Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 1, 2023

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Superintendent of Schools

Subject: Evidence of Learning (03-28-2023-03-A, -B, -C)

During the *Evidence of Learning* discussion, Board members requested the following information:

Question A
From Slide 9 – Ms. Wolff requested information regarding the students that were included in structured literacy last year: Are they included in the numbers presented? Also, please provide the submitted data disaggregated by race when the numbers are available.

Response A
The Evidence of Learning (EOL) transition data (Attachment A) shared with the Board of Education on March 28, 2023, included data from the nine structured literacy pilot schools. This data is disaggregated by race and is available in the EOL Transition Data by School and Race data chart (Attachment B).

Elementary Schools	Kindergarten Data Page #	Grade 3 Data Page #
Dufief	p. 2	p. 7
Flower Hill	p. 2	p. 7
Fox Chapel	p. 2	p. 7
Gaithersburg	p. 2	p. 7
Laytonsville	p. 3	p. 8
New Hampshire Estates	p. 3	p. 8
Wheaton Woods	p. 5	p. 10
Woodfield	p. 5	p. 10
Wyngate	p. 5	p. 10

Question B
Ms. Wolff requested data regarding the eighteen (18) schools referenced during the presentation: Did they offer structured literacy? Also, please break down the data by demographics (race and ethnicity), especially these eighteen schools.

Response B
The eighteen schools included eight elementary schools and ten secondary schools. The identified schools were:

Elementary Schools	Middle and High Schools
Bannockburn	William H. Farquhar Middle
Cannon Road	Robert Frost Middle
Carderock Springs	Gaithersburg Middle
William B. Gibbs, Jr.	A. Mario Loiederman Middle
Laytonsville	Neelsville MiddleJohn
North Chevy Chase	John Poole Middle
Snowden Farm	Westland Middle
Travilah	
	Clarksburg High
	Damascus High
	Gaithersburg High

Only one of the elementary schools, Laytonsville Elementary School, was part of the structured literacy pilot. The data for Laytonsville Elementary School may be found on pages 3 and 8 of the EOL Transition Data by School and Race data chart (Attachment B). The disaggregated data for all schools, including the eighteen identified schools also is reflected in this data chart.

Question C
Ms. Silvestre requested information regarding the data that can be used to assist the Board with its monitoring if the full data picture will not be completed until fall.

Response C
Data, specifically in math and literacy, and artifacts are provided to the superintendent quarterly. In addition, data points aligned to the district Pathway to College, Career, and Community Readiness will be shared at Board meetings. Through these meetings, the Board will receive data updates on a more regular schedule, in addition to the Evidence of Learning presentations.

If you have any questions, please contact Ms. Niki T. Hazel, associate superintendent of curriculum and instructional programs, Office of the Chief Academic Officer, via email.

MBM:PKM:PAP:NTH:smw

Copy to:
Executive Staff
Dr. Logan
Ms. Webb

Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

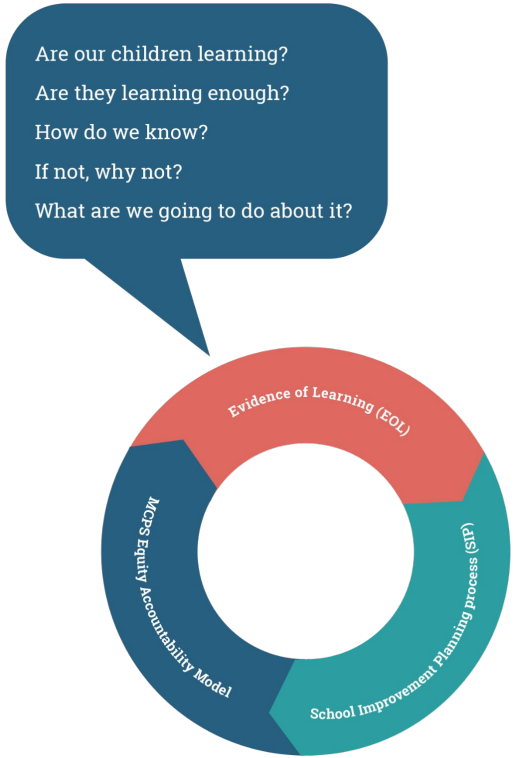
Attachment A

Evidence of Learning

Montgomery County Board of Education

March 28, 2023

Outline For Today's Discussion



- Overview: Evidence of Learning (EOL) Transition Data
- Alignment of Professional Learning, Coaching, Supports, and Data Monitoring
- A Glimpse of the Work in Action
- Community Schools
- Recommendations
- Discussion

Equity Lens: Impact Questions

- Whom does this practice/decision serve or neglect?
- Whose voices are dominating/lacking from the conversation?
- What adverse impacts or unintended consequences could result from this decision?
- What steps are in place for ongoing data collection and reflection of the outcomes?
- How diverse are the stakeholders leading the implementation?

Alignment with Board's Strategic Plan

- **Strategic Plan Pillar 1: Academic Excellence**
  - Improve Math and Literacy Rates
- **Updated Strategies for 2022–2023**
  - Provide professional learning and coaching to school-based staff to support of equitable, grade-level instruction
  - Ongoing monitoring of a variety of data
  - Provide professional development and coaching to ensure Emergent Multilingual Learners (EML), students with disabilities (SWD), and students in our focus groups are receiving differentiated instruction

Evidence of Learning

READINESS

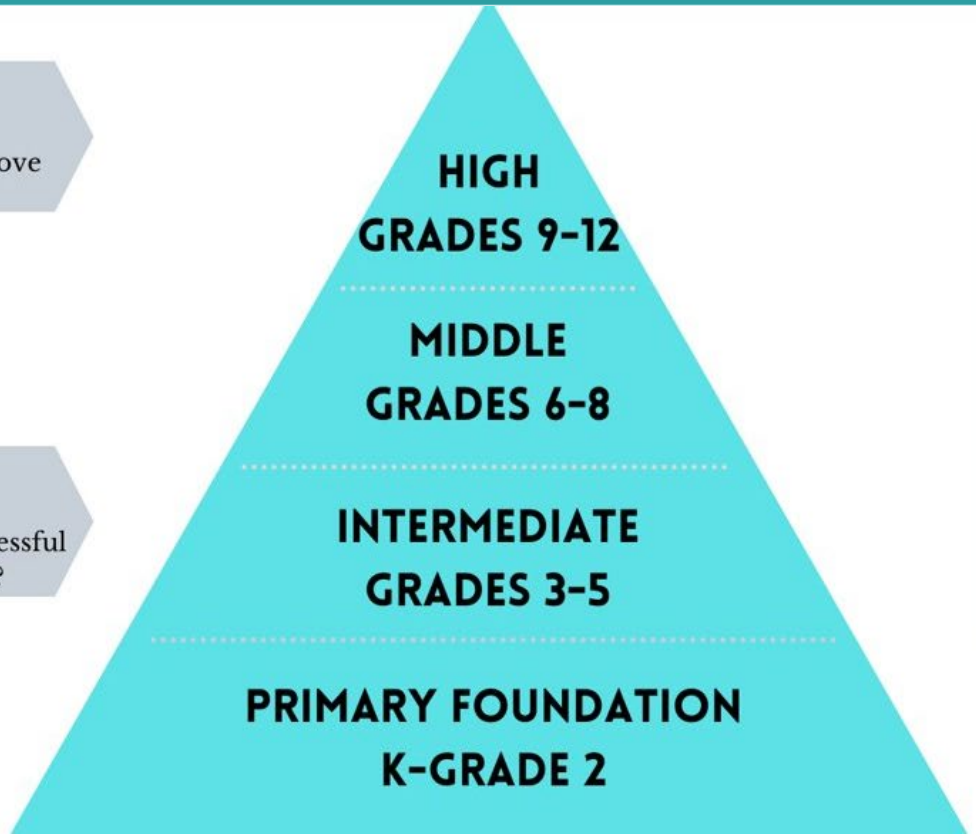
How ready are our students to move from one level to the next?

Grade 2
Grade 5
Grade 8
Grade 11

TRANSITION

Are our students making a successful transition to the next level?

Kindergarten
Grade 3
Grade 6
Grade 9



CLASSROOM

Report card grades

DISTRICT

District assessments aligned to the curriculum

EXTERNAL

MAP, SAT, ACT, AP, IB, ACCESS, MCAP
DIBELS

Key Levers in Theory of Action

If we…

- Differentiate resources and support
- Build staff capacity
- Implement accountability structures

Then we will have…

- Clarified expectations for what students & adults should know and be able to do
- Increased adult expertise
- Improved student learning outcomes

Mathematics

Mathematics: ALL

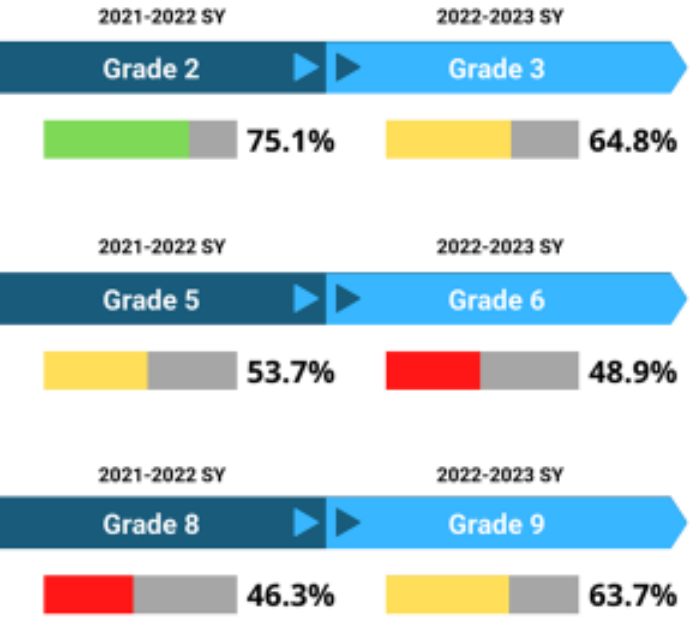
	Classroom	District	External	Overall EOL	FARMS	Special Edu.	EML+Re EML
					Overall EOL		
Kindergarten	69.7	74.5	59.7	70.8	53.5	46.4	41.9
Grade 3	75.6	55.4	62.6	64.8	43.1	40.5	40.4
Grade 6	90.0	30.0	44.5	48.9	25.1	20.6	17.0
Grade 9	64.6	13.5	84.9	63.7	46.5	41.8	38.1

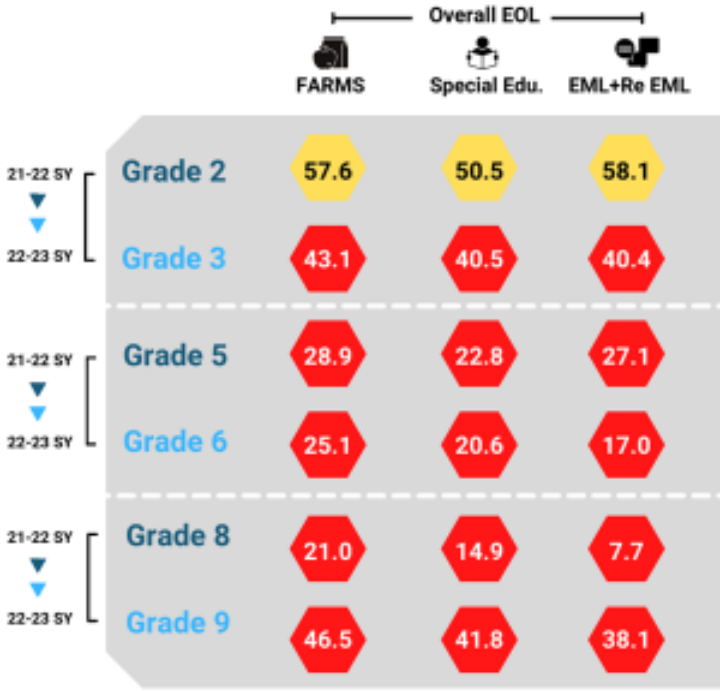
Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Mathematics Transition (Overall EOL)





Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

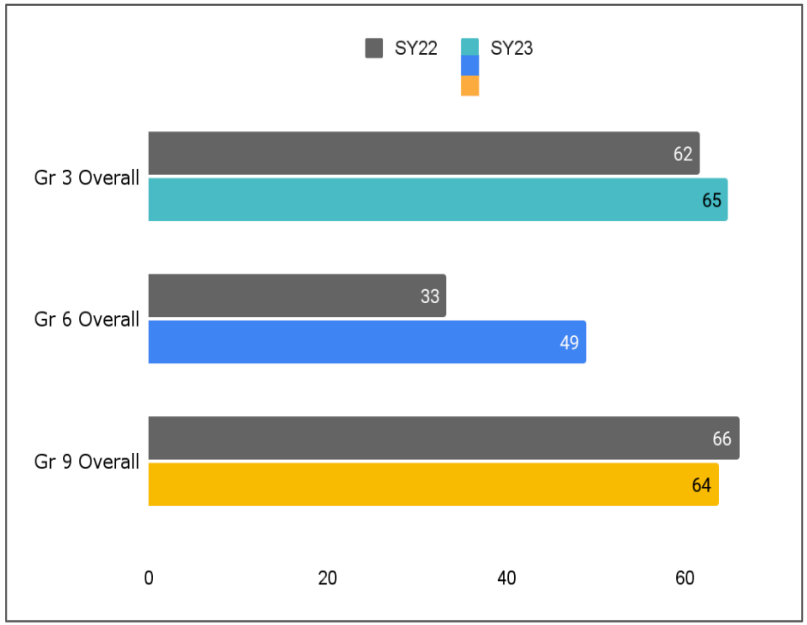
≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

Summary of Pre-K–12 Math Transition

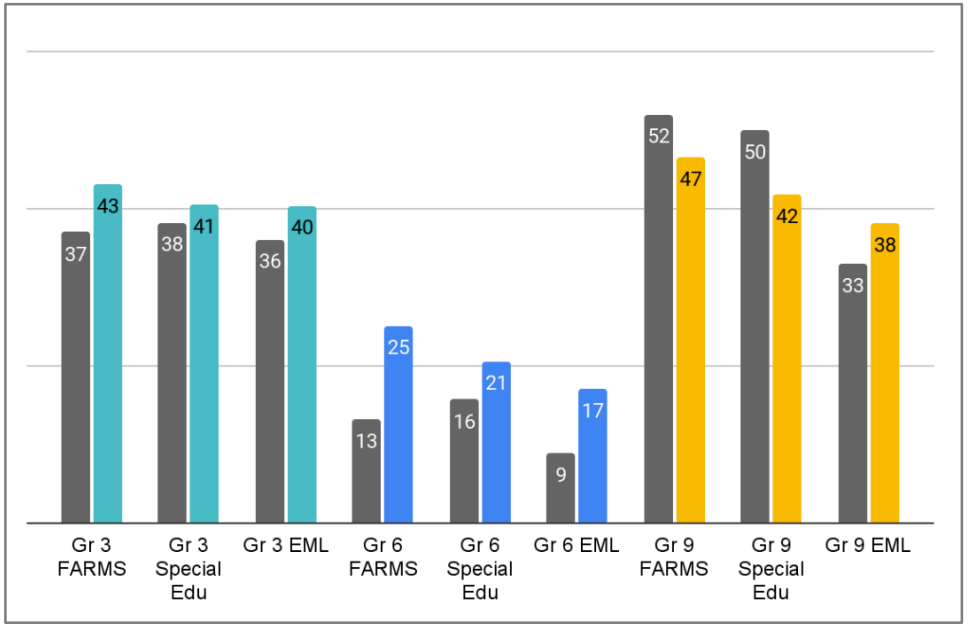
- The Grade 9 cohort is showing significant progress.
  - Overall, students progressed from 46.3% to 63.7% proficiency
  - All service groups more than doubled the percentage of students meeting Evidence of Learning (EOL) from Grade 8
- Grades 3 and 6 transition data shows a decline compared to the end of the previous year.

Comparing Pre-K–12 Math Transition Data

Overall Transition: School Year (SY) 2022 vs SY 2023



Service Groups Transition: SY 2022 vs SY 2023



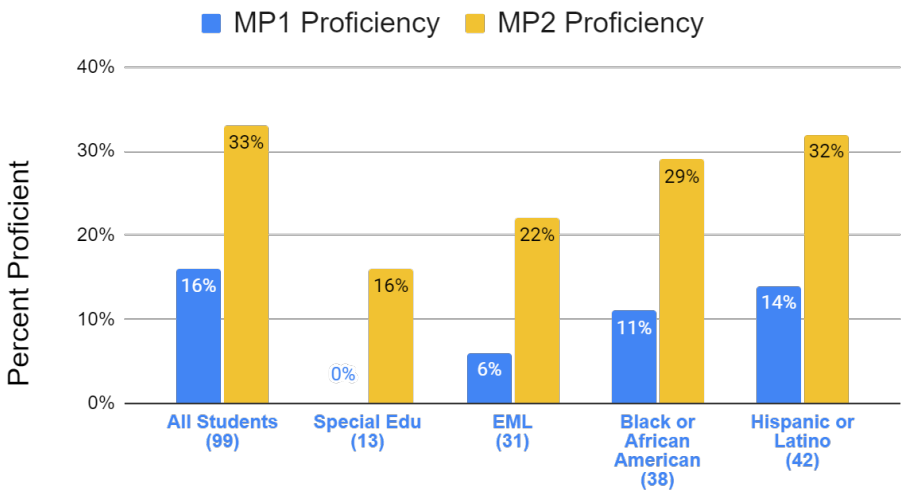
Recommendations and Actions Pre-K–12 Math

Theory of Action 3 Levers	How is the Theory of Action applied to the Strategic Plan Pillar for Academic Excellence?
Differentiate Resources and Support	• Vary levels of intensity of school-based coaching to match school needs based on growth and the needs of student service groups • Conduct data analysis discussions to inform instruction and improve outcomes for all students, particularly EMLs and SWDs
Build Staff Capacity	• Provide consistent and cross-office professional learning, coaching and feedback to leaders and teachers • Co-plan with teachers to deeply study the curriculum and standards
Accountability	• Conduct cross-office classroom visits to identify patterns in teacher practice and inform professional learning needs • Conduct math classroom visits to all middle schools

Elementary Math: Getting Results

STEDWICK ELEMENTARY SCHOOL

Stedwick Elementary: Grade 3 District Assessments



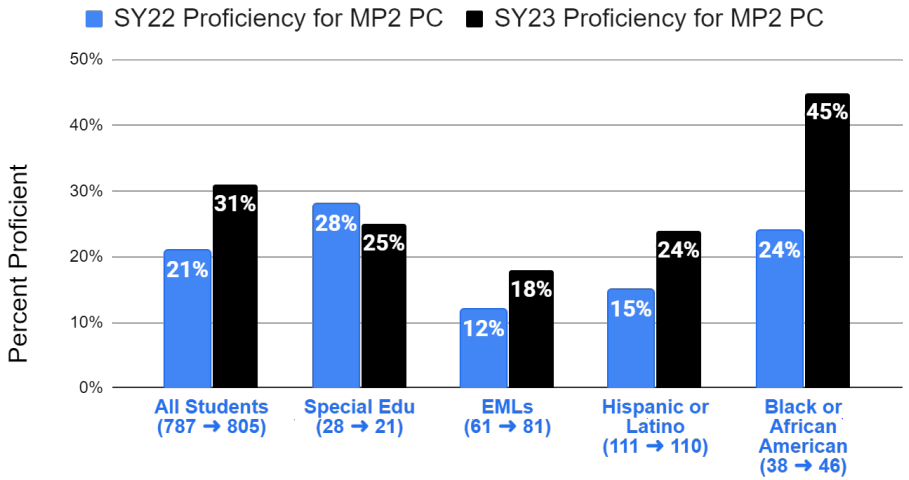
- Principal sets expectation to transform curriculum study
- Elementary Math Specialist:
  - MODELS the curriculum study process with Grade 3 team and the school's leadership team
  - COACHES the school math leader to co-lead the next curriculum study and provide feedback
  - Expects math leader to APPLY the learning with all teams

Middle School Math: Getting Results

NEELSVILLE MIDDLE SCHOOL

An IB World School

Neelsville MS: Math 6 District Assessment

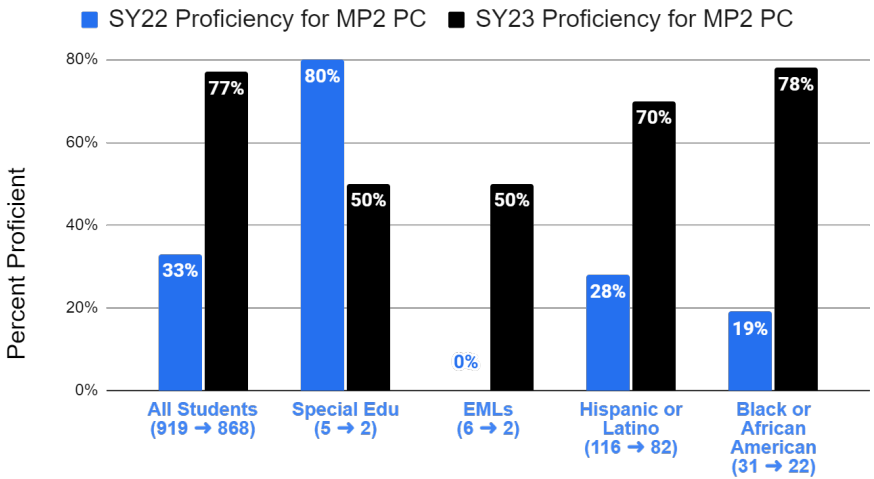


- Leadership
  - Principal centers vision around a belief in students' abilities and potential
  - Math leader maintains a strong planning process where they plan with the end in mind
- Teachers
  - Utilize formative assessments to monitor student progress
  - Study the curriculum to anticipate misconceptions and scaffold the lessons
- Secondary Math Specialist
  - Coaches PLC to elevate the daily instruction in order to match the level of rigor on unit assessments and Progress Checks
  - Leads professional learning to support EMLs

Middle School Math: Getting Results

BRIGGS CHANEY MIDDLE SCHOOL

Briggs Chaney MS: Algebra 1 District Assessment



School-Wide Structures in Alignment to District Foci

- School-wide focus on student discourse

Leadership

- Principal sets expectation for a culture of ongoing feedback
- Administrators engage in classroom visits and collaborative planning

Teachers

- Engage in curriculum study in advance of the unit
- Plan with the end in mind
- Focus on data analysis of common assessments

Literacy

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Expanding Opportunity and Unleashing Potential

Literacy: All

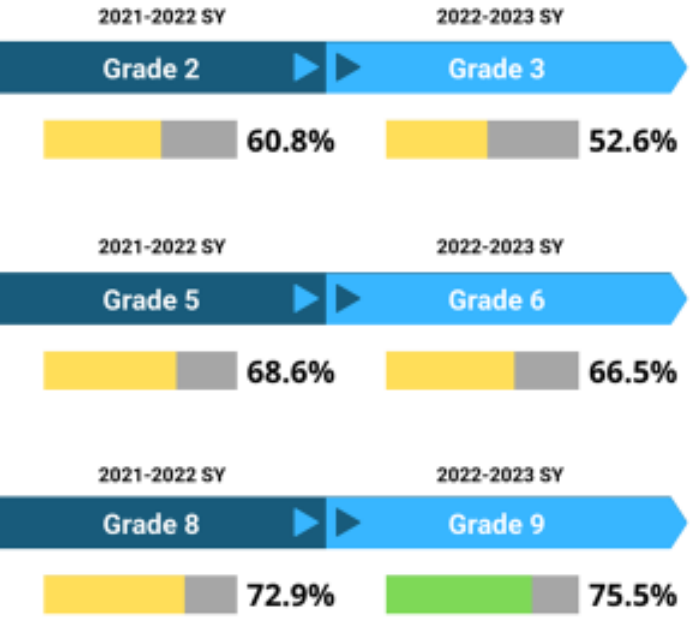
	Classroom	District	External	Overall EOL	FARMS	Special Edu.	EML+Re EML
					Overall EOL		
Kindergarten	69.1	39.0	52.5	56.5	38.1	35.0	27.0
Grade 3	77.4	32.0	54.3	52.6	29.9	25.7	22.7
Grade 6	91.7	63.5	51.8	66.5	47.3	31.4	38.8
Grade 9	78.1	26.9	82.5	75.5	59.9	60.2	59.0

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Literacy Transition (Overall EOL)



		Overall EOL		
		FARMS	Special Edu.	EML+Re EML
21-22 SY ▼ 22-23 SY	Grade 2	48.4	31.9	60.4
	Grade 3	29.9	25.7	22.7
21-22 SY ▼ 22-23 SY	Grade 5	54.6	36.0	65.0
	Grade 6	47.3	31.4	38.8
21-22 SY ▼ 22-23 SY	Grade 8	57.2	48.7	53.7
	Grade 9	59.9	60.2	59.0

Key to Assigned Colors

- End of Year Overall EOL
- Transition Overall EOL

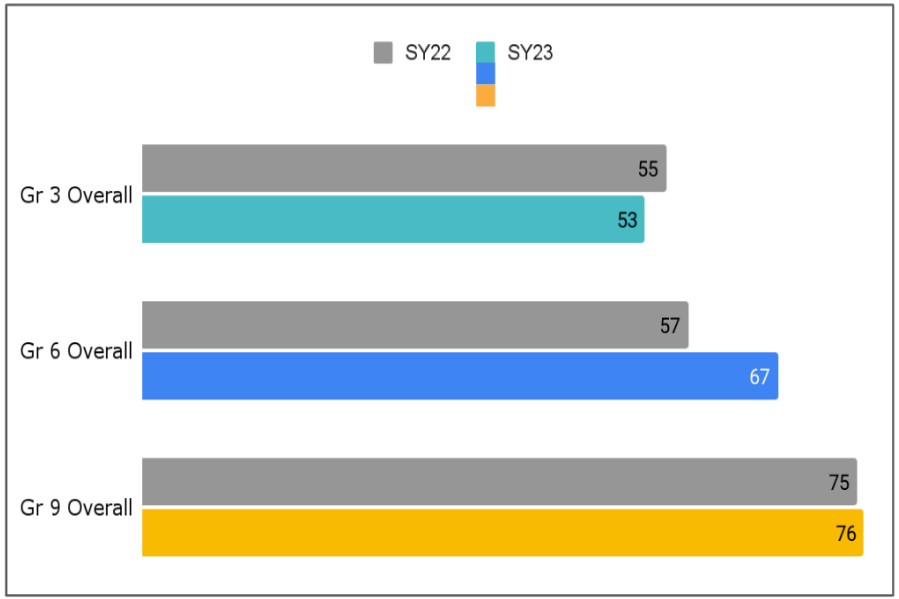
≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

Summary of Pre-K–12 ELA Transition

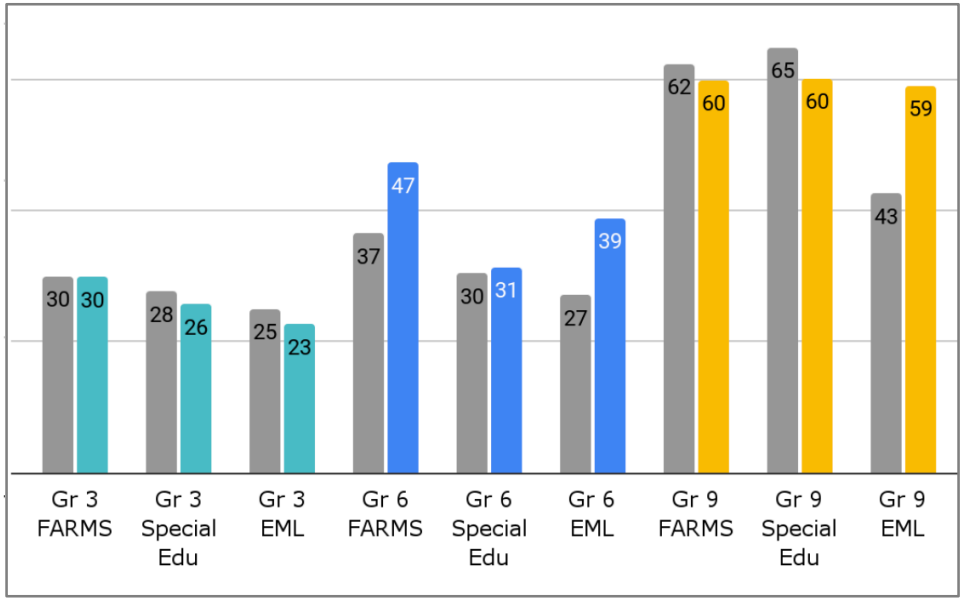
In comparison to EOL End of Year (EOY) data from SY 2022:

- Service groups in Kindergarten and Grade 3 continue to perform at lower levels than their peers.
- In secondary, there was small decrease in Grade 6 and a slight increase in Grade 9.
- All service groups in Grade 6 showed declines from EOY 2022, while service groups in Grade 9 all showed progress.

Comparing Pre-K–12 ELA Transition Data



Overall Transition
SY 2022 vs. Transition SY 2023



Service Groups Transition
SY 2022 vs. Transition SY 2023

Recommendations and Actions Pre-K–12 ELA

Theory of Action 3 Levers	How is the Theory of Action applied to the Strategic Plan Pillar for Academic Excellence?
Differentiate Resources and Support	• Vary levels of intensity of school-based coaching to match school need based on growth and the needs of student service groups. • Conduct data analysis discussions to inform instruction and improve outcomes for all students, particularly EMLs and SWDs
Build Staff Capacity	• Elevate professional learning for teachers and leaders focused on: ◦ foundational skills in Grades K–2, ◦ the Science of Reading research, and ◦ literacy across content areas
Accountability	• Visit classrooms & Professional Learning Communities to guide and support future professional learning • Observe K–2 classrooms to evaluate implementation of structured literacy

Key Levers in Theory of Action

If we…

- Differentiate resources and support
- Build staff capacity
- Implement accountability structures

Then we will have…

- Clarified expectations for what students & adults should know and be able to do
- Increased adult expertise
- Improved student learning outcomes

Community Schools

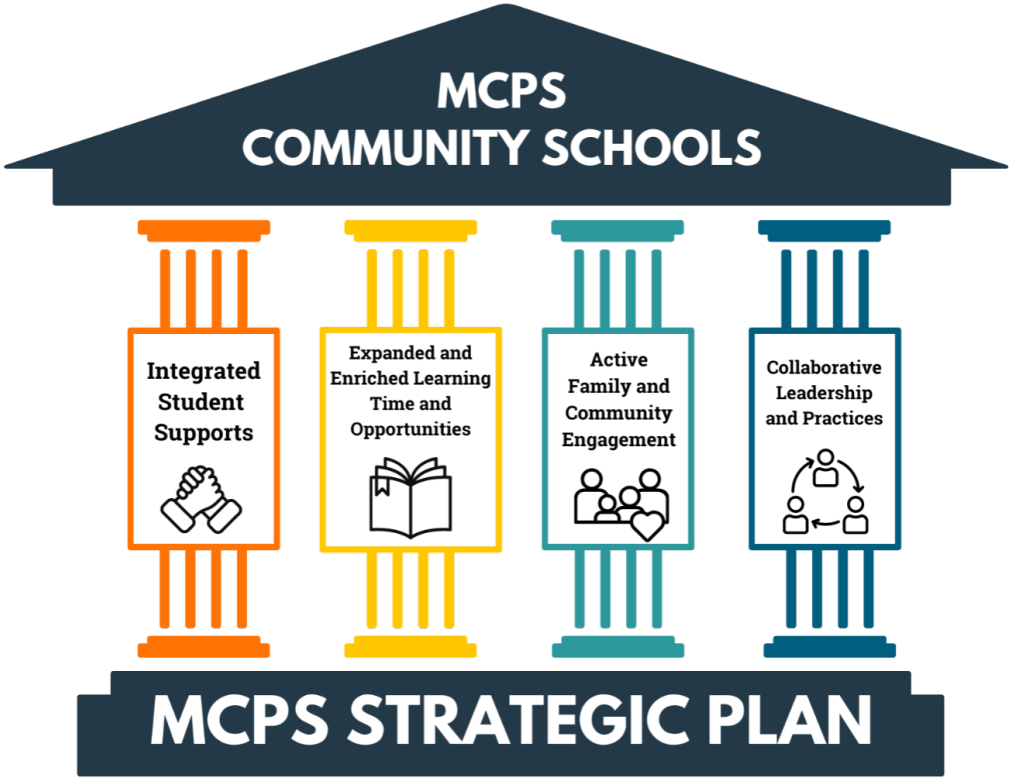
What is a Community School?

"A public school that establishes a **set of strategic partnerships** between the school and other community resources that promote ***student achievement***, ***positive learning conditions***, and the ***well-being*** of students by providing **wraparound services**."

- ➔ Blueprint for **Maryland's Future Legislation (HB 1372)** created Community Schools (CS), under **Pillar 4:**
  - ◆ More Resources to Ensure All Students Are Successful
- ➔ Blueprint funds this through **Concentration of Poverty Grants**
  - ◆ Beginning at 85% poverty and over the years down to 55%
- ➔ Through partnerships; coordinates needed wraparound services
- ➔ Data to be collected annually, statewide on Progress and Impact

Link

4 Pillars of a Functional Community School



Maryland's Largest School District
MONTGOMERY COUNTY PUBLIC SCHOOLS
Expanding Opportunity and Unleashing Potential

Community Schools: Transition (Overall EOL)

ELA

2021-2022 SY → 2022-2023 SY

Grade 2 → Grade 3

52.6% → 27.1%

		FARMS	Special Edu.	EML+Re EML
21-22 SY	Grade 2	51.6	32.3	57.3
22-23 SY	Grade 3	33.8	25.1	23.3

Math

2021-2022 SY → 2022-2023 SY

Grade 2 → Grade 3

61.8% → 40.7%

		FARMS	Special Edu.	EML+Re EML
21-22 SY	Grade 2	58.4	38.3	54.4
22-23 SY	Grade 3	36.6	25.2	30.0

Key to Assigned Colors

- End of Year Overall EOL
- Transition Overall EOL

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

Discussion

Appendix

Evidence of Learning

Montgomery County Board of Education

March 28, 2023

Evidence of Learning

READINESS

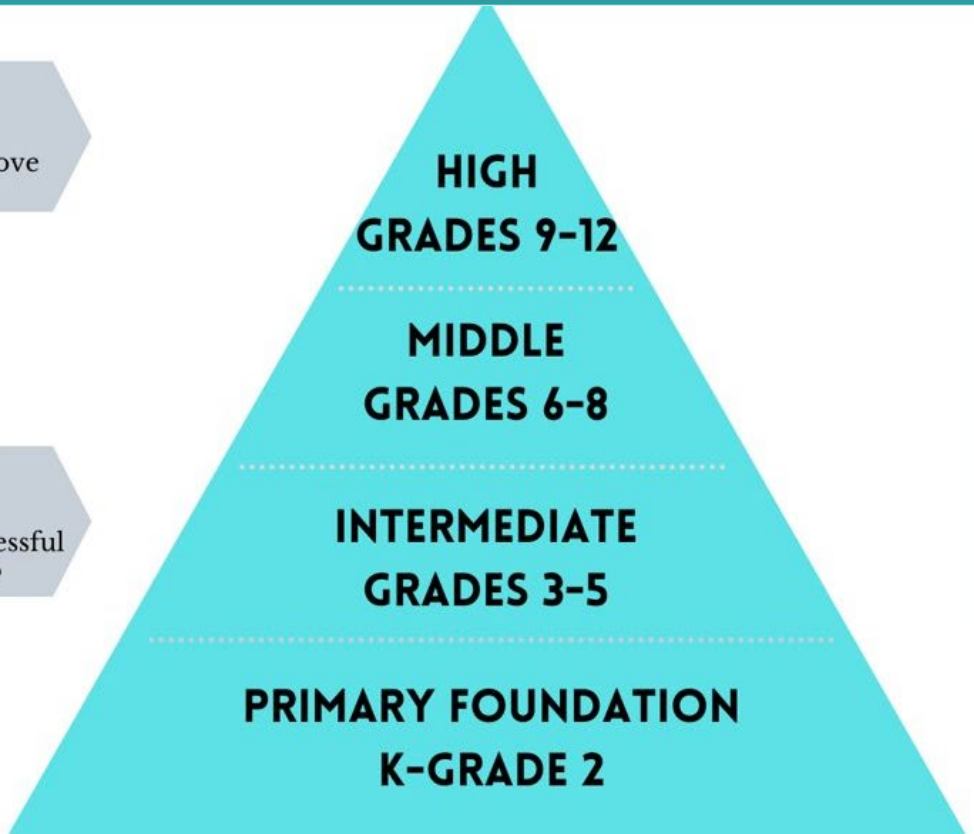
How ready are our students to move from one level to the next?

Grade 2
Grade 5
Grade 8
Grade 11

TRANSITION

Are our students making a successful transition to the next level?

Kindergarten
Grade 3
Grade 6
Grade 9



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MAP, SAT, ACT, AP, IB, ACCESS, MCAP
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EOL Transition

Literacy: All

	Classroom	District	External	Overall EOL	FARMS	Special Edu.	EML+Re EML
					Overall EOL		
Kindergarten	69.1	39.0	52.5	56.5	38.1	35.0	27.0
Grade 3	77.4	32.0	54.3	52.6	29.9	25.7	22.7
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Grade 9	78.1	26.9	82.5	75.5	59.9	60.2	59.0

Key to Assigned Colors

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EOL Transition

Literacy: Kindergarten

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.3	86.2	85.3	71.7	69.3	64.9	68.4	60.4	64.4	48.8
District	49.7	56.2	54.4	41.5	43.3	31.3	35.7	33.6	29.2	22.3
External	79.3	68.8	72.8	63.9	50.4	55.4	46.0	42.7	50.7	25.1
Overall	79.5	77.0	77.5	65.1	56.7	54.4	54.0	48.1	52.1	28.2

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Literacy: Grade 3

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	93.1	90.8	89.1	79.8	78.6	79.9	73.2	72.4	74.5	57.5
District	57.2	54.9	56.4	32.1	30.8	26.7	23.8	16.0	16.6	7.0
External	80.4	80.4	78.7	60.1	56.4	52.9	51.2	39.3	42.2	20.4
Overall	80.2	77.4	76.1	57.7	54.9	52.6	47.1	38.0	40.3	19.8

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Literacy: Grade 6

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	98.2	98.1	97.8	94.3	93.8	93.5	84.7	83.6	85.9	84.1
District	83.9	83.2	84.2	63.6	64.5	68.2	54.4	49.3	45.0	42.3
External	81.5	79.3	78.8	53.7	50.8	52.1	42.8	39.3	33.3	20.9
Overall	89.3	88.5	88.7	67.5	67.8	71.6	57.6	50.4	48.2	42.5

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Literacy: Grade 9

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	95.0	93.9	90.0	83.1	75.3	83.2	71.3	64.6	67.0	60.0
District	44.7	40.9	39.0	25.9	23.9	30.0	25.6	18.8	15.1	11.9
External	94.8	95.4	94.2	87.7	80.0	84.0	81.2	76.4	74.4	67.3
Overall	94.2	93.4	89.9	80.8	72.6	80.3	70.4	63.9	62.6	55.0

Key to Assigned Colors

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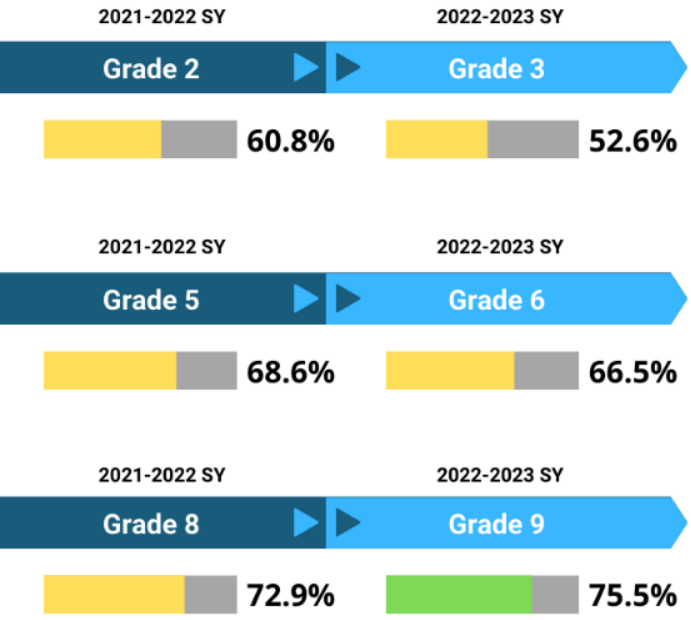
EOL Transition

Literacy Transition (Overall EOL)



		Overall EOL		
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Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

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EOL Transition

Mathematics: ALL

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Expanding Opportunity and Unleashing Potential

EOL Transition

Mathematics: Kindergarten

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	86.3	89.6	87.2	72.6	73.1	65.8	67.0	62.7	62.8	46.9
District	84.2	89.1	88.0	76.0	76.7	70.9	73.0	71.0	71.3	57.7
External	83.3	83.3	80.0	65.1	63.8	58.2	61.9	58.8	49.9	30.4
Overall	88.7	91.7	90.9	74.8	74.8	66.1	69.2	65.6	64.0	45.4

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EOL Transition

Mathematics: Grade 3

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	94.0	92.8	90.3	79.7	78.6	80.5	69.5	67.1	63.0	54.5
District	83.7	77.8	76.3	59.5	55.0	60.8	52.9	36.7	39.7	27.1
External	89.5	87.0	83.5	68.5	65.9	68.7	61.9	43.3	47.8	30.4
Overall	91.0	88.7	85.1	69.9	67.2	70.4	65.6	46.0	49.0	34.7

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Mathematics: Grade 6

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	98.3	97.0	96.6	91.7	91.6	91.9	86.4	86.4	83.8	81.1
District	60.8	46.8	47.4	25.8	27.9	33.5	28.7	23.4	15.3	10.2
External	81.9	72.6	72.3	40.7	41.2	47.8	32.6	27.3	22.5	13.7
Overall	83.4	76.2	74.2	47.6	46.1	52.8	39.5	36.2	27.8	17.9

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Mathematics: Grade 9

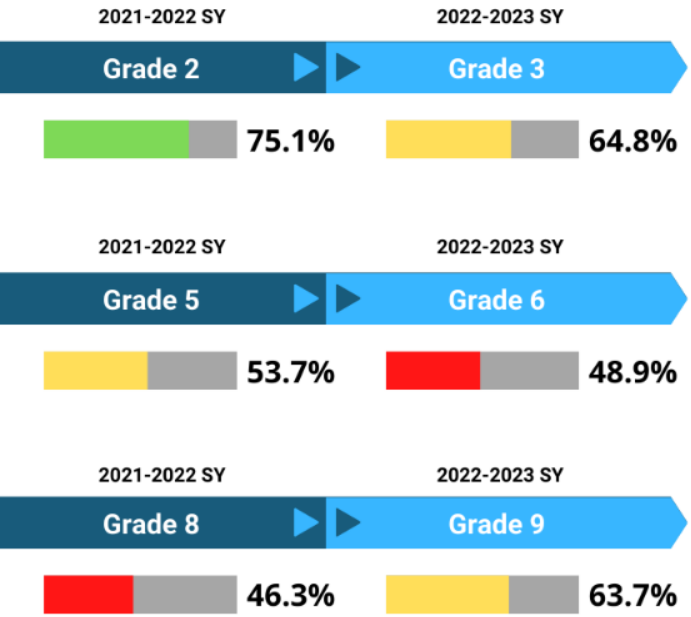
	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	88.9	83.6	80.0	63.6	60.4	77.8	62.2	48.3	48.9	43.7
District	20.5	19.5	18.2	11.5	13.1	19.4	16.4	6.9	6.3	8.0
External	97.0	97.2	95.3	90.1	81.7	90.7	84.8	82.6	77.7	69.4
Overall	89.0	84.1	79.7	63.6	58.6	76.2	63.2	47.9	47.8	40.7

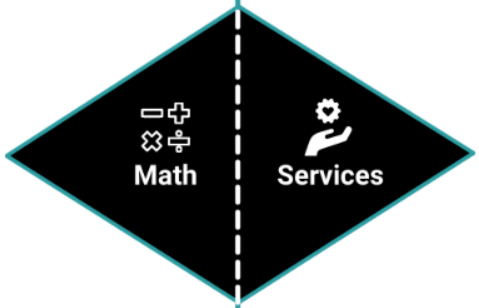
Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Mathematics Transition (Overall EOL)





		Overall EOL		
		FARMS	Special Edu.	EML+Re EML
21-22 SY ▼ 22-23 SY	Grade 2	57.6	50.5	58.1
	Grade 3	43.1	40.5	40.4
21-22 SY ▼ 22-23 SY	Grade 5	28.9	22.8	27.1
	Grade 6	25.1	20.6	17.0
21-22 SY ▼ 22-23 SY	Grade 8	21.0	14.9	7.7
	Grade 9	46.5	41.8	38.1

Key to Assigned Colors

End of Year Overall EOL
Transition Overall EOL

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

Community Schools

EOL Transition

Community Schools: Literacy and Mathematics

		Classroom	District	External	Overall EOL	FARMS	Special Edu.	EML+Re EML
						Overall EOL		
ELA	Kindergarten	53.2	28.8	36.3	38.0	33.8	25.1	23.3
	Grade 3	64.8	9.7	28.2	27.1	22.0	12.0	13.4
Math	Kindergarten	54.2	63.5	40.0	53.7	49.8	36.0	37.3
	Grade 3	60.3	30.5	37.9	40.7	36.6	25.2	30.0

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Community Schools: Kindergarten Literacy

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	78.6	72.0	73.1	74.5	47.8	79.0	52.6	58.1	64.5	45.9
District	54.8	57.3	61.5	44.1	29.2	45.2	31.6	30.0	33.7	22.7
External	71.4	66.7	73.1	71.6	32.3	66.1	42.1	53.3	53.1	24.7
Overall	71.4	66.7	76.9	72.5	34.8	66.1	47.4	50.0	53.1	27.1

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Community Schools: Grade 3 Literacy

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	88.6	86.4	78.3	83.0	68.3	77.3	54.2	69.0	76.9	57.6
District	31.4	44.6	52.2	27.9	10.0	14.0	25.0	6.9	12.3	4.1
External	62.9	83.1	56.5	50.5	32.8	46.5	45.8	31.0	38.5	18.2
Overall	62.9	80.0	56.5	51.4	31.7	41.9	41.7	27.6	37.5	17.2

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Community Schools: Kindergarten Mathematics

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.7	84.0	76.9	78.4	51.6	80.6	63.2	64.5	64.8	45.4
District	81.0	88.0	88.5	75.5	65.2	83.9	73.7	80.0	74.3	56.0
External	69.0	84.0	73.1	67.6	42.9	67.7	73.7	60.0	51.3	28.7
Overall	76.2	90.7	84.6	76.5	55.3	80.6	73.7	66.7	66.3	43.6

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Community Schools: Grade 3 Mathematics

	Non-FARMS Asian	Non-FARMS White	Non-FARMS All Other Student Groups	Non-FARMS Black or African American	Non-FARMS Hispanic/Latino	FARMS Asian	FARMS White	FARMS All Other Student Groups	FARMS Black or African American	FARMS Hispanic/Latino
Classroom	85.7	90.9	73.9	74.1	66.1	81.8	54.2	65.5	61.3	55.0
District	60.0	58.5	56.5	55.9	27.8	48.8	41.7	24.1	37.5	23.9
External	80.0	78.5	60.9	62.2	43.3	65.1	58.3	34.5	45.4	28.7
Overall	80.0	81.5	60.9	62.2	42.8	69.8	54.2	37.9	46.7	32.7

Key to Assigned Colors

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

EOL Transition

Community Schools: Transition (Overall EOL)

ELA

2021-2022 SY → 2022-2023 SY

Grade 2 → Grade 3

52.6% → 27.1%

		FARMS	Special Edu.	EML+Re EML
		Overall EOL		
21-22 SY	Grade 2	51.6	32.3	57.3
22-23 SY	Grade 3	33.8	25.1	23.3

Math

2021-2022 SY → 2022-2023 SY

Grade 2 → Grade 3

61.8% → 40.7%

		FARMS	Special Edu.	EML+Re EML
		Overall EOL		
21-22 SY	Grade 2	58.4	38.3	54.4
22-23 SY	Grade 3	36.6	25.2	30.0

Key to Assigned Colors

- End of Year Overall EOL
- Transition Overall EOL

≥90% met measures | 89-75% met measures | 74-50% met measures | 49-0% met measures

Percentages of Kindergarten Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White
Arcola	126	47.6	--	68.0	35.4	--	63.6	61.9	--	80.0	50.6	--	90.9
Ashburton	138	65.2	72.2	63.0	41.2	75.0	68.8	76.8	88.9	63.0	58.8	83.3	82.8
Bannockburn	48	79.2	--	--	--	--	76.7	89.6	--	--	--	--	86.7
Barnsley	80	60.0	--	--	46.3	--	72.2	78.8	--	--	68.3	--	94.4
Beall	59	54.2	--	--	45.0	--	63.0	79.7	--	--	80.0	--	85.2
Bel Pre	132	58.3	--	75.0	44.7	--	--	50.0	--	62.5	35.5	--	--
Bells Mill	100	87.9	93.1	60.0	92.9	--	91.9	93.9	93.1	86.7	≥95.0	--	94.6
Belmont	57	87.7	--	--	60.0	--	≥95.0	87.7	--	--	50.0	--	≥95.0
Bethesda	89	69.7	66.7	--	54.5	75.0	70.6	88.8	88.9	--	81.8	83.3	91.2
Beverly Farms	85	89.4	≥95.0	--	--	--	88.6	87.1	≥95.0	--	--	--	88.6
Bradley Hills	70	87.1	84.6	--	--	--	87.0	≥95.0	≥95.0	--	--	--	≥95.0
Brooke Grove	56	67.9	--	72.2	30.8	--	87.5	71.4	--	66.7	53.8	--	87.5
Brookhaven	59	72.9	--	90.0	63.4	--	--	78.0	--	≥95.0	68.3	--	--
Brown Station	94	10.6	--	13.3	≤5.0	--	--	55.3	--	53.3	48.3	--	--
Burning Tree	60	83.3	90.9	--	--	--	84.2	85.0	90.9	--	--	--	86.8
Burnt Mills	92	46.7	33.3	57.7	37.5	--	18.2	64.1	33.3	63.5	75.0	--	90.9
Burtonsville	100	67.0	--	71.9	50.0	--	--	75.0	--	79.7	50.0	--	--
Candlewood	65	69.2	--	--	63.2	--	75.0	73.8	--	--	52.6	--	91.7
Cannon Road	70	57.1	--	64.7	44.4	--	--	58.7	--	58.8	55.6	--	--
Carderock Springs	52	75.5	--	--	--	--	85.2	88.0	--	--	--	--	≥95.0
Carson	103	68.9	75.0	--	31.6	--	85.1	76.7	80.0	--	31.6	--	91.5
Cashell	54	71.4	--	--	70.0	--	74.1	69.4	--	--	70.0	--	74.1
Cedar Grove	53	64.7	78.6	--	58.3	--	57.1	84.0	92.3	--	83.3	--	85.7
Clarksburg ES	135	51.9	68.9	45.2	31.6	60.0	38.9	74.1	88.9	69.0	52.6	80.0	66.7
Clearspring	74	45.9	--	20.0	32.0	--	73.9	68.9	--	46.7	64.0	--	91.3
Clopper Mill	57	66.7	--	52.4	70.4	--	--	70.2	--	76.2	63.0	--	--
Cloverly	61	50.0	--	42.9	44.4	--	80.0	73.3	--	50.0	81.5	--	90.0
Cold Spring	43	≥95.0	≥95.0	--	--	--	≥95.0	≥95.0	≥95.0	--	--	--	≥95.0
College Gardens	67	60.6	--	45.0	33.3	--	93.3	74.2	--	40.0	72.2	--	≥95.0
Daly	69	47.8	--	57.1	21.9	--	--	66.7	--	76.2	46.9	--	--

Percentages of Kindergarten Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White
Damascus ES	56	52.8	--	--	40.9	--	61.9	71.7	--	--	63.6	--	81.0
Darnestown	53	54.7	--	--	--	--	65.5	79.2	--	--	--	--	93.1
Diamond	89	77.5	84.6	--	71.4	--	68.2	94.4	94.9	--	≥95.0	--	90.9
Drew	59	64.8	--	80.0	44.4	--	--	72.2	--	92.0	50.0	--	--
DuFief	39	74.4	--	--	--	--	72.7	76.9	--	--	--	--	72.7
East Silver Spring	57	66.7	--	55.2	60.0	--	≥95.0	77.2	--	72.4	60.0	--	≥95.0
Fairland	75	66.7	--	65.1	52.9	--	--	66.7	--	65.1	58.8	--	--
Fallsmead	85	72.9	83.8	41.7	--	--	68.4	76.5	94.6	41.7	--	--	73.7
Farmland	131	71.5	64.0	--	66.7	70.0	82.7	78.5	68.0	--	73.3	80.0	90.4
Fields Road	67	62.1	--	--	44.8	--	83.3	70.1	--	--	58.6	--	94.4
Flower Hill	71	42.3	--	52.6	31.7	--	--	67.6	--	73.7	61.0	--	--
Flower Valley	91	81.3	--	80.0	69.0	--	93.8	79.1	--	66.7	62.1	--	93.8
Forest Knolls	86	64.0	--	56.3	42.4	--	81.5	68.6	--	68.8	36.4	--	≥95.0
Fox Chapel	74	62.2	--	75.0	47.2	--	--	64.9	--	83.3	41.7	--	--
Gaithersburg ES	114	≤5.0	--	≤5.0	≤5.0	--	--	41.4	--	56.5	34.6	--	--
Galway	132	55.3	--	56.3	53.3	--	--	63.6	--	60.6	68.9	--	--
Garrett Park	106	55.7	69.2	61.5	26.9	40.0	70.5	78.3	76.9	61.5	65.4	50.0	≥95.0
Georgian Forest	74	40.5	--	56.3	34.6	--	--	44.6	--	56.3	40.4	--	--
Germantown	41	79.5	81.8	≥95.0	--	--	--	84.6	81.8	92.9	--	--	--
Gibbs	92	81.5	84.6	66.7	68.8	--	≥95.0	77.2	76.9	72.2	62.5	--	94.1
Glen Haven	87	48.8	--	56.3	29.5	--	75.0	56.1	--	62.5	38.6	--	81.3
Glenallan	100	47.0	--	62.5	35.1	--	--	68.0	--	79.2	59.6	--	--
Goshen	73	58.9	--	75.0	44.1	--	70.0	69.9	--	85.0	52.9	--	80.0
Great Seneca Creek	80	55.0	54.5	48.0	53.8	--	60.0	68.8	72.7	64.0	65.4	--	70.0
Greencastle	103	48.0	--	55.2	33.3	--	--	46.1	--	50.7	38.1	--	--
Greenwood	74	78.4	--	--	60.0	--	79.2	93.2	--	--	90.0	--	93.8
Harmony Hills	117	25.6	--	53.8	20.6	--	--	36.8	--	53.8	33.3	--	--
Highland	71	45.1	--	--	37.7	--	--	63.4	--	--	58.5	--	--
Highland View	73	60.3	--	65.4	30.4	--	88.2	84.9	--	84.6	78.3	--	94.1
Jackson Road	90	41.1	--	51.2	22.9	--	--	53.3	--	55.8	42.9	--	--

Percentages of Kindergarten Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White
Jones Lane	68	55.9	--	--	15.4	--	80.0	75.0	--	--	34.6	--	≥95.0
Kemp Mill	59	33.9	--	--	32.0	--	--	54.2	--	--	56.0	--	--
Kensington Parkwood	81	66.3	--	--	33.3	--	71.1	85.0	--	--	46.7	--	≥95.0
Lake Seneca	73	38.4	--	39.1	26.8	--	--	57.5	--	56.5	51.2	--	--
Lakewood	70	58.5	64.3	--	30.8	--	75.0	78.5	85.7	--	46.2	--	≥95.0
Laytonsville	61	84.7	--	80.0	81.0	--	94.1	79.7	--	80.0	76.2	--	88.2
Leleck	112	34.8	--	--	30.5	--	--	37.5	--	--	33.3	--	--
Little Bennett	105	69.5	73.0	60.0	33.3	--	88.5	72.4	75.7	70.0	40.0	--	84.6
Luxmanor	115	67.8	68.0	71.4	60.7	83.3	66.7	68.7	76.0	64.3	57.1	91.7	66.7
Marshall	77	59.7	75.0	58.8	27.3	--	86.4	68.8	83.3	64.7	45.5	--	86.4
Maryvale	93	34.4	--	39.1	46.7	10.0	22.7	73.1	--	69.6	63.3	80.0	81.8
Matsunaga	85	67.1	76.7	52.9	66.7	70.0	--	80.5	93.3	70.6	66.7	90.0	--
McAuliffe	81	39.7	--	40.0	23.3	--	--	46.2	--	56.7	23.3	--	--
McNair	96	82.3	78.6	85.7	68.8	90.9	94.7	88.5	92.9	81.0	87.5	81.8	94.7
Meadow Hall	61	50.0	--	--	32.4	--	84.6	65.5	--	--	55.9	--	92.3
Mill Creek Towne	55	61.8	--	50.0	35.3	--	79.2	65.5	--	60.0	35.3	--	83.3
Monocacy	33	78.8	--	--	--	--	81.8	81.8	--	--	--	--	86.4
Montgomery Knolls	127	65.4	--	60.7	40.0	≥95.0	93.5	72.4	--	71.4	50.0	≥95.0	≥95.0
New Hampshire Estates	102	37.3	--	55.0	28.6	--	--	55.9	--	50.0	50.0	--	--
Nix	133	36.4	--	56.9	18.1	--	--	62.1	--	74.5	48.6	--	--
Oakland Terrace	101	32.7	--	31.6	14.7	--	47.5	75.2	--	63.2	52.9	--	≥95.0
Olney	91	65.9	69.2	--	53.8	--	72.3	91.2	92.3	--	84.6	--	≥95.0
Page	91	24.2	--	28.9	20.0	--	16.7	75.8	--	63.2	75.0	--	94.4
Poolesville ES	84	71.4	--	--	63.6	--	77.4	94.0	--	--	90.9	--	≥95.0
Potomac	65	86.2	84.2	--	--	--	90.3	89.2	84.2	--	--	--	93.5
Resnik	92	59.8	--	58.3	47.6	--	75.0	72.8	--	66.7	66.7	--	81.3
Ride	79	43.0	41.7	47.4	28.1	--	81.8	54.4	50.0	52.6	40.6	--	≥95.0
Ritchie Park	59	71.2	81.3	--	41.7	--	81.0	86.4	87.5	--	75.0	--	90.5
Rock Creek Forest	91	28.6	--	35.3	15.2	--	31.3	86.8	--	82.4	81.8	--	≥95.0
Rock Creek Valley	63	47.6	--	--	22.6	--	65.0	81.0	--	--	64.5	--	≥95.0

Percentages of Kindergarten Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White
Rock View	107	35.5	41.7	57.1	20.4	--	52.2	49.5	66.7	50.0	29.6	--	87.0
Rockwell	70	71.4	--	--	45.0	--	86.5	81.4	--	--	55.0	--	≥95.0
Rosemary Hills	161	59.4	--	51.1	15.4	91.7	79.4	80.0	--	71.1	46.2	≥95.0	≥95.0
Rosemont	89	51.7	≥95.0	66.7	33.9	--	--	66.3	≥95.0	66.7	55.4	--	--
Rustin	108	57.4	72.4	45.5	26.5	86.7	73.7	63.9	79.3	45.5	41.2	86.7	73.7
Sequoyah	81	51.9	--	57.1	31.7	--	≥95.0	54.3	--	50.0	36.6	--	≥95.0
Seven Locks	52	80.8	≥95.0	--	--	--	73.1	84.6	92.3	--	--	--	76.9
Sherwood ES	80	81.0	91.7	76.9	68.4	--	87.5	81.0	91.7	76.9	63.2	--	90.6
Shriver	113	26.5	--	--	19.8	--	--	64.6	--	--	60.4	--	--
Singer	96	54.2	--	50.0	25.0	--	80.6	71.9	--	68.8	46.9	--	91.7
Sligo Creek	108	37.0	--	50.0	33.3	--	36.5	73.1	--	63.6	75.0	--	76.2
Snowden Farm	86	84.9	≥95.0	82.4	63.6	--	75.0	88.4	≥95.0	88.2	72.7	--	81.3
Somerset	50	62.0	--	--	--	--	69.2	84.0	--	--	--	--	88.5
South Lake	120	29.2	--	41.7	20.5	--	--	41.7	--	62.5	31.3	--	--
Stedwick	89	34.1	--	26.9	28.2	--	--	54.9	--	46.2	48.7	--	--
Stone Mill	65	72.3	80.0	--	--	--	71.4	86.2	91.4	--	--	--	92.9
Stonegate	79	45.9	76.9	42.1	10.0	--	70.6	66.2	84.6	63.2	40.0	--	88.2
Strawberry Knoll	67	43.9	--	38.5	38.2	--	--	80.3	--	84.6	76.5	--	--
Summit Hall	51	29.4	--	40.0	26.3	--	--	41.2	--	60.0	34.2	--	--
Takoma Park ES	161	67.7	--	60.9	44.4	84.6	87.0	78.9	--	76.1	55.6	92.3	≥95.0
Travilah	56	82.1	90.9	--	--	--	78.9	85.7	90.9	--	--	--	94.7
Tubman	88	45.3	--	63.2	36.7	--	--	59.3	--	73.7	51.7	--	--
Twinbrook	50	30.0	--	--	20.0	--	--	46.0	--	--	37.1	--	--
Viers Mill	64	39.1	--	--	26.7	--	61.5	50.0	--	--	37.8	--	84.6
Washington Grove	56	32.1	--	50.0	20.0	--	50.0	78.6	--	80.0	73.3	--	≥95.0
Waters Landing	104	39.0	53.8	30.0	34.6	--	66.7	66.0	69.2	57.5	57.7	--	≥95.0
Watkins Mill ES	108	48.1	72.7	82.4	36.1	--	--	50.0	54.5	76.5	41.7	--	--
Wayside	53	94.2	94.4	--	--	--	≥95.0	92.3	94.4	--	--	--	90.9
Weller Road	106	43.4	--	--	36.3	--	--	62.3	--	--	56.0	--	--
Westbrook	83	63.9	--	--	58.3	80.0	70.0	90.4	--	--	83.3	≥95.0	94.0

Percentages of Kindergarten Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic /Latino	Two or More Races	White
Westover	42	75.0	--	--	70.0	--	72.7	80.0	--	--	70.0	--	72.7
Wheaton Woods	81	48.8	--	69.2	41.7	--	--	46.3	--	84.6	35.0	--	--
Whetstone	109	49.5	--	73.3	28.1	--	--	51.4	--	73.3	31.6	--	--
Wims	80	76.3	88.0	60.9	83.3	--	64.3	93.8	≥95.0	87.0	91.7	--	92.9
Wood Acres	89	86.5	--	--	--	--	88.3	≥95.0	--	--	--	--	≥95.0
Woodfield	38	73.0	--	--	54.5	--	75.0	83.8	--	--	81.8	--	81.3
Woodlin	110	58.7	42.9	51.9	27.3	58.3	91.2	74.3	42.9	74.1	45.5	91.7	≥95.0
Wyngate	106	87.7	92.3	--	90.0	83.3	89.1	≥95.0	≥95.0	--	90.0	≥95.0	≥95.0

are not reported separately due to small sample size. To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% are noted as ≥95.0 or ≤5.0, respectively, and the numbers of students are not reported (--). Additionally, results are not reported (--) for groups with fewer than 10 students. For groups of between 10 and 20 students, only the percentage rate is reported.

Percentages of Grade 3 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	ALL	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Arcola	122	22.1	--	26.1	18.2	--	--	33.6	--	39.1	28.4	--	--
Ashburton	140	70.7	84.4	56.0	50.0	75.0	78.7	81.4	93.8	72.0	62.5	83.3	87.2
Bannockburn	94	93.6	≥95.0	--	--	--	91.9	93.6	≥95.0	--	--	--	93.5
Barnsley	103	65.0	70.0	72.2	38.2	90.9	80.0	74.8	≥95.0	72.2	52.9	90.9	86.7
Beall	81	69.1	84.6	--	50.0	--	76.5	79.0	≥95.0	--	60.0	--	88.2
Bells Mill	108	78.3	87.0	63.2	--	84.6	76.2	84.0	≥95.0	63.2	--	92.3	81.0
Belmont	54	77.8	--	--	--	--	81.1	90.7	--	--	--	--	89.2
Bethesda	116	71.7	72.0	50.0	46.7	90.9	82.6	76.1	76.0	56.3	46.7	90.9	89.1
Beverly Farms	105	79.0	82.4	--	81.8	--	78.3	92.4	≥95.0	--	90.9	--	93.5
Bradley Hills	76	86.8	93.3	--	--	--	84.8	≥95.0	≥95.0	--	--	--	≥95.0
Brooke Grove	71	52.1	70.0	50.0	28.6	--	52.9	66.2	80.0	73.1	28.6	--	70.6
Brookhaven	50	38.0	--	71.4	17.9	--	--	56.0	--	71.4	50.0	--	--
Brown Station	90	10.0	18.8	≤5.0	5.4	--	--	27.8	37.5	33.3	21.4	--	--
Burning Tree	85	64.3	63.2	--	45.5	--	74.4	76.2	94.7	--	54.5	--	82.1
Burnt Mills	100	25.0	13.3	35.2	10.5	--	--	40.0	26.7	55.6	10.5	--	--
Burtonsville	92	48.9	71.4	50.0	23.5	--	--	62.0	85.7	66.7	29.4	--	--
Candlewood	60	67.2	--	--	50.0	--	70.4	72.4	--	--	58.3	--	74.1
Cannon Road	68	48.4	75.0	42.9	37.5	--	--	72.6	91.7	78.6	58.3	--	--
Carderock Springs	56	82.7	--	--	--	--	83.9	≥95.0	--	--	--	--	≥95.0
Carson	109	70.6	84.2	54.5	40.0	--	81.8	79.8	≥95.0	45.5	52.0	--	93.2
Cashell	55	77.4	--	--	76.9	--	83.3	81.1	--	--	69.2	--	94.4
Cedar Grove	65	79.4	82.6	75.0	--	--	73.7	90.5	91.3	75.0	--	--	≥95.0
Chevy Chase	72	63.9	--	51.9	40.0	--	≥95.0	73.6	--	66.7	50.0	--	≥95.0
Clarksburg ES	135	61.5	79.5	55.6	44.0	61.5	61.5	76.3	87.2	66.7	80.0	61.5	84.6
Clearspring	80	56.3	--	38.1	33.3	--	77.8	63.8	--	47.6	38.9	--	88.9
Clopper Mill	56	37.5	--	31.3	25.9	--	--	44.6	--	37.5	33.3	--	--
Cloverly	72	58.0	--	50.0	44.4	--	76.9	75.4	--	83.3	59.3	--	76.9
Cold Spring	40	80.0	90.0	--	--	--	69.6	≥95.0	90.0	--	--	--	≥95.0
College Gardens	82	57.5	80.0	43.5	40.0	--	73.7	73.8	93.3	56.5	65.0	--	84.2

Percentages of Grade 3 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	ALL	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Cresthaven	150	32.0	30.0	37.1	26.1	--	--	48.0	50.0	51.6	43.5	--	--
Daly	92	30.4	--	37.0	21.2	--	--	34.8	--	37.0	28.8	--	--
Damascus ES	58	57.7	--	--	57.7	--	61.9	63.5	--	--	57.7	--	71.4
Darnestown	65	67.7	--	--	--	--	69.6	72.3	--	--	--	--	76.1
Diamond	120	73.3	78.6	71.4	50.0	--	72.4	82.5	85.7	85.7	33.3	--	93.1
Drew	55	39.2	--	37.5	26.3	--	--	52.9	--	54.2	36.8	--	--
DuFief	50	54.0	58.8	53.8	--	--	50.0	68.0	76.5	61.5	--	--	70.0
East Silver Spring	75	40.0	--	32.6	8.3	--	77.8	57.3	--	51.2	16.7	--	94.4
Fairland	82	41.5	--	42.9	26.9	--	--	50.0	--	49.0	46.2	--	--
Fallsmead	91	76.9	81.8	80.0	66.7	--	75.9	73.6	81.8	30.0	60.0	--	86.2
Farmland	139	71.4	70.0	54.5	57.1	--	76.6	88.0	≥95.0	63.6	57.1	--	92.2
Fields Road	75	38.4	--	33.3	10.3	--	66.7	49.3	--	41.7	13.8	--	88.9
Flower Hill	75	30.7	--	34.8	11.4	--	--	37.3	--	34.8	28.6	--	--
Flower Valley	84	56.0	--	54.5	38.1	--	72.4	78.6	--	77.3	71.4	--	86.2
Forest Knolls	77	59.7	--	60.0	25.0	--	90.5	68.8	--	66.7	39.3	--	≥95.0
Fox Chapel	90	45.6	73.3	51.9	21.1	--	--	61.1	93.3	66.7	36.8	--	--
Gaithersburg ES	98	19.8	--	34.8	11.9	--	--	28.1	--	43.5	17.9	--	--
Galway	118	49.2	63.6	54.7	30.3	--	--	55.1	81.8	59.4	33.3	--	--
Garrett Park	133	66.9	63.6	41.2	52.9	90.9	81.6	82.0	77.3	76.5	70.6	≥95.0	89.8
Georgian Forest	77	33.8	--	47.8	26.0	--	--	39.0	--	56.5	30.0	--	--
Germantown	54	36.0	--	36.8	18.8	--	--	46.0	--	47.4	18.8	--	--
Gibbs	87	73.6	84.6	78.9	47.4	--	69.2	72.4	84.6	63.2	42.1	--	92.3
Glen Haven	93	35.5	--	36.0	14.0	--	78.9	43.0	--	40.0	23.3	--	84.2
Glenallan	85	35.3	42.9	47.6	23.8	--	--	56.5	92.9	47.6	45.2	--	--
Goshen	68	60.3	70.0	71.4	36.4	--	75.0	66.2	80.0	57.1	68.2	--	75.0
Great Seneca Creek	93	41.9	40.0	39.3	29.0	--	73.3	52.7	70.0	46.4	38.7	--	80.0
Greencastle	112	40.2	--	40.8	22.2	--	--	38.4	--	36.8	33.3	--	--
Greenwood	81	70.4	--	40.0	--	70.0	76.9	84.0	--	40.0	--	80.0	≥95.0
Harmony Hills	107	16.8	--	30.0	14.0	--	--	34.6	--	70.0	29.0	--	--

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Highland	85	48.2	--	--	39.4	--	--	57.6	--	--	51.5	--	--
Highland View	56	57.1	--	38.5	27.8	--	90.5	64.3	--	46.2	44.4	--	85.7
Jackson Road	106	42.5	--	43.5	30.0	--	--	54.7	--	52.2	48.0	--	--
Jones Lane	74	64.9	--	--	36.0	--	84.0	74.3	--	--	48.0	--	92.0
Kemp Mill	63	12.7	--	--	10.5	--	--	30.2	--	--	28.1	--	--
Kensington Parkwood	102	71.3	52.6	--	30.8	84.6	86.3	84.2	84.2	--	53.8	84.6	94.1
Lake Seneca	62	25.8	--	14.3	21.2	--	--	25.8	--	9.5	21.2	--	--
Lakewood	78	75.0	88.9	50.0	--	--	66.7	75.0	91.7	50.0	--	--	66.7
Laytonsville	51	64.0	--	--	50.0	--	81.3	84.0	--	--	75.0	--	87.5
Leleck	138	15.9	--	--	12.4	--	--	27.5	--	--	24.0	--	--
Little Bennett	118	61.0	80.0	29.2	69.2	--	60.0	73.7	85.7	45.8	76.9	--	83.3
Luxmanor	124	67.5	72.7	61.1	41.7	81.8	79.4	80.0	81.8	72.2	66.7	81.8	91.2
Marshall	112	50.5	92.9	41.2	30.6	--	52.6	56.8	≥95.0	29.4	36.1	--	71.1
Maryvale	93	15.1	--	13.8	19.4	--	5.9	68.8	--	72.4	48.4	--	88.2
Matsunaga	105	76.2	88.1	39.1	80.0	--	88.9	82.2	≥95.0	47.8	80.0	--	94.4
McAuliffe	73	31.0	--	28.0	20.7	--	--	47.9	--	44.0	41.4	--	--
McNair	129	66.7	83.8	52.4	65.2	--	62.5	71.3	94.6	59.5	56.5	--	66.7
Meadow Hall	67	40.3	--	--	32.4	--	86.7	53.2	--	--	44.1	--	93.3
Mill Creek Towne	68	55.9	50.0	45.5	41.9	--	≥95.0	64.7	60.0	54.5	51.6	--	≥95.0
Monocacy	24	79.2	--	--	--	--	88.2	79.2	--	--	--	--	88.2
North Chevy Chase	79	77.2	--	50.0	75.0	--	84.6	89.9	--	78.6	87.5	--	92.3
Oak View	105	31.4	--	40.0	23.8	--	--	46.7	--	60.0	38.8	--	--
Oakland Terrace	79	≤5.0	--	≤5.0	≤5.0	--	≤5.0	69.6	--	50.0	52.4	--	90.3
Olney	125	66.4	81.8	60.0	37.5	--	74.0	79.2	≥95.0	65.0	58.3	--	88.0
Page	109	39.4	--	52.3	26.7	--	43.8	70.6	--	75.0	60.0	--	87.5
Pine Crest	134	44.8	--	69.2	18.2	--	78.1	63.4	--	65.4	39.4	--	≥95.0
Piney Branch	192	70.3	--	54.9	32.1	62.5	90.3	79.7	--	70.6	46.4	81.3	93.5
Poolesville ES	103	70.9	--	76.9	50.0	--	73.8	76.7	--	53.8	70.0	--	80.0
Potomac	88	83.0	88.2	--	--	90.0	80.6	89.8	88.2	--	--	≥95.0	93.5

Percentages of Grade 3 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	ALL	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Resnik	89	43.8	66.7	55.0	27.3	--	60.0	43.8	75.0	15.0	38.6	--	90.0
Ride	70	31.9	--	29.6	17.9	--	--	49.3	--	40.7	39.3	--	--
Ritchie Park	57	78.9	--	--	--	--	76.5	78.9	--	--	--	--	79.4
Rock Creek Forest	105	43.0	--	47.6	33.3	--	54.8	82.0	--	81.0	76.9	--	90.3
Rock Creek Valley	58	62.1	--	--	30.4	--	≥95.0	69.0	--	--	43.5	--	≥95.0
Rock View	93	39.8	69.2	--	24.0	--	57.9	46.2	69.2	--	34.0	--	57.9
Rockwell	83	62.7	--	71.4	38.5	--	77.4	75.9	--	64.3	57.7	--	90.3
Rosemont	86	36.0	--	44.4	17.5	--	--	53.5	--	63.0	37.5	--	--
Rustin	126	54.8	62.1	60.0	25.6	75.0	75.9	65.9	65.5	66.7	46.2	83.3	89.7
Sequoyah	72	47.2	50.0	54.5	26.5	--	81.3	62.5	90.0	54.5	38.2	--	≥95.0
Seven Locks	71	84.5	87.5	--	--	--	85.4	81.7	87.5	--	--	--	80.5
Sherwood ES	90	54.4	72.7	31.3	38.9	--	68.4	68.9	72.7	56.3	66.7	--	76.3
Shriver	106	23.6	--	76.9	13.1	--	--	39.6	--	76.9	31.0	--	--
Singer	106	52.8	--	23.5	26.5	--	84.6	57.5	--	47.1	26.5	--	82.1
Sligo Creek	99	29.3	--	41.9	--	--	26.4	78.8	--	67.7	--	--	84.9
Snowden Farm	111	79.3	88.5	65.2	70.0	--	71.4	87.4	≥95.0	69.6	80.0	--	85.7
Somerset	62	75.8	75.0	--	≥95.0	--	84.0	83.9	91.7	--	≥95.0	--	88.0
South Lake	131	28.2	--	37.5	20.6	--	--	42.0	--	37.5	39.2	--	--
Stedwick	99	35.9	--	41.7	23.7	--	40.0	37.0	--	33.3	31.6	--	60.0
Stone Mill	74	70.3	76.3	58.3	--	--	75.0	91.9	≥95.0	91.7	--	--	83.3
Stonegate	87	60.5	76.5	61.5	36.4	--	84.6	69.1	82.4	80.8	40.9	--	84.6
Strathmore	165	45.0	--	61.5	35.4	--	58.8	55.0	--	69.2	43.8	--	82.4
Strawberry Knoll	81	51.9	--	45.5	38.1	--	≥95.0	85.2	--	81.8	81.0	--	≥95.0
Summit Hall	59	25.4	--	41.7	20.5	--	--	50.8	--	66.7	45.5	--	--
Travilah	80	87.5	88.2	--	--	--	93.1	88.8	≥95.0	--	--	--	86.2
Tubman	72	27.1	--	45.0	11.9	--	--	39.4	--	52.4	26.2	--	--
Twinbrook	54	24.1	--	--	13.9	--	--	40.7	--	--	27.8	--	--
Viers Mill	64	34.4	--	50.0	24.4	--	--	46.9	--	70.0	29.3	--	--
Washington Grove	58	10.3	--	--	≤5.0	--	--	43.1	--	--	31.6	--	--

Percentages of Grade 3 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

School	Total N	Literacy						Mathematics					
	ALL	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	ALL	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Waters Landing	131	50.4	--	54.3	40.4	--	62.5	58.0	--	54.3	51.1	--	87.5
Watkins Mill ES	103	23.3	--	18.2	19.8	--	--	34.0	--	18.2	35.8	--	--
Wayside	84	92.6	92.3	--	--	--	93.3	≥95.0	94.9	--	--	--	≥95.0
Weller Road	126	23.0	--	--	19.1	--	--	36.5	--	--	31.8	--	--
Westbrook	93	76.3	--	--	72.0	--	84.3	75.3	--	--	68.0	--	76.5
Westover	47	84.4	--	≥95.0	60.0	--	--	80.0	--	83.3	50.0	--	--
Wheaton Woods	77	34.7	--	72.2	16.7	--	--	61.1	--	83.3	52.1	--	--
Whetstone	99	28.3	--	39.4	18.0	--	--	36.4	--	45.5	28.0	--	--
Wims	76	76.3	89.7	70.6	--	--	70.0	82.9	89.7	82.4	--	--	80.0
Wood Acres	104	80.8	72.7	--	85.7	--	80.9	90.4	≥95.0	--	92.9	--	86.8
Woodfield	44	80.5	--	--	--	--	80.8	≥95.0	--	--	--	--	≥95.0
Woodlin	86	57.9	53.8	45.0	18.2	--	88.9	65.8	61.5	45.0	54.5	--	92.6
Wyngate	128	83.6	93.8	--	80.0	≥95.0	79.2	93.8	93.8	--	≥95.0	92.9	93.1

reported separately due to small sample size. To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% are noted as ≥95.0 or ≤5.0, respectively, and the numbers of students are not reported (--). Additionally, results are not reported (--) for groups with fewer than 10 students. For groups of between 10 and 20 students, only the percentage rate is reported.

Percentages of Grade 6 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
All	11,768	66.5	85.1	55.6	49.5	80.5	85.6	48.9	76.2	35.4	25.7	66.7	72.7
Argyle	325	45.5	63.0	50.5	34.1	--	63.6	23.4	44.4	30.1	9.8	--	51.5
Baker	268	76.4	81.3	56.8	73.2	70.6	85.6	50.0	62.5	29.7	36.6	41.2	66.3
Banneker	240	50.7	70.6	48.5	41.4	--	80.0	22.5	52.9	19.4	17.2	--	30.0
Briggs Chaney	290	50.0	76.5	51.9	32.0	--	57.1	48.6	76.5	47.4	37.3	--	52.4
Cabin John	303	80.9	89.7	50.0	65.9	87.5	86.1	68.4	83.9	32.1	46.3	81.3	72.2
Clemente	259	55.6	≥95.0	37.8	46.2	53.3	67.9	38.5	70.8	26.8	21.8	40.0	64.3
Eastern	286	68.2	≥95.0	62.8	50.7	88.2	≥95.0	45.5	87.5	41.9	21.5	70.6	82.8
Ewing	--	--	--	--	--	--	--	--	--	--	--	--	--
Farquhar	224	86.9	91.2	87.8	75.9	≥95.0	90.5	55.7	58.8	63.4	37.0	62.5	62.2
Forest Oak	306	39.1	68.8	43.1	34.2	--	45.8	23.4	43.8	25.0	19.0	--	37.5
Frost	304	79.7	89.9	51.3	62.5	88.2	82.6	74.8	91.6	43.6	34.4	88.2	77.2
Gaithersburg MS	285	41.4	60.0	39.5	37.6	41.7	60.0	21.8	48.0	21.1	14.0	41.7	46.7
Gildner	--	--	--	--	--	--	--	--	--	--	--	--	--
Hoover	283	89.4	90.6	86.4	90.9	≥95.0	87.5	84.1	92.5	63.6	77.3	81.0	82.1
Key	301	47.2	42.9	48.8	45.2	--	--	16.9	14.3	18.7	13.3	--	--
King	314	51.0	87.5	43.6	38.1	69.2	74.4	41.1	84.4	32.5	29.2	38.5	66.7
Kingsview	327	82.6	94.8	73.2	72.0	85.7	88.7	66.4	91.7	40.2	50.7	71.4	81.1
Lakelands Park	328	72.5	91.3	51.0	50.7	82.6	83.8	59.9	81.2	35.3	29.3	69.6	77.1
Loiederman	351	58.4	88.2	61.0	48.4	90.9	79.6	31.6	70.6	24.4	16.0	81.8	79.6
Longview	--	--	--	--	--	--	--	--	--	--	--	--	--
Montgomery Village	268	50.0	64.3	45.8	48.8	--	83.3	16.9	14.3	23.7	12.3	--	41.7
Neelsville	279	55.2	81.6	56.5	40.5	69.2	75.0	45.2	69.4	53.6	28.2	61.5	56.3
Newport Mill	207	65.7	77.8	57.1	58.1	--	82.1	29.9	55.6	33.3	14.5	--	56.4
North Bethesda	378	88.9	88.1	71.2	84.1	93.3	94.8	73.0	88.1	57.7	54.0	70.0	80.6
Parkland	344	54.9	86.0	68.1	38.6	--	72.0	39.5	80.0	44.4	21.2	--	72.0

Percentages of Grade 6 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Parks	300	82.9	85.2	71.7	77.3	81.3	87.3	58.1	77.8	43.5	31.8	68.8	64.8
Poole	155	80.7	≥95.0	55.6	66.7	--	83.2	73.8	≥95.0	55.6	50.0	--	77.7
Pyle	398	86.9	86.2	80.0	78.6	88.2	89.4	77.1	86.0	66.7	66.1	76.5	78.3
Redland	176	66.5	81.3	56.4	61.0	78.6	80.0	48.3	62.5	35.9	40.3	78.6	63.3
Ridgeview	239	63.2	81.1	50.0	40.2	69.2	84.0	54.4	86.5	31.3	26.8	69.2	76.0
Rock Terrace	--	--	--	--	--	--	--	--	--	--	--	--	--
Rocky Hill	338	73.1	90.6	61.6	67.0	76.0	87.5	47.9	78.1	38.4	28.4	64.0	65.0
Sandburg	--	--	--	--	--	--	--	--	--	--	--	--	--
Shady Grove	150	64.0	62.5	45.2	60.3	62.5	93.1	34.7	56.3	16.1	25.9	43.8	55.2
Shannon	277	39.0	73.7	43.3	30.1	--	53.3	26.5	78.9	26.9	15.7	--	60.0
Silver Creek	243	76.7	72.7	59.4	48.8	≥95.0	≥95.0	65.7	63.6	44.9	36.6	93.3	88.0
Silver Spring Intl.	392	63.5	45.5	62.7	47.5	82.1	89.0	38.3	72.7	29.3	18.6	57.1	71.0
Sligo MS	205	69.3	64.3	59.0	63.4	70.0	83.1	41.2	21.4	30.8	22.5	90.0	64.6
Stephen Knolls	--	--	--	--	--	--	--	--	--	--	--	--	--
Takoma Park MS	354	78.8	≥95.0	67.2	56.3	80.0	≥95.0	54.8	65.1	45.6	29.7	53.3	77.4
Tilden	370	81.7	81.3	61.9	75.9	86.4	89.5	76.7	84.4	64.3	51.9	86.4	88.8
Wells	326	82.2	≥95.0	63.8	70.7	89.5	74.2	67.8	83.1	46.6	43.9	73.7	66.7
West	438	69.9	83.8	59.4	50.3	88.0	86.6	55.5	75.0	37.5	28.2	84.0	79.8
Westland	282	77.3	77.8	53.6	72.3	77.8	83.0	49.3	58.3	17.9	29.8	50.0	58.8
White Oak	295	47.6	57.9	56.0	37.1	72.7	92.3	22.4	52.6	20.2	15.6	54.5	53.8
Wood	347	57.0	80.6	46.7	37.6	90.9	77.7	54.9	71.0	35.6	40.3	90.9	74.5

Note. Results for students identified as American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander are included with all students, but are not reported separately due to small sample size. To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% are noted as ≥95.0 or ≤5.0, respectively, and the numbers of students are not reported (--). Additionally, results are not reported (--) for groups with fewer than 10 students. For groups of between 10 and 20 students, only the percentage rate is reported.

Percentages of Grade 9 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
All	13,372	75.5	91.2	70.4	60.5	84.9	91.6	63.7	86.3	54.5	46.3	72.8	82.4
Bethesda-Chevy Chase	574	84.3	94.4	74.0	69.7	91.4	93.9	74.9	≥95.0	63.5	53.8	77.1	87.4
Blair	824	73.4	≥95.0	76.7	52.0	94.4	92.0	61.5	≥95.0	59.4	34.8	86.1	87.8
Blake	471	65.0	89.1	63.9	52.4	88.2	86.0	45.0	73.9	38.7	34.1	58.8	79.1
Churchill	--	≥95.0	≥95.0	92.7	88.9	86.1	≥95.0	79.4	91.3	45.5	61.1	75.0	82.5
Clarksburg HS	548	83.0	≥95.0	72.0	74.5	88.5	93.8	60.6	92.0	45.9	38.6	61.5	73.8
Damascus HS	376	85.9	90.7	76.0	77.9	90.3	92.5	70.1	81.4	64.0	57.9	77.4	76.1
Einstein	527	76.7	92.5	76.5	66.9	86.4	94.3	51.4	72.5	47.1	37.7	59.1	80.2
Ewing	--	38.5	--	--	--	--	--	23.1	--	--	--	--	--
Gaithersburg HS	650	70.0	82.4	69.9	67.3	76.5	74.5	67.9	82.4	69.9	63.8	52.9	85.1
Gildner	--	50.0	--	--	--	--	--	50.0	--	--	--	--	--
Johnson	751	85.1	84.0	81.4	70.5	85.7	92.1	75.7	79.0	60.8	57.7	83.7	85.2
Kennedy	468	60.6	90.9	62.1	56.5	--	88.9	34.4	50.0	36.8	32.0	--	33.3
Longview	--	--	--	--	--	--	--	--	--	--	--	--	--
Magruder	426	72.3	77.4	72.2	61.7	82.4	90.2	67.1	84.9	67.8	53.7	70.6	82.9
Montgomery	620	83.7	≥95.0	72.9	68.9	89.2	93.8	73.4	90.8	52.9	51.7	86.5	89.5
Northwest	614	79.3	93.3	70.5	68.3	83.3	89.9	73.6	85.1	58.4	70.8	73.3	84.9
Northwood	461	71.6	81.8	75.0	65.1	84.2	≥95.0	55.3	≥95.0	60.4	44.9	84.2	90.7
Paint Branch	535	64.6	84.4	66.8	49.3	77.8	83.3	46.2	71.1	49.5	28.3	50.0	61.1
Poolesville HS	342	94.4	≥95.0	90.9	82.1	87.5	94.7	90.6	≥95.0	81.8	76.9	81.3	90.1
Quince Orchard	566	81.0	≥95.0	70.7	66.7	90.0	92.8	71.0	90.7	51.2	54.4	86.7	87.2
Rock Terrace	--	--	--	--	--	--	--	--	--	--	--	--	--
Rockville	420	79.1	≥95.0	77.4	68.0	72.7	94.0	71.4	≥95.0	69.4	57.5	63.6	90.0
Seneca Valley	587	69.5	88.2	68.8	59.3	79.3	80.6	53.5	86.8	42.6	49.8	44.8	69.4
Sherwood HS	413	88.7	93.8	76.1	80.5	90.9	≥95.0	71.3	87.5	62.7	58.5	72.7	75.5
Springbrook	477	75.0	85.1	79.6	69.0	75.0	86.7	57.5	70.2	68.8	48.3	50.0	46.7

Percentages of Grade 9 Students Meeting EOL Transition Attainment in 2022–2023 by Race/Ethnicity and School

	Total N	Literacy						Mathematics					
	All	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White	All	Asian	Black or African American	Hispanic/ Latino	Two or More Races	White
Stephen Knolls	--	--	--	--	--	--	--	--	--	--	--	--	--
Watkins Mill HS	457	61.5	80.8	64.7	57.7	66.7	69.0	45.1	50.0	48.0	43.1	58.3	48.3
Wheaton	688	26.2	43.0	34.1	15.2	40.0	52.2	40.6	70.9	60.1	22.7	70.0	64.2
Whitman	506	92.3	≥95.0	80.0	88.1	89.1	93.3	83.3	88.8	45.0	81.4	82.6	84.9
Wootton	462	90.6	≥95.0	79.6	68.6	≥95.0	91.6	77.5	88.3	53.7	51.4	84.0	77.3

Note . Results for students identified as American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander are included with all students, but are not reported separately due to small sample size. To comply with federal requirements, any percentage rates greater than or equal to 95.0% or less than or equal to 5.0% are noted as ≥95.0 or ≤5.0, respectively, and the numbers of students are not reported (--). Additionally, results are not reported (--) for groups with fewer than 10 students. For groups of between 10 and 20 students, only the percentage rate is reported.