

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

September 13, 2004

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Maryland School Assessment Proficiency for Grades 4, 6, and 7 and Geometry and Final Adequate Yearly Progress Determinations

The Maryland State Department of Education (MSDE) has provided the proficiency results for the Grades 4, 6, and 7 Maryland School Assessment (MSA) and geometry and final Adequate Yearly Progress (AYP) determinations. This memorandum provides a summary of the results for your review. A more detailed report with school-by-school data summaries will be provided as soon as possible.

**Proficiency for Grades 4, 6, and 7**

Systemwide results of the 2004 administration of the MSA in reading and mathematics in Grades 4, 6, and 7, the first ever, show high percentages of students in these grades achieving at or above the standard for proficiency. More than 80 percent of Grade 4 students performed at or above proficiency in reading and mathematics, while students in Grades 6 and 7 performed at levels close to 80 percent proficiency in reading. The performance of students in Grades 6 and 7 was above the 60 percent proficiency in both reading and mathematics.

In order to meet the federal requirements of the *No Child Left Behind Act*, states must offer a mathematics assessment at the high school level. Maryland uses the MSA in geometry as its mathematics assessment to fulfill this federal requirement. Students who complete the geometry course take the MSA in geometry. Results are included with the results from the MSA in mathematics in Grades 3 through 8 to calculate AYP determinations in mathematics for school systems.

Performance by racial and ethnic student subgroups, particularly in mathematics at the middle school level, reflects substantial differences in the percentages of students achieving proficiency. While the percentage of Grade 4 students at the proficient level in mathematics is generally above 60 percent, the percentage of students in Grade 6 and 7 at proficient is at the 30 to 40 percent level among African American and Hispanic students in this content area. The attached tables summarize these results and those for students receiving special services.

**Changes in AYP Decisions**

Earlier reports on AYP status were preliminary. The new reports reflect final AYP decisions, pending any further appeals. After reviewing appeals of the preliminary data, MSDE removed Colonel Zadok Magruder High School and Montgomery Village Middle School from Alert Status. When attendance decisions were reviewed, MSDE added White Oak Middle School to Alert Status based on the special education subgroup for reading. White Oak Middle School previously had been granted Safe Harbor status for this subgroup.

Two additional high schools and one special school also were added to School Improvement Year 1—Gaithersburg and Montgomery Blair high schools and Rock Terrace. Gaithersburg High School did not meet AYP for Limited English Proficient students in reading. The school previously had been granted Safe Harbor status for this subgroup, but since that subgroup did not improve in graduation rate, the Safe Harbor designation was removed. Montgomery Blair High School did not meet AYP for Hispanic students in geometry, and Rock Terrace did not meet AYP because of graduation rate.

Schools will be allowed to appeal these AYP decisions, and staff members from the Department of Shared Accountability will work with school staff to determine if there is a basis for appeal. The appeals are due by September 26, 2004.

More details on school-by-school performance will be provided in a report issued later this month by the Department of Shared Accountability. As always, we will continue to analyze these results to guide improvement efforts and will provide an update regarding any appeals that may be filed with MSDE.

I will continue to keep you informed.

JDW:csa

Attachments

Copy to:

Executive Staff

Dr. Alban

**Table 1**  
**2004 Maryland School Assessment**  
**Percent Proficient Report—Grades 4, 6, and 7**  
**Montgomery County Public Schools**

<b>Grade</b>	<b>Content Area</b>	<b>Percent Proficient</b>
4	Reading	81.9
	Mathematics	80.0
6	Reading	77.2
	Mathematics	62.4
7	Reading	76.0
	Mathematics	63.9

**Table 2**  
**2004 Maryland School Assessment**  
**Percent Proficient Report—Grades 4, 6, and 7**  
**Montgomery County Public Schools**  
**Race and Ethnicity**

<b>Grade</b>	<b>Content</b>	<b>Racial and Ethnic Group</b>	<b>Percent Proficient</b>
4	Reading	African American Asian American Hispanic White	68.6 89.0 65.2 93.3
	Mathematics	African American Asian American Hispanic White	62.2 91.2 64.0 91.9
6	Reading	African American Asian American Hispanic White	61.7 85.2 56.7 90.5
	Mathematics	African American Asian American Hispanic White	37.1 81.3 38.9 78.1
7	Reading	African American Asian American Hispanic White	57.9 84.9 55.5 90.5
	Mathematics	African American Asian American Hispanic White	36.3 82.0 40.7 81.2

**Table 3**  
**2004 Maryland School Assessment**  
**Percent Proficient Report—Grades 4, 6, and 7**  
**Montgomery County Public Schools**  
**English for Speakers of Other Languages (ESOL)**

<b>Grade</b>	<b>A. Content</b>	<b>Special Service</b>	<b>Percent Proficient</b>
4	Reading	ESOL Non-ESOL	40.6 85.1
	Mathematics	ESOL Non-ESOL	46.2 82.7
6	Reading	ESOL Non-ESOL	28.4 79.9
	Mathematics	ESOL Non-ESOL	27.7 64.3
7	Reading	ESOL Non-ESOL	19.8 78.6
	Mathematics	ESOL Non-ESOL	24.7 65.7

**Table 4**  
**2004 Maryland School Assessment**  
**Percent Proficient Report—Grades 4, 6, and 7**  
**Montgomery County Public Schools**  
**Special Education**

<b>Grade</b>	<b>B. Content</b>	<b>Special Service</b>	<b>Percent Proficient</b>
4	Reading	Special Education Non-Special Education	59.1 84.9
	Mathematics	Special Education Non-Special Education	48.4 84.2
6	Reading	Special Education Non-Special Education	39.6 82.7
	Mathematics	Special Education Non-Special Education	21.6 68.2
7	Reading	Special Education Non-Special Education	38.2 81.5
	Mathematics	Special Education Non-Special Education	25.8 69.3

**Table 5**  
**2004 Maryland School Assessment**  
**Percent Proficient Report—Grades 4, 6, and 7**  
**Montgomery County Public Schools**  
**Free and Reduced-price Meals System (FARMS)**

<b>Grade</b>	<b>C. Content</b>	<b>Special Service</b>	<b>Percent Proficient</b>
4	Reading	FARMS Non-FARMS	62.3 89.3
	Mathematics	FARMS Non-FARMS	58.6 88.2
6	Reading	FARMS Non-FARMS	53.9 85.0
	Mathematics	FARMS Non-FARMS	33.4 72.0
7	Reading	FARMS Non-FARMS	49.4 84.5
	Mathematics	FARMS Non-FARMS	32.6 73.8

**Table 6**  
**Maryland School Assessment in Geometry**  
**Percent Proficient Report**  
**Montgomery County Public Schools**  
**2003 and 2004**

	Percent Proficient		2004-2003 Change
	2003	2004	
<b>Countywide</b>	<b>60.7</b>	<b>62.1</b>	<b>+1.4</b>
African American	33.1	33.0	-0.1
Asian American	76.8	79.5	+2.7
Hispanic	31.1	35.1	+4.0
White	75.7	77.9	+2.2
ESOL	27.7	30.2	+2.5
Special Education	27.8	26.4	-1.4
FARMS	29.5	36.4	+6.9