



**BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM**

TITLE: 2011 Maryland School Assessment Results **DATE:** September 22, 2011

PRESENTER(S): Rebecca A. Amani-Dove,
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OVERVIEW:

Maryland School Assessment (MSA) results released in July indicate that Howard County Public School System (HCPSS) students are achieving at higher levels than ever before and continue to perform at levels well above the state average. Ninety-four percent of elementary school students who took either the MSA or the Modified-MSA earned scores of Proficient or Advanced in reading and 93 percent in mathematics. In middle schools, the percentage of students who scored Proficient or Advanced was 93 for reading and 87 for mathematics. In both reading and mathematics, the percentage of students earning Advanced scores were among the highest in the state in each assessed grade (3-8). The 2011 results revealed marked improvement in the proficiency rates for students receiving special education and Free and Reduced-Price Meals System (FARMS) services.

In addition to reading and mathematics, the Science MSA is administered to students in grades 5 and 8. The grade 5 Science MSA proficiency rate dipped slightly to 77 percent in 2011; while the grade 8 Science MSA proficiency rate increased slightly to 87 percent.

RECOMMENDATION/FUTURE DIRECTION:

While the performance of HCPSS students on the MSA is a cause for celebration, important to our current and future successes is the system's continuous commitment to ongoing analysis and reflection on curriculum, instruction, and programs for the benefit of all students. Staff in schools and Central Office will continue to apply the Plan, Do, Study, Act (PDSA) process to support improved academic performance for all students.

**Submitted
by:**

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**Approval/
Concurrence:**

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Background

The Maryland School Assessment (MSA) is a state-mandated testing program designed to comply with the federal *No Child Left Behind Act of 2001* (NCLB). The Reading and Mathematics MSAs are administered in grades 3-8, and the Science MSA is administered in grades 5 and 8. MSA results are reported as scaled scores and banded in three proficiency levels: Basic, Proficient, and Advanced.

The MSA program has two variant assessments for students with disabilities for whom the MSA is not an appropriate assessment. The Modified MSA (Mod-MSA) is an assessment for diploma-bound students with disabilities who receive modified instruction. The Alternative MSA (Alt-MSA) is a portfolio-based assessment for students with significant cognitive disabilities who will receive a certificate of attendance upon graduation.

This report provides an analysis of performance on the MSA and Mod-MSA, by grade, by school, by student group, and for the district overall. These results are incorporated into the calculations for elementary, middle, district, and state Adequate Yearly Progress determinations. Because the AYP rules have not been applied to this test-taker data, the percentages in this report are different than the AYP data reported by the Maryland State Department of Education (MSDE).

The racial/ethnic groups in 2011 are different from those in years past due to implementation of the new federal race codes. These new racial/ethnic groups are provided in Table 1, below.

Table 1
New Federal Racial/Ethnic Groups

New Federal Race Code	Abbreviation Used in this Report
American Indian or Alaskan Native	American Indian
Asian	Asian
Black or African American	Black/African American
Hispanic or Latino of Any Race	Hispanic/Latino
Native Hawaiian or Other Pacific Islander	Hawaiian/Pacific Islander
White	White
Two or More Races	Two or More Races

Due to this change, 2011 is a new baseline year for racial/ethnic data and trend data is not available.

Also, new in 2011 are stricter rules for reporting the data. MSDE is in the process of changing their reporting conventions to further protect student anonymity and ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA). To maintain consistency in reporting, HCPSS is implementing the same public reporting conventions as MSDE. As MSDE implements additional changes, HCPSS will review and refine reporting conventions. MSDE already has implemented several changes that are reflected in this document. First, percentages of five and below will be reported as ≤ 5 percent and percentages of 95 and above will be reported as ≥ 95 . Since so many of our student groups are nearing 100 percent proficiency, this notation is used frequently in this document. Second, while schools are held

accountable for meeting targets when a student group contains five or more students, MSDE is now suppressing student counts that are fewer than ten. In this report, those suppressed counts will be designated with an asterisk.

Overview of MSA Results

The HCPSS District Planning Team adopted the following two targets for the decade of reform that the school system is initiating using federal Race to the Top funds.

1. By 2020, 100 percent of students are proficient in English/language arts and mathematics.
2. By 2020, 95 percent of students in each student group graduate from HCPSS high schools, college and career ready.

In 2011, HCPSS is well on track to achieve these goals. Ninety-four percent of elementary students who took either the MSA or the Mod-MSA earned scores of Proficient or Advanced in reading and 93 percent in mathematics. In middle schools, the percentage of students who scored Proficient or Advanced was 93 for reading and 87 for mathematics. With the current overall performance rates and the system's focus on college and career readiness, this report highlights not only the proficiency rates, but also the percentages of students achieving scores in the advanced range.

HCPSS led the state in the percent of students scoring Advanced on the Reading MSA in grades 4, 5, 6, 7 and 8; and had the second highest rate of Advanced performance for students in grade 3. Howard County achieved similar success in comparison to other districts throughout Maryland on the Mathematics MSA, with the highest percentage of students scoring Advanced for grades 5 and 6, and the second highest for grades 3, 4, 7, and 8.

Even with proficiency rates nearing 100 percent, achievement gaps still exist between students overall and students identified as Black or African American and Hispanic or Latino of Any Race. Gaps also persist between students overall and students receiving special services.

HCPSS remains committed to eliminating these achievement gaps. The Division of Instruction has implemented systemic expectations and differentiated supports to schools to ensure that instruction is customized for every child. These systemic expectations are:

- Know our students and the differentiated supports in place to ensure their success;
- Ensure students receive exemplary instruction that prepares them for college and careers;
- Have a process in place for continuously monitoring student progress;
- Develop a relationship with students and their families.

2011 MSA results revealed that proficiency rates for students receiving Limited English Proficiency services have increased since 2004, yet they have declined in both reading and mathematics at the middle school level since 2009. Some of the strategic supports in place this year to accelerate the content acquisition of English language learners include targeted professional development and intensified use of data to inform instructional decisions. Professional development is planned to help content teachers deepen their understanding of

academic language acquisition; and to help ESOL Program staff deepen their understanding of the curricular areas assessed on the MSA.

HCPSS saw promising gains in the results for students receiving special education services. Since 2004, the reading proficiency rates improved 12 percentage points at the elementary level and 23 percentage points at the middle school level. Mathematics proficiency rates increased 18 percentage points at the elementary level and 35 percentage points at the middle school level.

The proficiency rates for students receiving FARMS services also increased since 2004. In reading, the proficiency rate climbed 21 percentage points at the elementary level and 25 percentage points at the middle school level. In mathematics, the proficiency rate climbed 23 percentage points at the elementary level and 39 percentage points at the middle school level.

2011 MSA Reading Performance

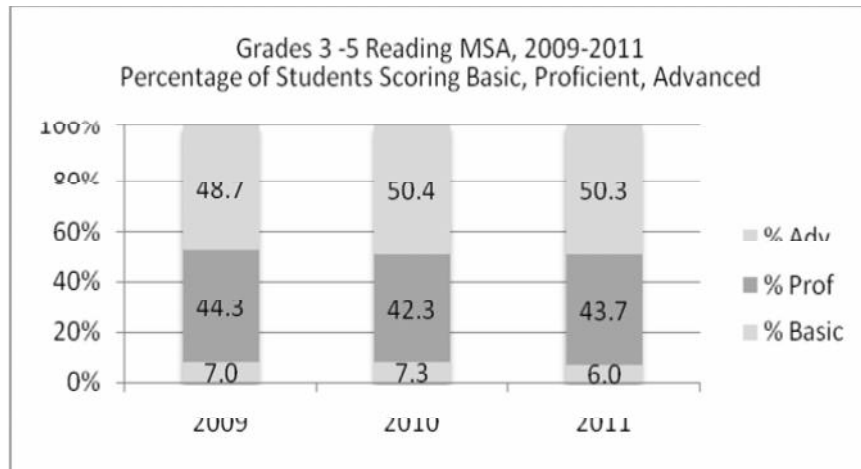
Table 2, below, shows the percentage of students scoring Proficient or Advanced on the Reading MSA for grades 3-8 from 2009 through 2011. Proficiency rates have remained at or above 90 percent over the past three years, with slight increases at each grade level.

Table 2
Percent Proficient/Advanced on the Reading MSA by Grade and Grade Band, 2009-2011

Grade	2009	2010	2011
3	91.2	90.2	92.3
4	93.4	93.3	94.4
5	94.3	94.8	≥ 95
6	91.4	91.7	92.0
7	92.1	90.2	92.6
8	90.9	90.6	93.0
3 to 5	93.0	92.8	94.0
6 to 8	91.0	90.8	92.6

Figure 1, below, depicts elementary reading performance at each proficiency level: Basic, Proficient, and Advanced for students in grades 3-5. In 2011, approximately 44 percent of students achieved scaled scores in the Proficient range, and 50 percent achieved scaled scores in the Advanced range.

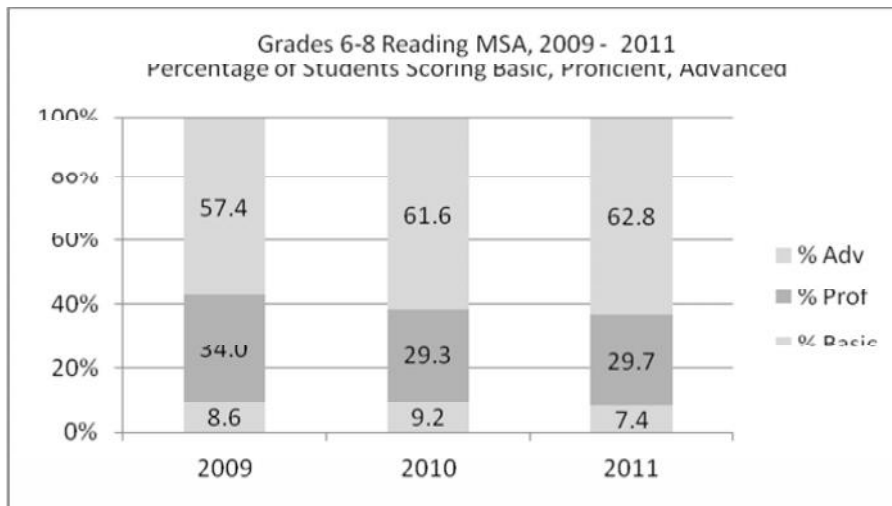
Figure 1



Note: Due to rounding error, some percentages do not equal 100.

At the middle school level, the reading proficiency rate climbed to 93 percent in 2011, with approximately 30 percent of students scoring Proficient and 63 percent scoring Advanced. Of note, scores in the Advanced range have increased five percentage points since 2009. The percentages of students scoring Basic, Proficient, and Advanced on the grades 6-8 Reading MSA are provided in Figure 2.

Figure 2



Note: Due to rounding error, some percentages do not equal 100.

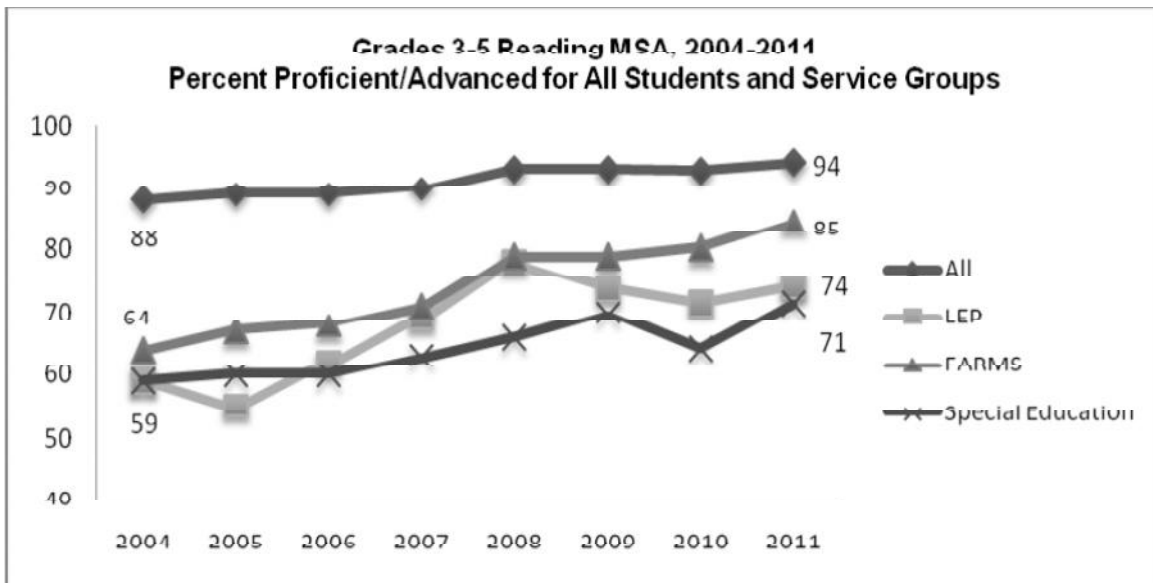
In 2011, the reading proficiency rates were at or above 85 percent for all racial/ethnic groups. At the elementary level, five racial/ethnic groups achieved proficiency rates at or above 95 percent, including American Indian, Asian, Hawaiian/Pacific Islander, White, and Two or More Races. At the middle school level, three of the racial/ethnic groups attained 95 percent or greater: Asian, Hawaiian/Pacific Islander, and White. Proficiency rates for each racial/ethnic group are provided in Table 3.

Table 3
2011 Reading MSA:
Percent Proficient/Advanced for All Students and Racial/Ethnic Groups by Grade Band

	Elementary Grades 3-5	Middle Grades 6-8
All	94.0	92.5
American Indian	≥95	87.9
Asian	≥95	≥95
Black/African American	86.5	84.5
Hispanic/Latino	87.2	87.7
Hawaiian/Pacific Islander	≥95	≥95
White	≥95	≥95
Two or More Races	≥95	94.8

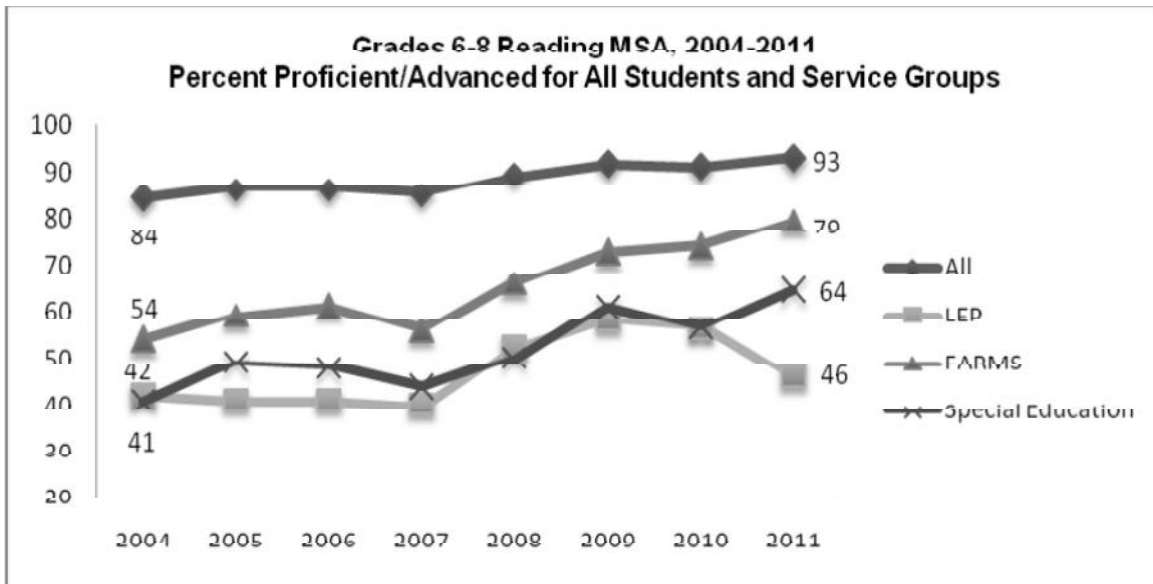
Figure 3 displays eight years of trend data for the elementary Reading MSAs. Since 2004, HCPSS has experienced progress in narrowing the achievement gaps between students receiving special services and students overall. The proficiency rate for students receiving special education services climbed 12 percentage points from 59 percent in 2004 to 71 percent in 2011. The proficiency rate for LEP students climbed 15 percentage points from 59 percent in 2004 to 74 percent in 2011. The proficiency rate for students receiving FARMS services climbed 21 percentage points from 64 percent in 2004 to 85 percent in 2011.

Figure 3



The eight-year trend data for the middle school Reading MSAs are provided for all students and the service groups in Figure 4, below. Since 2004, the proficiency rates for students receiving LEP, FARMS and special education services increased 4, 25, and 23 percentage points, respectively.

Figure 4



2011 MSA Mathematics Performance

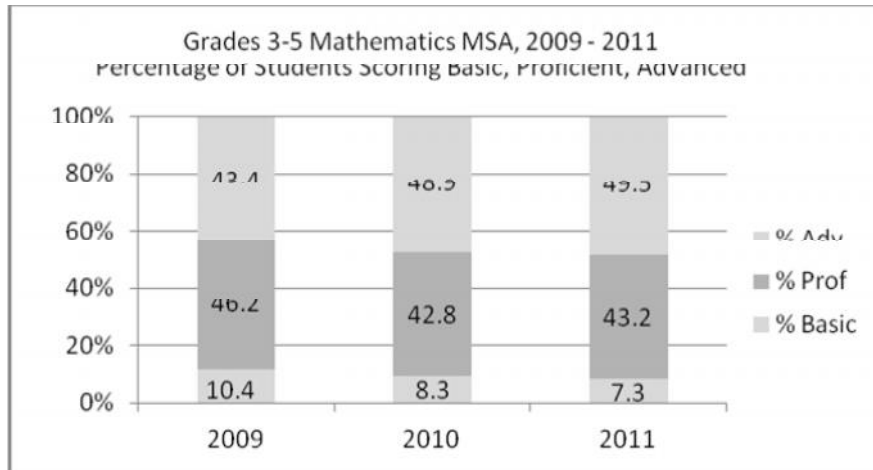
Table 4 shows the percentage of students scoring Proficient or Advanced on the Mathematics MSA in grades 3-8 from 2009 through 2011. Proficiency rates rose approximately three percentage points and were above 90 percent for the elementary grades. Middle school proficiency rates remained relatively constant over the three year period. In 2011, the middle school proficiency rates ranged from 84 percent for grade 8 to 90 percent for grade 6.

Table 4
Percent Proficient/Advanced on the Mathematics MSA
by Grade and Grade Band, 2009-2011

Grade	2009	2010	2011
3	89.5	90.9	93
4	92.1	94.0	≥ 95
5	87.5	90.1	90.3
6	88.2	89.6	90.3
7	87.9	87.1	87.8
8	84.7	84.5	84.1
3 to 5	89.6	91.7	92.7
6 to 8	86.9	87.1	87.3

Figure 5 presents elementary mathematics performance at each proficiency level. The percentage of students scoring in the Advanced range has increased approximately six percentage points since 2009, with nearly half of students scoring Advanced in 2011.

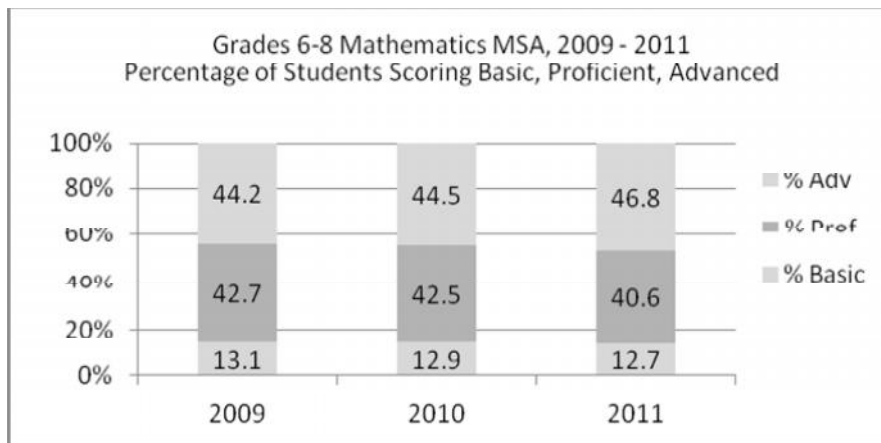
Figure 5



Note: Due to rounding error, some percentages do not equal 100.

At the middle school level, the percentage of students scoring Advanced on the Mathematics MSA increased by three percentage points in 2011. In that same time period, the percentage of students scoring at the Basic level decreased slightly. See Figure 6 below.

Figure 6



Note: Due to rounding error, some percentages do not equal 100.

In 2011, the mathematics proficiency rates for all racial/ethnic groups were at or above 81 percent at the elementary level and above 72 percent at the middle school level. Racial/ethnic groups that attained proficiency rates at or above 95 percent include Asian, White, and Two or More Races at the elementary level, and Asian at the middle school level. Table 5, below, presents the 2011 Mathematics MSA results by grade band for all students and each racial/ethnic group.

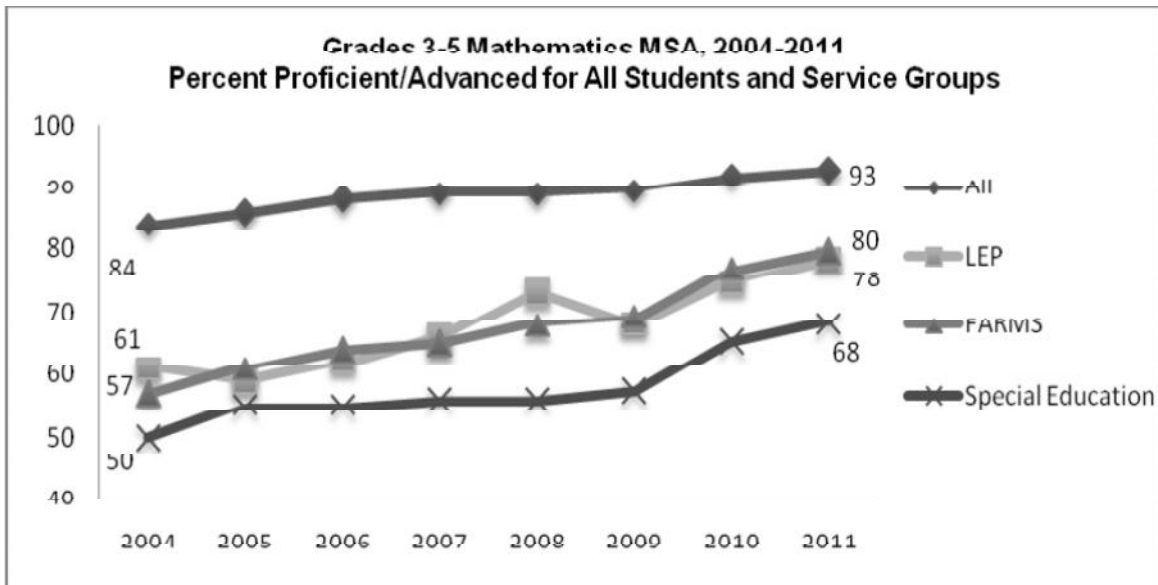
Table 5
2011 Mathematics MSA:
Percent Proficient/Advanced for All Students and Racial/Ethnic Groups by Grade Band

	Elementary Grades 3-5	Middle Grades 6-8
All	92.8	87.5
American Indian	90.0	83.9
Asian	≥95	≥95
Black or African American	83.1	72.4
Hawaiian/Pacific Islander	81.3	84.2
Hispanic/Latino	85.5	80.0
White	≥95	93.0
Two or More Races	≥95	87.1

Note: Trend data are not available for racial/ethnic groups due to implementation of the new federal race codes in 2011.

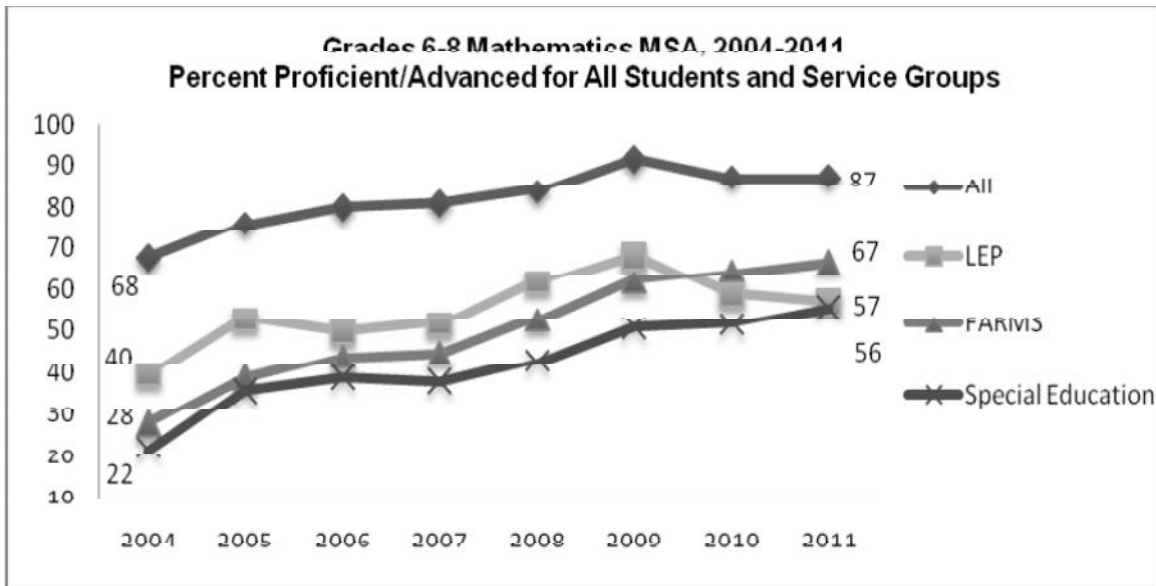
Since 2004, the elementary mathematics proficiency rates increased 17 percentage points for students receiving LEP services, 23 for students receiving FARMS, and 18 percentage points for students receiving special education services. The eight-year trend data for elementary mathematics are displayed in Figure 7.

Figure 7



At the middle school level, the mathematics proficiency rates for students receiving LEP, FARMS, and special education services climbed 17, 39, and 34 percentage points, respectively, since 2004. These data are reflected in Figure 8.

Figure 8



2011 MSA Science Results

Federal and state mandates require testing in the content areas of Reading, Mathematics and Science. Though all three contents comprise the MSA testing program, the guidelines for Science administration and reporting are different than those for Reading and Mathematics. Science is administered at grades 5 and 8 only. Results from the Science administration are reported, but the results are not used to calculate AYP. Performance on the Science MSA is categorized as Basic, Proficient, or Advanced, as is the case with the other two contents.

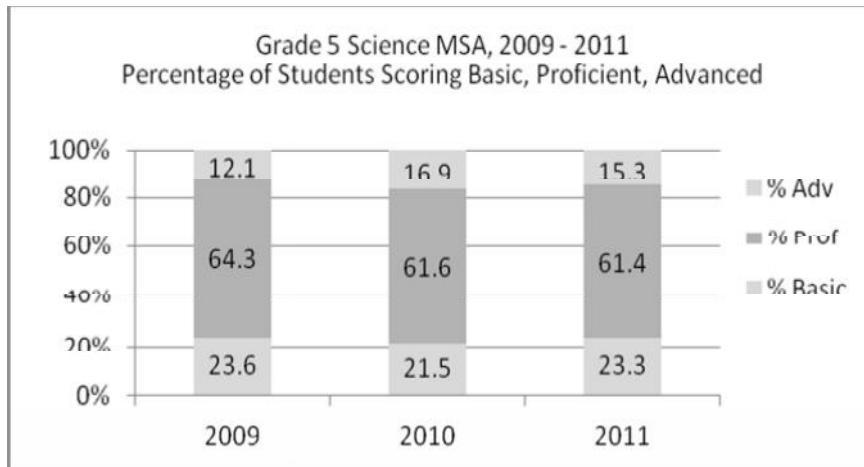
Table 6 presents the percentage of students scoring Proficient or Advanced on the Science MSA for grades 5 and 8. In 2011, 76.7 percent of grade 5 students and 87.1 percent of grade 8 students attained proficiency on the Science MSA.

Table 6
Percent Proficient/Advanced on the Science MSA by Grade, 2009-2011

Grade	2009	2010	2011
5	76.4	78.5	76.7
8	85.6	86.4	87.1

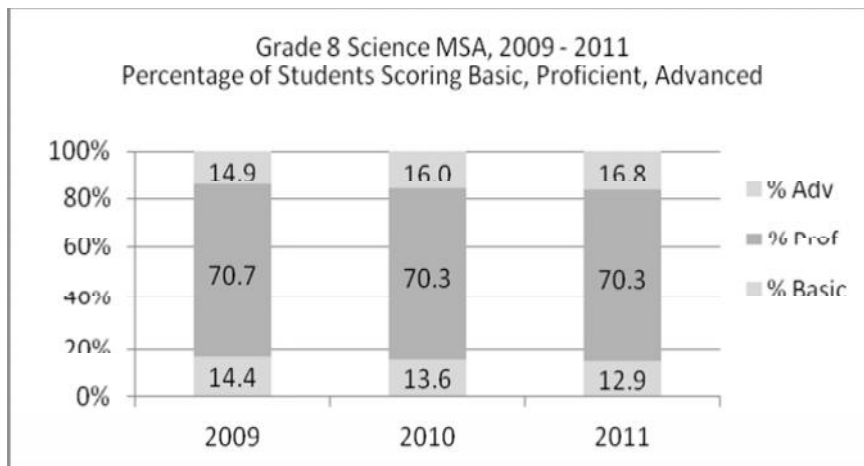
In 2011, 61.4 percent of students scored Proficient on the grade 5 Science MSA and 15.3 percent of students scored Advanced. More than 70 percent of students scored Proficient on the grade 8 MSA and 16.8 percent scored Advanced. The three-year trend data for grades 5 and 8 is provided in Figures 9 and 10, below.

Figure 9



Note: Due to rounding error, some percentages do not equal 100.

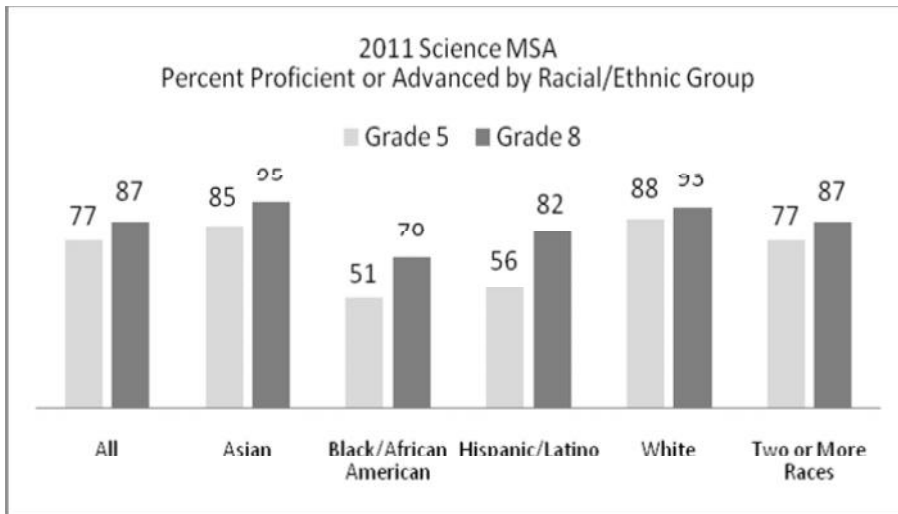
Figure 10



Note: Due to rounding error, some percentages do not equal 100.

Science MSA proficiency rates among racial/ethnic groups are provided in Figure 11. While achievement gaps present in grade 5 persist through grade 8, the achievement of all racial/ethnic groups is markedly higher in grade 8.

Figure 11



Notes: Trend data are not available for racial/ethnic groups due to implementation of the new federal race codes in 2011. Data for the American Indian or Alaskan Native and Native Hawaiian or Other Pacific Islander are not provided because each group consisted of fewer than ten students.

2011 MSA Results by School

The Table A-1 in the attachment presents the percentages of students who scored Basic, Proficient, and Advanced on the Mathematics, Reading, and Science MSAs, by school and by grade. Highlights of the data are presented below.

- The following schools had fewer than five percent of students scoring Basic on both the Reading and Mathematics MSAs in all three assessed grades: Centennial Lane, Clarksville Elementary, Clarksville Middle, Ilchester, Manor Woods, Northfield, St. John's Lane, Thunder Hill, and Worthington.
- The following schools had fewer than five percent of students scoring Basic on the Reading MSA in all three assessed grades: Burleigh Manor, Dayton Oaks, Folly Quarter, Glenwood, Hammond Elementary, Lime Kiln, and Mount View.
- The following schools had fewer than five percent of students scoring Basic on the Mathematics MSA in all three assessed grades: Clemens Crossing and Waverly.

Summary

In 2011, HCPSS students achieved MSA proficiency rates of 94 percent in elementary reading, 93 percent in middle school reading, 93 percent in elementary mathematics, 87 percent in middle school mathematics, 77 percent in grade 5 science, and 87 percent in grade 8 science. As proficiency rates continue to climb, so do the percentages of students scoring Advanced in reading, mathematics and science at both the elementary and middle school levels.

HCPSS is making progress toward closing achievement gaps with promising gains for both students receiving special education and FARMS services. While the proficiency rates for English Language Learners have increased since 2004, proficiency levels declined since 2009 for both reading and mathematics at the middle school level. HCPSS continues to focus efforts on eliminating achievement gaps and has experienced promising gains. The Division of Instruction has implemented systemic expectations and differentiated supports to schools to ensure that instruction is customized for every child.

Table A-1
2011 MSA Performance by Elementary School

School	Grade	Reading			Mathematics			Science		
		Adv	Prof	Basic	Adv	Prof	Basic	Adv	Prof	Basic
All Elementary	3	31.6	60.7	7.8	48.9	44.1	7.0			
	4	45.1	49.3	5.6	61.6	33.4	≤ 5.0			
	5	74.1	21.2	≤ 5.0	38.3	52.0	9.7	15.3	61.4	23.3
Atholton	3	23.3	71.2	5.5	53.4	43.8	≤ 5.0			
	4	41.1	53.4	5.5	61.6	35.6	≤ 5.0			
	5	64.6	32.3	≤ 5.0	40.0	49.2	10.8	20.6	49.2	30.2
Bellows Spring	3	32.6	60.6	6.8	54.9	38.3	6.8			
	4	47.5	46.5	5.9	76.5	22.5	≤ 5.0			
	5	73.7	22.9	≤ 5.0	37.2	52.9	9.9	10.6	68.3	21.1
Bollman Bridge	3	15.2	62.0	22.8	27.5	58.8	13.8			
	4	25.6	65.4	9.0	40.0	50.0	10.0			
	5	54.5	38.6	6.8	19.3	75.0	5.7	≤ 5.0	54.5	42.0
Bryant Woods	3	15.5	79.3	5.2	33.9	52.5	13.6			
	4	30.4	55.4	14.3	42.1	45.6	12.3			
	5	48.1	29.6	22.2	14.8	55.6	29.6	≤ 5.0	53.7	44.4
Bushy Park	3	44.0	50.5	5.5	57.8	39.4	≤ 5.0			
	4	54.7	45.3	≤ 5.0	71.2	28.0	≤ 5.0			
	5	81.9	15.5	≤ 5.0	39.7	53.4	6.9	20.7	70.7	8.6
Centennial Lane	3	52.6	44.0	≤ 5.0	62.1	34.5	≤ 5.0			
	4	65.4	33.1	≤ 5.0	69.2	27.1	≤ 5.0			
	5	88.3	11.7	≤ 5.0	47.7	47.7	≤ 5.0	20.9	67.3	11.8
Clarksville	3	37.6	61.2	≤ 5.0	73.6	24.1	≤ 5.0			
	4	69.1	28.7	≤ 5.0	79.8	19.1	≤ 5.0			
	5	89.9	8.1	≤ 5.0	55.0	44.0	≤ 5.0	23.0	68.0	9.0
Clemens Crossing	3	36.0	58.1	5.8	51.2	44.2	≤ 5.0			
	4	57.8	41.1	≤ 5.0	75.8	24.2	≤ 5.0			
	5	93.5	5.4	≤ 5.0	61.7	36.2	≤ 5.0	27.7	67.0	5.3
Cradlerock School	3	19.4	59.7	20.8	26.0	52.1	21.9			
	4	18.7	60.0	21.3	32.0	54.7	13.3			
	5	35.4	44.3	20.3	7.6	58.2	34.2	≤ 5.0	38.0	58.2
Dayton Oaks	3	32.5	63.8	≤ 5.0	55.0	42.5	≤ 5.0			
	4	51.4	44.4	≤ 5.0	65.3	33.3	≤ 5.0			
	5	77.4	17.9	≤ 5.0	38.1	53.6	8.3	17.6	60.0	22.4
Deep Run	3	21.5	71.0	7.5	41.9	53.8	≤ 5.0			
	4	48.4	47.3	≤ 5.0	51.6	41.8	6.6			
	5	58.5	37.2	≤ 5.0	33.7	53.7	12.6	6.3	57.9	35.8
Elkridge	3	16.0	75.3	8.7	29.8	58.9	11.3			
	4	34.8	59.4	5.8	58.7	36.1	5.2			
	5	71.0	23.7	5.3	26.7	58.8	14.5	9.2	57.3	33.6
Forest Ridge	3	19.4	65.3	15.3	29.0	60.5	10.5			
	4	31.3	60.9	7.8	56.5	36.5	7.0			
	5	65.2	30.4	≤ 5.0	23.9	66.3	9.8	7.7	65.9	26.4
Fulton	3	44.1	45.2	10.8	49.5	41.9	8.6			
	4	48.9	43.6	7.5	65.4	25.6	9.0			
	5	84.1	12.7	≤ 5.0	46.8	44.4	8.7	29.4	54.8	15.9

Note: Due to rounding error, some percentages do not equal 100.

School	Grade	Reading			Mathematics			Science		
		Adv	Prof	Basic	Adv	Prof	Basic	Adv	Prof	Basic
Gorman Crossing	3	42.5	52.1	5.5	68.5	28.8	≤ 5.0	14.5	66.3	19.3
	4	43.0	54.0	≤ 5.0	53.5	45.5	≤ 5.0			
	5	72.3	25.3	≤ 5.0	42.2	49.4	8.4			
Guilford	3	27.3	62.5	10.2	41.6	48.3	10.1	≤ 5.0	48.4	47.3
	4	36.2	60.9	≤ 5.0	54.3	40.0	5.7			
	5	53.9	34.8	11.2	23.3	54.4	22.2			
Hammond	3	44.7	55.3	≤ 5.0	67.0	32.0	≤ 5.0	23.3	52.3	24.4
	4	58.3	40.5	≤ 5.0	82.1	17.9	≤ 5.0			
	5	77.9	18.6	≤ 5.0	46.5	46.5	7.0			
Hollifield Station	3	26.1	64.3	9.6	54.3	39.7	6.0	17.8	60.0	22.2
	4	40.2	54.0	5.7	63.7	31.9	≤ 5.0			
	5	75.9	23.0	≤ 5.0	47.2	47.2	5.6			
Ilchester	3	46.6	51.5	≤ 5.0	50.5	45.6	≤ 5.0	16.4	73.6	10.0
	4	59.6	39.4	≤ 5.0	63.8	35.1	≤ 5.0			
	5	88.2	11.8	≤ 5.0	50.0	48.2	≤ 5.0			
Jeffers Hill	3	20.9	71.6	7.5	46.3	46.3	7.5	10.9	54.7	34.4
	4	37.3	51.0	11.8	40.4	48.1	11.5			
	5	69.4	22.6	8.1	34.4	50.0	15.6			
Laurel Woods	3	16.0	69.0	15.0	20.0	67.0	13.0	≤ 5.0	49.4	47.2
	4	25.5	64.3	10.2	34.7	57.1	8.2			
	5	51.7	34.5	13.8	19.5	58.6	21.8			
Lisbon	3	34.2	61.6	≤ 5.0	53.4	41.1	5.5	18.6	70.9	10.5
	4	42.9	50.0	7.1	52.4	42.9	≤ 5.0			
	5	80.5	18.4	≤ 5.0	34.5	59.8	5.7			
Longfellow	3	26.2	62.3	11.5	37.7	44.3	18.0	≤ 5.0	62.1	34.5
	4	39.4	49.3	11.3	44.4	38.9	16.7			
	5	66.1	30.5	≤ 5.0	20.3	72.9	6.8			
Manor Woods	3	38.5	59.6	≤ 5.0	61.0	35.2	≤ 5.0	19.3	75.4	5.3
	4	63.1	36.1	≤ 5.0	84.4	14.8	≤ 5.0			
	5	91.3	7.0	≤ 5.0	55.7	43.5	≤ 5.0			
Northfield	3	62.7	37.3	≤ 5.0	71.8	28.2	≤ 5.0	25.9	67.6	6.5
	4	63.6	32.2	≤ 5.0	70.3	28.8	≤ 5.0			
	5	93.5	5.6	≤ 5.0	58.3	38.0	≤ 5.0			
Phelps Luck	3	24.8	56.0	19.3	31.2	60.6	8.3	≤ 5.0	43.4	54.7
	4	21.1	67.9	11.0	45.9	37.8	16.2			
	5	53.8	36.5	9.6	19.8	52.8	27.4			
Pointers Run	3	32.7	59.6	7.7	54.8	38.5	6.7	36.2	56.9	6.9
	4	55.7	41.0	≤ 5.0	72.1	23.0	≤ 5.0			
	5	87.9	10.3	≤ 5.0	63.8	34.5	≤ 5.0			
Rockburn	3	29.6	67.2	≤ 5.0	57.9	41.3	≤ 5.0	11.1	62.4	26.5
	4	40.5	55.4	≤ 5.0	57.4	40.2	≤ 5.0			
	5	69.0	25.9	5.2	31.0	59.5	9.5			
Running Brook	3	19.1	73.5	7.4	35.3	54.4	10.3	≤ 5.0	54.0	41.3
	4	21.8	69.1	9.1	35.7	53.6	10.7			
	5	60.7	29.5	9.8	12.9	75.8	11.3			
St. Johns Lane	3	40.6	55.7	≤ 5.0	66.0	30.2	≤ 5.0	20.0	72.6	7.4
	4	54.2	43.4	≤ 5.0	69.9	27.7	≤ 5.0			
	5	89.5	7.4	≤ 5.0	50.5	48.4	≤ 5.0			

Note: Due to rounding error, some percentages do not equal 100.

School	Grade	Adv	Prof	Basic	Adv	Prof	Basic	Adv	Prof	Basic
Stevens Forest	3	25.0	56.7	18.3	42.6	45.9	11.5	≤ 5.0	61.8	34.5
	4	29.2	66.7	≤ 5.0	64.6	29.2	6.3			
	5	66.0	26.4	7.5	30.9	63.6	5.5			
Swansfield	3	13.3	78.3	8.4	28.2	60.0	11.8	7.0	48.0	45.0
	4	33.8	53.5	12.7	40.8	46.5	12.7			
	5	56.6	33.3	10.1	26.0	41.0	33.0			
Talbot Springs	3	23.2	62.3	14.5	27.5	65.2	7.2	7.5	55	37.5
	4	26.3	63.8	10.0	46.3	47.5	6.3			
	5	53.8	36.3	10.0	13.8	58.8	27.5			
Thunder Hill	3	46.7	50.7	≤ 5.0	70.7	29.3	≤ 5.0	18.0	70.5	11.5
	4	52.2	45.7	≤ 5.0	80.4	19.6	≤ 5.0			
	5	88.3	11.7	≤ 5.0	47.5	47.5	≤ 5.0			
Triadelphia Ridge	3	35.5	59.2	5.3	56.6	38.2	5.3	29.1	67.1	≤ 5.0
	4	53.7	46.3	≤ 5.0	73.1	26.9	≤ 5.0			
	5	88.3	11.7	≤ 5.0	55.8	44.2	≤ 5.0			
Veterans	3	26.6	62.7	10.8	48.4	37.9	13.7	16.9	66.9	16.2
	4	40.0	54.4	5.6	61.2	34.1	≤ 5.0			
	5	82.2	15.8	≤ 5.0	46.4	51.0	≤ 5.0			
Waterloo	3	33.9	59.7	6.5	48.4	45.2	6.5	11.3	60.2	28.6
	4	40.4	51.0	8.7	59.0	32.4	8.6			
	5	66.9	27.8	5.3	29.3	57.9	12.8			
Waverly	3	34.4	60.2	5.4	57.9	40.0	≤ 5.0	18.4	72.4	9.2
	4	52.1	41.5	6.4	72.3	24.5	≤ 5.0			
	5	89.7	9.2	≤ 5.0	48.3	49.4	≤ 5.0			
West Friendship	3	45.5	45.5	9.1	63.6	22.7	13.6	17.2	65.5	17.2
	4	58.3	38.3	≤ 5.0	73.3	25.0	≤ 5.0			
	5	75.9	20.7	≤ 5.0	43.1	53.4	≤ 5.0			
Worthington	3	37.1	62.9	≤ 5.0	50.0	47.1	≤ 5.0	24.1	71.1	≤ 5.0
	4	53.3	44.4	≤ 5.0	82.4	16.5	≤ 5.0			
	5	85.5	14.5	≤ 5.0	45.8	54.2	≤ 5.0			

Note: Due to rounding error, some percentages do not equal 100.

Table A-2
2011 MSA Performance by Middle School

School	Grade	Adv	Prof	Basic	Adv	Prof	Basic	Adv	Prof	Basic
All Middle	6	60.1	31.9	8.0	48.4	41.9	9.7	16.8	70.3	12.9
	7	61.6	31.0	7.4	39.7	48.1	12.2			
	8	66.6	26.4	7.0	52.5	31.5	15.9			
Bonnie Branch	6	65.9	27.4	6.7	55.5	34.4	10.0	11.8	74.2	14.0
	7	58.7	34.2	7.1	41.8	49.3	8.9			
	8	64.1	26.4	9.5	54.8	27.1	18.1			
Burleigh Manor	6	81.1	16.3	≤ 5.0	67.5	29.8	≤ 5.0	24.7	66.8	8.5
	7	72.6	23.3	≤ 5.0	47.7	45.4	6.9			
	8	80.7	15.2	≤ 5.0	65.5	26.5	8.1			
Clarksville	6	82.9	13.9	≤ 5.0	69.0	29.2	≤ 5.0	23.6	73.0	≤ 5.0
	7	78.8	20.8	≤ 5.0	63.6	35.5	≤ 5.0			
	8	84.1	15.5	≤ 5.0	73.0	24.5	≤ 5.0			

Note: Due to rounding error, some percentages do not equal 100.

School	Grade	Adv	Prof	Basic	Adv	Prof	Basic	Adv	Prof	Basic
Cradlerock	6	40.6	42.0	17.4	30.2	49.6	20.1	7.4	64.2	28.4
	7	37.7	47.8	14.5	16.4	59.1	24.5			
	8	42.1	37.9	20.0	30.0	38.0	32.0			
Dunloggin	6	62.4	28.9	8.8	51.0	43.4	5.6	21.0	70.4	8.6
	7	70.9	25.0	≤ 5.0	42.5	46.6	10.9			
	8	73.4	22.8	≤ 5.0	61.5	21.7	16.8			
Elkridge Landing	6	54.1	37.4	8.6	39.7	43.8	16.5	11.1	72.4	16.6
	7	45.8	41.0	13.3	24.8	53.2	22.0			
	8	54.8	37.3	7.8	42.2	38.1	19.7			
Ellicott Mills	6	63.2	30.7	6.1	55.6	37.9	6.5	22.0	72.2	5.8
	7	70.9	24.4	≤ 5.0	42.6	47.2	10.2			
	8	76.4	20.9	≤ 5.0	53.8	38.6	7.6			
Folly Quarter	6	65.0	31.5	≤ 5.0	54.2	40.9	≤ 5.0	31.7	63.4	≤ 5.0
	7	80.3	18.2	≤ 5.0	58.6	39.4	≤ 5.0			
	8	81.5	14.1	≤ 5.0	70.1	23.9	6.0			
Glenwood	6	60.1	38.7	≤ 5.0	46.8	49.1	≤ 5.0	29.3	66.2	≤ 5.0
	7	71.1	24.6	≤ 5.0	41.7	50.9	7.5			
	8	71.7	25.8	≤ 5.0	64.1	27.3	8.6			
Hammond	6	58.2	36.5	5.3	47.6	43.5	8.8	10.4	79.1	10.4
	7	66.3	27.9	5.8	50.5	44.7	≤ 5.0			
	8	70.3	23.1	6.6	55.5	34.6	9.9			
Harpers Choice	6	47.7	36.8	15.5	30.8	40.4	28.8	13.8	71.3	15.0
	7	54.6	30.1	15.3	23.8	50.6	25.6			
	8	57.8	31.3	10.8	43.1	38.3	18.6			
Lime Kiln	6	80.7	16.4	≤ 5.0	59.9	34.9	5.2	18.8	77.4	≤ 5.0
	7	77.0	20.1	≤ 5.0	45.1	48.0	6.9			
	8	75.4	20.8	≤ 5.0	58.3	35.0	6.7			
Mayfield Woods	6	47.0	41.0	12.0	34.4	53.8	11.8	7.5	68.2	24.3
	7	42.8	42.4	14.8	30.9	54.1	15.0			
	8	51.4	34.5	14.1	44.4	27.2	28.4			
Mount View	6	78.2	20.0	≤ 5.0	72.9	26.2	≤ 5.0	22.2	72.6	5.1
	7	76.5	21.2	≤ 5.0	55.8	42.4	≤ 5.0			
	8	82.5	15.4	≤ 5.0	71.5	23.0	5.5			
Murray Hill	6	48.3	43.0	8.7	43.8	52.4	≤ 5.0	9.6	70.6	19.7
	7	52.8	36.8	10.4	36.1	53.7	10.2			
	8	58.6	33.9	7.5	44.1	38.4	17.5			
Oakland Mills	6	51.2	33.6	15.2	35.2	52.8	12.0	6.8	73.7	19.5
	7	46.2	42.8	11.0	24.8	47.6	27.6			
	8	54.2	32.2	13.6	26.3	44.1	29.7			
Patapsco	6	62.8	29.8	7.3	60.6	34.7	≤ 5.0	32.4	61.9	5.7
	7	71.8	23.1	5.1	54.9	40.5	≤ 5.0			
	8	75.2	21.9	≤ 5.0	64.8	25.7	9.5			
Patuxent Valley	6	42.4	42.9	14.6	27.2	52.4	20.4	≤ 5.0	71.2	24.7
	7	46.4	44.1	9.5	20.6	56.1	23.3			
	8	48.5	37.8	13.7	29.8	39.3	31.0			
Wilde Lake	6	42.6	43.2	14.2	23.7	56.5	19.8	6.3	66.9	26.9
	7	46.2	46.2	7.7	24.3	52.1	23.7			
	8	51.3	40.5	8.2	26.7	35.4	37.9			

Note: Due to rounding error, some percentages do not equal 100.