

MCPS Primary Reading Assessment Program Summary of 2004 Results

For the third consecutive year, students in grades K-2 are showing continued improvement in their reading skills. In fact, 2004 is the first year that more than 70% of the students in *all* three grades have achieved at or above grade level in the reading benchmarks.

Especially of note, African American and Hispanic students continue to make great strides in closing the achievement gap with their Asian American and White counterparts.

The steady progress is the result of the comprehensive reform effort implemented in 2000 aimed at the primary grades.

The Early Success Performance Plan incorporates:

- Latest research on brain function
- Revised and strengthened curriculum
- Full-day Kindergarten
- Smaller class sizes
- Improved teacher training
- Frequent monitoring of student progress so adjustments can be made
- Increased parent involvement
- More after-school and summer learning opportunities

Districtwide Continuous Growth in Achieving Benchmark Performance Levels

Percent of Students at or above Benchmark

	2002	2003	2004
Kindergarten	59%	68%	71%
Grade 1	60%	62%	74%
Grade 2	53%	64%	72%

All Subgroups Show Continuous Growth in Achieving Benchmark Performance Levels

- The greatest gains (from 2002 to 2004) have been made by African American and Hispanic students at all three grade levels.
- Students participating in the Free and Reduced-priced Meals System (FARMS) and students in the English for Speakers of Other Languages (ESOL) program made the most improvement from 2002 to 2004 in Kindergarten.
- FARMS students made the most improvement from 2002 to 2004 in Grades 1 and 2.

Percentage Point Gain from 2002 to 2004 by Subgroup

	Percentage Pt. Gain in Kindergarten	Percentage Pt. Gain in Grade 1	Percentage Pt. Gain in Grade 2
All students	+12	+14	+19
American Indian	+13	NA	NA
Asian American	+7	+13	+17
African American	+17	+19	+22
White	+8	+13	+16
Hispanic	+19	+18	+26
FARMS	+18	+18	+24
Non-FARMS	+9	+13	+17
ESOL	+30	+10	+17
Non-ESOL	+10	+15	+18
Special Ed	+7	+4	+17
Non-Special Ed	+13	+16	+19

Percent of Kindergarten Students at or above Benchmark by Subgroup

	2002	2004	Percentage Pt. Gain
All students	59%	71%	+12
American Indian	57	70	+13
Asian American	71	78	+7
African American	52	69	+17
White	67	75	+8
Hispanic	42	61	+19
FARMS	44	62	+18
Non-FARMS	65	74	+9
ESOL	28	58	+30
Non-ESOL	64	74	+10
Special Ed	45	52	+7
Non-Special Ed	60	73	+13

Percent of Grade 1 Students at or above Benchmark by Subgroup

	2002	2004	Percentage Pt. Gain
All students	60%	74%	+14
Asian American	71	84	+13
African American	49	68	+19
White	70	83	+13
Hispanic	38	56	+18
FARMS	39	57	+18
Non-FARMS	68	81	+13
ESOL	34	44	+10
Non-ESOL	64	79	+15
Special Ed	37	41	+4
Non-Special Ed	61	77	+16

Percent of Grade 2 Students at or above Benchmark by Subgroup

	2002	2004	Percentage Pt. Gain
All students	53%	72%	+19
Asian American	63	80	+17
African American	39	61	+22
White	67	83	+16
Hispanic	28	54	+26
FARMS	27	51	+24
Non-FARMS	63	80	+17
ESOL	16	33	+17
Non-ESOL	58	76	+18
Special Education	24	41	+17
Non-Special Education	56	75	+19

The achievement gap between students of different racial/ethnic groups decreased between 2002 and 2004.

- In Kindergarten, the difference between Asian American performance and African American performance moved from 19 percentage points to 9. The difference between White performance and African American performance moved from 15 percentage points to 6.
- In Kindergarten, the difference between Asian American performance and Hispanic performance moved from 29 percentage points to 17. The difference between White performance and Hispanic performance moved from 25 percentage points to 16.
- In Grade 1, the difference between Asian American performance and African American performance moved from 22 percentage points to 16. The difference between White performance and African American performance moved from 21 percentage points to 15.
- In Grade 1, the difference between Asian American performance and Hispanic performance moved from 33 percentage points to 28. The difference between White performance and Hispanic performance moved from 32 percentage points to 27.
- In Grade 2, the difference between Asian American performance and African American performance moved from 24 percentage points to 19. The difference between White performance and African American performance moved from 28 percentage points to 22.
- In Grade 2, the difference between Asian American performance and Hispanic performance moved from 35 percentage points to 26. The difference between White performance and Hispanic performance moved from 39 percentage points to 26.

The achievement gap between students receiving special services and those not receiving special services decreased for some groups but increased in special education.

- In Kindergarten, the difference between FARMS and non-FARMS students went from 21 percentage points to 12 between 2002 and 2004. For Grade 1 students, this gap moved from 29 percentage points to 25, and in Grade 2, it moved from 36 to 29.
- In Kindergarten, the difference between ESOL and non-ESOL students went from 36 percentage points to 16 between 2002 and 2004. For Grade 1 students, this gap increased from 30 percentage points to 35. For Grade 2 students, it remained the same at 42 percentage points.
- The difference between special education and non-special education students has increased by 6 percentage points in kindergarten, 12 percentage points in Grade 1, and 2 percentage points in Grade 2.

The full reports containing this information are available from the Department of Shared Accountability. The reports are titled *2003-2004 Kindergarten Reading Achievement Report* and *Report on Grades 1 and 2 Reading Achievement for 2003-2004*. The reports may be accessed on the Department of Shared Accountability's website:

<http://montgomeryschoolsmd.org/departments/sharedaccountability>