not Met in Grade 2)
All (8426)	16	75.7	8.5	15.9
	J (18)	58.8	38.2	3.0
	K (20)	50.9	47.6	1.5
	L (24)	43.6	55.4	0.9
Male (4247)	16	75.2	8.4	16.4
	J (18)	57.9	39.3	2.8
	K (20)	50.9	47.7	1.4
	L (24)	43.9	55.4	0.7
Female (4179)	16	76.2	8.5	15.3
	J (18)	59.7	37.1	3.2
	K (20)	50.8	47.6	1.7
	L (24)	43.4	55.5	1.1
African Am. (1825)	16	71.0	7.9	21.2
	J (18)	59.5	36.9	3.6
	K (20)	53.8	44.5	1.7
	L (24)	49.5	49.8	0.8
Asian Am. (1428)	16	79.4	7.1	13.5
	J (18)	60.8	35.9	3.4
	K (20)	51.1	47.1	1.9
	L (24)	42.2	56.6	1.2
Hispanic (1680)	16	68.0	11.6	20.4
	J (18)	56.3	41.2	2.6
	K (20)	51.5	47.5	1.0
	L (24)	47.7	51.5	0.8
White (3472)	16	80.4	7.8	11.8
	J (18)	58.9	38.4	2.7
	K (20)	49.0	49.5	1.5
	L (24)	39.3	59.8	1.0
FARMS (2306)	16	67.5	10.2	22.3
	J (18)	59.0	38.1	2.9
	K (20)	53.6	45.1	1.3
	L (24)	50.5	48.7	0.7
Special Ed. (702)	16	74.5	8.0	17.5
	J (18)	71.2	26.6	2.1
	K (20)	67.7	31.5	0.9
	L (24)	64.2	35.2	0.6
LEP (1697)	16	65.7	11.5	22.7
	J (18)	56.7	41.0	2.3
	K (20)	53.1	46.2	0.7
	L (24)	50.9	48.9	0.3

*Note.* Results are reported for nonexempt students who took the tests in Grade 1 in 2007 and in Grade 2 in 2008. About 93% of the 2007 Grade 1 test takers also tested in Grade 2 in 2008. Results for American Indian students are included with all students but are not reported separately. The sums of percentages may be 100 ± 0.1 because of rounding.

