



ANNE ARUNDEL COUNTY PUBLIC SCHOOLS
2012-2013 COUNTYWIDE MSA RESULTS

For the 2012-2013 school year, Anne Arundel County Public Schools (AACPS) students demonstrated the greatest gains in middle school reading. Middle school progress has historically lagged, but in 2013 the percent of students passing MSA reading increased in every student group. The overall increase was 2 percentage points, with 87.7 percent of middle school students passing the MSA in reading. At the elementary school level, the percentage of students passing the MSA in reading fell 0.7 percentage points, to 91.8 percent.

The percentage of students passing the math MSA fell 7.2 points to 73.8 percent at the middle school level and 2.1 points to 91.1 percent at the elementary level.

In reading at the elementary school level (Table I), the greatest improvements occurred among Native Hawaiian or Other Pacific Islander students (3.5 points). Smaller improvements in performance occurred among Asian students (0.8 points) and students identified as being of two or more races (0.1 points).

Table I
Countywide Maryland School Assessments (MSA) Results
2012-13 School Year
Elementary Schools

Student Group	% of All Students Passing the MSA Exam			
	READING		MATHEMATICS	
	2011-12	2012-13	2011-12	2012-13
Countywide	92.5	91.8	93.2	91.1
American Indian or Alaskan Native	92.1	82.0	93.7	82.0
Asian	93.4	94.2	96.4	94.9
Black or African American	84.5	83.8	84.5	81.5
Hispanic/Latino of any race	89.5	87.0	91.6	87.6
Native Hawaiian or Other Pacific Islander	87.3	90.8	92.7	92.2
Two or more races	91.7	91.8	93.1	91.8
White	95.5	95.0	96.1	94.6

At the middle school level (Table II), countywide results in reading indicate that there was an overall 2.0 percentage point increase in student performance from the previous year. Among the various racial/ethnic student groups, gains were made by Asian students (4.1 points), students identified as being of two or more races (3.8 points), Native Hawaiian or Other Pacific Islander students (3.7 points), African American students (3.1 points), Hispanic students (2.8 points), American Indian students (1.6 points), and White students (1.4 points).

Table II
Countywide Maryland School Assessments (MSA) Results
2012-13 School Year
Middle Schools

Student Group	% of All Students Passing the MSA Exam			
	READING		MATH	
	2011-12	2012-13	2011-12	2012-13
Countywide	85.7	87.7	81.0	73.8
American Indian or Alaskan Native	84.9	86.5	83.0	71.2
Asian	87.5	91.6	90.5	88.8
Black or African American	73.6	76.7	62.7	52.7
Hispanic/Latino of any race	79.2	82.0	73.6	63.6
Native Hawaiian or Other Pacific Islander	88.6	92.3	84.4	82.1
Two or more races	84.7	88.5	82.0	75.5
White	90.7	92.1	87.6	81.7

Table III illustrates countywide results for students in grades 3 through 5 who received Free and Reduced Lunch Meals, Limited English Proficient services, and Special Education services over the past two years. The results reported in Table III illustrate that the percent of students in reading performing at the proficient or advanced level decreased among all of the three special services groups.

Table III
Maryland School Assessments (MSA) Results
2011-12 & 2012-13 School Years
Elementary School Performance for Students Receiving Special Services

READING				MATHEMATICS			
Student Group	% of All Students Passing the MSA Exam		Percentage Point Change	Student Group	% of All Students Passing the MSA Exam		Percentage Point Change
	2012	2013			2012	2013	
Free and Reduced Meals	85.7	84.2	-1.5	Free and Reduced Meals	86.6	82.8	-3.8
Limited English Proficient	77.8	73.6	-4.2	Limited English Proficient	84.5	77.3	-7.2
Special Education	74.5	73.1	-1.4	Special Education	71.0	62.3	-8.7

Table IV identifies the MSA performance of students at the middle school level who received special services, and it illustrates improvements in reading over the previous year among two of these student groups. Of note is the 12 percentage point gain made in reading by students receiving Limited English Proficient services relative to the previous year.

Table IV
Maryland School Assessments (MSA) Results
2011-12 & 2012-13 School Years
Middle School Performance for Students Receiving Special Services

READING				MATHEMATICS			
Student Group	% of All Students Passing the MSA Exam		Percentage Point Change	Student Group	% of All Students Passing the MSA Exam		Percentage Point Change
	2012	2013			2012	2013	
Free and Reduced Meals	72.6	76.2	3.6	Free and Reduced Meals	65.0	54.5	-10.5
Limited English Proficient	36.1	48.1	12.0	Limited English Proficient	47.2	36.3	-10.9
Special Education	53.6	52.0	-1.6	Special Education	49.5	32.2	-17.3

Gaps in Student Achievement among Student Groups on the *Maryland School Assessments*

One of the primary purposes of *No Child Left Behind* was to monitor gaps in student achievement among student groups. Tables V and VI reflect countywide differences in the MSA passing rates, when compared to last year, between the performance of all students and the performance of the following student groups: African-American, Hispanic, Special Education, and FARMS.

At the elementary level (Table V), the gap in reading remained constant for African-American students and increased for Hispanic, Special Education, and FARMS students. The gap increased for each student group in elementary mathematics.

Table V
Percent Proficient Performance Gap
Gaps in Achievement Among NCLB Student Groups Compared to Countywide Performance
Elementary Schools

Student Group	READING				MATH			
	2011-12 County 92.5%		2012-13 County 91.8%		2011-12 County 93.2%		2012-13 County 91.1%	
	Student Group %	Gap	Student Group %	Gap	Student Group %	Gap	Student Group %	Gap
African American	84.5	8.0	83.8	8.0	84.5	8.7	81.5	9.6
Hispanic	89.5	3.0	87.0	4.8	91.6	1.6	87.6	3.5
Special Education	74.5	18.0	73.1	18.7	71.0	22.2	62.3	28.8
FARMS	85.7	6.8	84.2	7.6	86.8	6.4	82.8	8.3

Among middle school students (Table VI), a comparison of countywide performance with the performance of African-American, Special Education, Hispanic, and FARMS students indicates that there were reductions in the gap between overall countywide performance versus the performance of students in each of these student groups in reading for African American, Hispanic, and FARMS students. In mathematics, the difference in the countywide performance and these student groups increased for all student groups.

Table VI
Percent Proficient Performance Gap
Gaps in Achievement Among NCLB Student Groups Compared to Countywide Performance
Middle Schools

Student Group	READING				MATH			
	2011-12 County 85.7%		2012-13 County 87.7%		2011-12 County 81.0%		2012-13 County 73.8%	
	Student Group %	Gap	Student Group %	Gap	Student Group %	Gap	Student Group %	Gap
African American	73.6	12.1	76.7	11.0	62.7	18.3	52.7	21.1
Hispanic	79.2	6.5	82.0	5.7	73.6	7.4	63.6	10.2
Special Education	53.6	32.1	52.0	35.7	49.5	31.5	32.2	41.6
FARMS	72.6	13.1	76.2	11.5	65.0	16.0	54.5	19.3

Countywide Alt-MSA Performance

Each year, some students are unable to take the regular paper-and-pencil version of the MSA. Consequently, these students take the Alternate Maryland School Assessment (Alt-MSA). This assessment consists of a portfolio of student work reflecting the same reading and mathematics objectives assessed on the paper-and-pencil version of the MSA. Table VII below illustrates the results and the change in pass rates compared to the 2011-12 assessment.

Table VII
Countywide Alt-MSA Results
2011-12 and 2012-13 School Years
Elementary and Middle Schools

	Reading			Math		
	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change
Elementary	95.2	87.6	-7.6	94.4	88.8	-5.6
Middle	95.3	91.4	-3.9	96.0	95.0	-1.0

**Appendix
Tables A-E**

Tables A thru E provide a further analysis of the passing rate by grade within each NCLB student group.

Table A compares the performance of students by grade on the MSA reading and mathematics assessments in 2011/2012 and 2012/2013. The results reported in Table A demonstrate an increase in the passing rate in reading across all grades at the middle school level, and in Grade 4 at the elementary school level. In mathematics, the passing rate decreased in all grades.

**Table A
Countywide MSA Results for Elementary and Middle Schools
All Students
2012-13**

	Reading			Math		
	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change
Elementary						
3 rd Grade	90.4	88.8	-1.6	93.0	90.9	-2.1
4 th Grade	93.1	93.4	0.3	95.2	93.6	-1.6
5 th Grade	93.9	93.1	-0.8	91.4	88.7	-2.7
Middle						
6 th Grade	87.6	88.8	1.2	86.1	76.0	-10.1
7 th Grade	85.0	88.9	3.9	82.4	79.2	-3.2
8 th Grade	84.5	85.4	0.9	74.4	66.3	-8.1

Tables B and C compare the 2011-12 versus 2012-13 grade-level passing rate of students who receive special services in reading and mathematics.

Table B
Countywide MSA Reading Results for Elementary and Middle Schools
Students Receiving Special Services
2012-13

	FARMS			LEP			Special Education		
	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change
Elementary									
3 rd Grade	82.1	78.7	-3.4	79.2	76.8	-2.4	72.9	70.6	-2.3
4 th Grade	86.9	86.7	-0.2	77.9	71.9	-6.0	75.2	75.1	-0.1
5 th Grade	88.4	87.3	-1.1	74.3	69.1	-5.2	75.4	73.4	-2.0
Middle									
6 th Grade	75.5	78.9	3.4	36.1	53.3	17.2	58.6	53.4	-5.2
7 th Grade	71.5	78.6	7.1	43.8	48.9	5.1	50.5	57.8	7.3
8 th Grade	70.5	70.8	0.3	26.1	40.8	14.7	51.9	45.6	-6.3

*Data includes 2013 active LEP students.

Table C
Countywide MSA Math Results for Elementary and Middle Schools
Students Receiving Special Services
2012-13

	FARMS			LEP			Special Education		
	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change	2011-12	2012-13	Percentage Point Change
Elementary									
3 rd Grade	86.2	81.9	-4.3	84.3	82.0	-2.3	68.7	59.6	-9.1
4 th Grade	90.6	87.6	-3.0	89.8	79.8	-10.0	76.6	67.8	-8.8
5 th Grade	82.9	78.8	-4.1	77.0	64.1	-12.9	67.3	59.6	-7.7
Middle									
6 th Grade	73.2	57.4	-15.8	53.5	39.2	-14.3	55.1	35.5	-19.6
7 th Grade	67.5	62.9	-4.6	55.6	40.8	-14.8	54.5	42.9	-11.6
8 th Grade	53.3	42.5	-10.8	28.6	28.4	-0.2	37.9	19.7	-18.2

*Data includes 2013 active LEP students.

Table D below reports the change in countywide reading passing rates from 2011-12 to 2012-13, disaggregated by race/ethnicity at both the elementary and middle school levels. The results indicate students performed better overall in middle school in 2012-13. The passing rate for students in Grade 6 increased in all student groups except American Indian/Alaskan Native. The passing rate for students in Grade 7 increased in all student groups. The passing rate for students in Grade 8 increased in the African-American, Hispanic, Two or More Races, and White student groups.

Table D
Countywide MSA Reading Results for Elementary and Middle Schools
2012-13 Racial/Ethnic Student Groups by Grade
Percentage Point Change from 2011-12

	American Indian or Alaskan Native	Percent Point Change	Asian	Percent Point Change	Black or African American	Percent Point Change	Hispanic Latino of any race	Percent Point Change	Native Hawaiian or Other Pacific Islander	Percent Point Change	Two or more races	Percent Point Change	White	Percent Point Change
Elementary														
3 rd Grade	63.6	-5.1	93.1	0.3	78.7	-0.9	84.6	-2.5	84.0	-1.7	87.4	-1.2	92.8	-1.7
4 th Grade	78.6	-21.4	96.5	4.8	85.6	-1.0	87.2	-3.6	96.8	12.2	94.6	2.4	96.7	0.9
5 th Grade	92.0	-8.0	93.1	-2.8	87.2	-0.2	89.6	-1.5	88.9	-4.0	93.7	-0.9	95.6	-0.6
Middle														
6 th Grade	83.3	-6.7	91.5	0.5	77.5	1.6	85.3	3.7	100.0	15.4	90.0	4.3	92.8	0.4
7 th Grade	100.0	16.7	95.4	12.3	78.5	4.8	83.7	4.0	100.0	20.0	88.7	4.9	93.0	3.1
8 th Grade	77.8	-2.2	87.8	-0.1	74.2	3.0	76.8	0.8	75.0	-25.0	86.6	2.2	90.5	0.7

Table E reports the change in countywide MSA mathematics results from 2011-12 to 2012-13, disaggregated by race/ethnicity for both elementary and middle school students. These results indicate that the largest increase occurred with fourth grade Native Hawaiian/Other Pacific Islander students.

Table E
Countywide MSA Math Results for Elementary and Middle Schools
2012-13 Racial/Ethnic Student Groups by Grade
Percentage Point Change from 2011-12

	American Indian or Alaskan Native	Percent Point Change	Asian	Percent Point Change	Black or African American	Percent Point Change	Hispanic Latino of any race	Percent Point Change	Native Hawaiian or Other Pacific Islander	Percent Point Change	Two or more races	Percent Point Change	White	Percent Point Change
Elementary														
3 rd Grade	72.7	-21.0	95.6	0.9	81.8	-2.5	87.7	-2.0	91.7	-4.8	90.4	-2.0	94.2	-2.1
4 th Grade	92.9	0.5	97.0	1.4	85.6	-3.1	91.4	-3.7	96.8	19.9	93.5	-2.7	96.3	-1.0
5 th Grade	80.0	-15.2	92.1	-6.9	77.3	-2.8	83.1	-6.8	77.8	-22.2	91.5	0.6	93.1	-1.7
Middle														
6 th Grade	66.7	-23.3	88.7	-7.6	56.4	-14.3	67.1	-12.8	91.7	-0.6	77.4	-7.2	82.9	-8.8
7 th Grade	81.3	-7.6	92.8	4.4	62.4	-2.4	68.1	-9.3	80.0	0.0	77.7	-10.0	86.2	-2.3
8 th Grade	66.7	0.0	84.6	-2.2	39.6	-13.0	55.1	-7.4	75.0	-7.4	70.8	-2.0	76.0	-6.7