

Performance of Students Receiving Special Education Services on the Alternate Maryland School Assessment (Alt-MSA) 2005–2006

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Background

All students in Grades 3–8 and 10 are required to be assessed in reading and mathematics in accordance with the *No Child Left Behind Act* (NCLB). An alternate assessment is required under the *Individuals with Disabilities Education Act* (IDEA) to ensure student access to the general curriculum (34 CFR 200.2). Federal regulations require scores from alternate assessments be included in school accountability, particularly in determining Adequate Yearly Progress (AYP).

The Alternate Maryland School Assessment (Alt-MSA) is administered to students with the most severe cognitive disabilities as a way to measure their mastery of learning objectives that are aligned with extended grade-level Maryland Voluntary State Curriculum (VSC) Content Standards. Eligibility to participate in the Alt-MSA is determined by the student's Individualized Education Plan (IEP) team indicating that he or she needs support beyond the reach of standard accommodations on the Maryland School Assessment (MSA), (MSDE, 2006).

The Alt-MSA is scored on three proficiency levels (basic, proficient, and advanced) so that results can be aggregated with results from the other MSAs. Federal regulations allow only 1% of the student population tested on the state assessment system to be included as proficient in AYP determinations. In the Montgomery County Public Schools (MCPS), 725 proficient scores could have been applied from the Alt-MSA to school AYP determinations in the 2005–2006 school year (34 CFR 200.6(a)(2)(iii); Roeleveld, N., et al., 1997).

Methodology

The Alt-MSA is a portfolio assessment assembled throughout the school year. Early in the school year, ten mastery objectives are selected and approved by the Maryland State Department of Education

(MSDE) in reading and mathematics. Baseline data and artifacts that attest to the students' mastery of the objectives were collected. A video recorder is used to document part of the students' performance in reading and mathematics. The assembled portfolios were collected on the same date (March 14, 2006) throughout the state and submitted for independent scoring (MSDE, 2006).

Assessment data for the 2005–2006 school year were delivered electronically from MSDE and cleansed prior to analysis and reporting. Descriptive statistics were applied and tables were generated.

Findings

The findings are presented in three parts: MCPS student performance on the Alt-MSA, comparison of MCPS with other school districts, and a discussion of non-scorable objectives for MCPS.

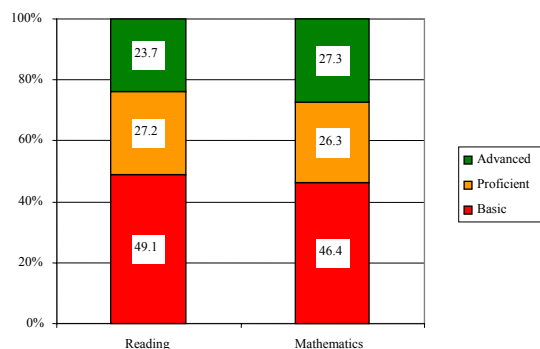


Figure 1. Percent of students participating in the Alt-MSA by proficiency levels for 2005–2006

Student Performance

In the 2005–2006 school year, 50.9% of 754 students who participated in the Alt-MSA were proficient or higher in reading and 53.6% were proficient or higher

in mathematics (Figure 1). An additional 43% of the students (i.e., 324 students) could have been contributing to the proficiency count for AYP determinations and still be within the 1% Federal cap of 725.

A review of schools that did not make AYP solely for special education indicated that ten schools in MCPS would have met the AYP standard if five portfolios or fewer were evaluated as proficient in their respective schools; five of those ten schools only needed one more portfolio to be proficient.

Student performance data for individual schools can be found in Appendix B.

Comparisons with Other Districts

When compared with other districts in Maryland (Baltimore County, Prince George’s County, and Howard County public school systems), MCPS had a higher proportion of non-proficient students on the Alt-MSA in both subject areas.

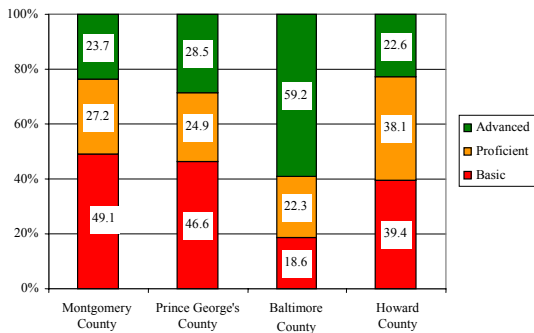


Figure 2. Comparison with other school districts: Reading for 2005–2006

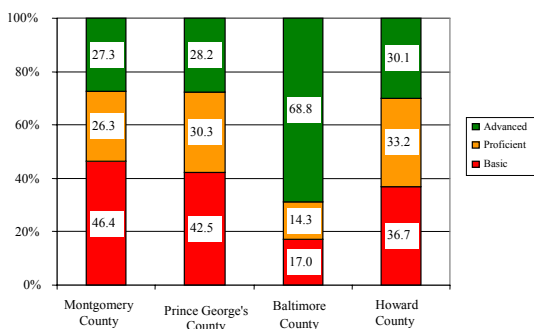


Figure 3. Comparison with other school districts: Mathematics for 2005–2006

Baltimore County clearly outperformed the other districts with less than 20% of their students rated as basic in reading and mathematics on the Alt-MSA.

Proportion of Non-Scorable Objectives

A considerable proportion of MCPS portfolios had non-scorable mastery objectives. Over 45.6% of reading and 41.9% of mathematics mastery objectives were rated as non-scorable for all portfolios submitted by MCPS.

Table 1
Percent and Number of Non-Scorable Objectives by Condition Codes

Condition Code and Description	Reading	Mathematics
1 Objective not aligned	15.1% n=1135	10.0% n=767
2 Missing artifact	4.0% n=301	3.0% n=223
3 Incomplete artifact	3.5% n=262	3.8% n=283
4 Artifact not aligned	9.6% n=727	11.1% n=837
5 No minimum of three observations	12.0% n=902	12.6% n=948
6 No accuracy scores	1.4% n=108	1.4% n=105

Alignment of mastery objectives to content standards and artifacts (work sample) to mastery objectives appeared as themes for non-scorable issues. The three most common reasons for non-scorable objectives were as follows:

- Objective not aligned (Code 1)–Mastery objective not aligned or reviewed or prompt not clear (15% reading, 10% mathematics)
- Artifact not aligned (Code 4)–Artifact does not align or components of the Mastery Objective are not evident (10% reading, 11% mathematics)

- No minimum of three observations (Code 5)—data chart does not show a minimum of three consecutive observations occurring/taken on different days prior to the demonstration of mastery (12% reading, 13% mathematics)

A complete list and description of all the non-scorable condition codes is in Appendix A.

Recommendations

The following recommendations are proposed in light of the impact of the Alt-MSA on school accountability, particularly AYP and the role the Alt-MSA could have in informing instruction.

- Restrict, to the degree possible, the selection of mastery objectives to those that are preapproved and offered in the online objective bank. This action would eliminate objective not aligned (Code 1) as a reason for non-scorable objectives.
- Eliminate artifact not aligned and no minimum of three observations (Codes 4 and 5) as reasons for non-scorable objectives by conducting reviews of portfolio development by the school staff to ensure alignment of artifacts to objectives, completion of three observations on different days, and proper documentation of all artifacts prior to assembly of the portfolio.
- Offer training in portfolio development, particularly for novice users of the Alt-MSA. This training should be a collaborated effort among the Office of Curriculum and Instructional Programs (OCIP), the Office of Special Education and Student Services (OSESS), and the Department of Shared Accountability (DSA).
- Provide on-site technical assistance and staff development to schools with higher proportions of non-proficient students or non-scorable objectives. These activities should engage staff from OCIP, OSESS, and DSA.
- Complete the cycle of alignment by ensuring that instructional practice and staff development reflect the extended VSC and the mastery objectives selected for the assessment.

References

- Code of Federal Regulations, Title 34, Part 200, Section 2, (July 1, 2004).
- Maryland State Department of Education. (2006) *2007 Alt-MSA Handbook*. Baltimore: Author.
- Roeleveld, N., Zielhuis, G.A., & Gabreels, F. (1997) The prevalence of mental retardation: a critical review of recent literature. *Developmental Medicine and Child Neurology*, 39:125-32.

ⁱ The author wishes to thank Mr. William Cheng, Ms. Shihching Liu, and Ms. E. Grace Chesney for their contribution to this brief.

APPENDIX A

Non-scorable Condition Codes

The non-scorable condition codes are:

1 - Mastery objective not aligned or reviewed or Prompt Not Clear

- Mastery objective was determined to be not aligned during mastery objective review and no revisions were made and mastery objective is still not aligned <or>
 - Mastery objective not reviewed during mastery objective review and it is not aligned <and/or>
 - Number and/or type of prompt are not specified
-

2 - Artifact is missing or unacceptable

- Mastery objective does not have an artifact <or>
 - Mastery objective has an unacceptable artifact
-

3 - Artifact is incomplete

- No student name on artifact <and/or>
 - Artifact not dated with day, month, and year <and/or>
 - Dates on artifact are out of acceptable range <and/or>
 - No reasonable way to determine the mastery objective for the artifact <and/or>
 - No reasonable way to interpret key or notations on artifact
-

4 - Artifact does not align or components of the Mastery Objective are not evident

- Artifact does not align with or measure the mastery objective <and/or>
 - Components of the mastery objective are not evident in the artifact
 - a. Target number of student behaviors is not evident
 - b. Lack of evidence of observable, measurable student response on artifact
 - c. Either the visual or auditory is absent from the videotape artifacts <or>
 - The prompt level is stated as “Full Physical,” but the documentation for instruction toward less intrusive prompts and assistive technologies is not included
 - Does meet the criteria for dictated response
-

5 - Data Chart does not show a minimum of three consecutive observations occurring/taken on different days prior to demonstration of mastery

6 - Accuracy scores not reported or reported incorrectly

- Accuracy score is not stated <or>
 - Verification of reported accuracy score does not reflect evidence in the artifact and accuracy is less than 80% <or>
 - A more intrusive prompt is used that is not consistent with the percent of accuracy reported on the artifact
-

APPENDIX B

Tables of Alt-MSA Results for School, Grouped by Community Superintendent

Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Dr. Heath Morrison

		2003–2004			2004–2005			2005–2006		
		<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed
Elementary School										
Glen Haven	Reading	0	n/r	n/r	10	7	70.0	19	18	94.7
	Math	0	n/r	n/r	10	7	70.0	19	16	84.2
Highland	Reading	9	1	11.1	n/r	n/r	n/r	n/r	n/r	n/r
	Math	9	1	11.1	n/r	n/r	n/r	n/r	n/r	n/r
Woodlin	Reading	15	3	20.0	23	22	95.7	18	17	94.4
	Math	15	9	60.0	23	21	91.3	18	18	100.0
Middle School										
Col. E. Brooke Lee	Reading	1	n/r	n/r	5	3	60.0	5	2	40.0
	Math	1	n/r	n/r	5	2	40.0	5	1	20.0
Newport Mill	Reading	26	5	19.2	21	2	9.5	22	17	77.3
	Math	26	0	0.0	21	2	9.5	22	20	90.9
Sligo	Reading	15	7	46.7	13	9	69.2	10	n/r	n/r
	Math	15	7	46.7	13	9	69.2	10	0	0.0
Takoma Park	Reading	1	n/r	n/r	3	n/r	n/r	2	n/r	n/r
	Math	1	n/r	n/r	3	n/r	n/r	2	n/r	n/r
High School										
Montgomery Blair	Reading	2	n/r	n/r	2	n/r	n/r	n/r	n/r	n/r
	Math	2	n/r	n/r	2	n/r	n/r	n/r	n/r	n/r
Albert Einstein	Reading	28	20	71.4	10	1	10.0	15	3	20.0
	Math	28	24	85.7	10	1	10.0	15	8	53.3
Special School										
Stephen Knolls	Reading	33	11	33.3	21	9	42.9	22	5	22.7
	Math	33	9	27.3	21	10	47.6	22	4	18.2

N passed and % passed are shown as n/r (not reported) for fewer than five test takers

Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Mr. Mark E. Kelsch

		2003–2004			2004–2005			2005–2006		
		N	N	%	N	N	%	N	N	%
		Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
Elementary School										
Lucy V. Barnsley	Reading	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
Bells Mill	Reading	8	7	87.5	6	6	100.0	5	5	100.0
	Math	8	6	75.0	6	6	100.0	5	5	100.0
Cold Spring	Reading	14	10	71.4	5	5	100.0	14	7	50.0
	Math	14	12	85.7	5	5	100.0	14	1	7.1
College Gardens	Reading	1	n/r	n/r	1	n/r	n/r	1	n/r	n/r
	Math	1	n/r	n/r	1	n/r	n/r	1	n/r	n/r
Fallsmead	Reading	0	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
	Math	0	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
Lakewood	Reading	0	n/r	n/r	1	n/r	n/r	1	n/r	n/r
	Math	0	n/r	n/r	1	n/r	n/r	1	n/r	n/r
Meadow Hall	Reading	4	n/r	n/r	2	n/r	n/r	5	n/r	n/r
	Math	4	n/r	n/r	2	n/r	n/r	5	1	20.0
Ritchie Park	Reading	5	3	60.0	3	n/r	n/r	5	n/r	n/r
	Math	5	1	20.0	3	n/r	n/r	5	0	0.0
Wayside	Reading	4	n/r	n/r	3	n/r	n/r	4	n/r	n/r
	Math	4	n/r	n/r	3	n/r	n/r	4	n/r	n/r
Middle School										
Cabin John	Reading	44	29	65.9	44	29	65.9	52	43	82.7
	Math	44	29	65.9	44	23	52.3	52	42	80.8
Earle B. Wood	Reading	6	6	100.0	6	n/r	n/r	6	n/r	n/r
	Math	6	4	66.7	6	0	0.0	6	0	0.0
High School										
Winston Churchill	Reading	2	n/r	n/r	2	n/r	n/r	1	n/r	n/r
	Math	2	n/r	n/r	2	n/r	n/r	1	n/r	n/r
Richard Montgomery	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Rockville	Reading	7	1	14.3	8	3	37.5	4	n/r	n/r
	Math	7	2	28.6	8	2	25.0	4	n/r	n/r
Thomas S. Wootton	Reading	22	18	81.8	6	4	66.7	17	9	52.9
	Math	22	18	81.8	6	4	66.7	17	10	58.8
Special School										
Mark Twain	Reading	10	1	10.0	11	n/r	n/r	5	1	20.0
	Math	10	0	0.0	11	0	0.0	5	2	40.0

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Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Dr. LaVerne Kimball

		2003–2004			2004–2005			2005–2006		
		<i>N</i>	<i>N</i>	%	<i>N</i>	<i>N</i>	%	<i>N</i>	<i>N</i>	%
		Tested	Passed	Passed	Tested	Passed	Passed	Tested	Passed	Passed
Elementary School										
Brown Station	Reading	9	2	22.2	7	2	28.6	n/r	n/r	n/r
	Math	9	3	33.3	7	3	42.9	n/r	n/r	n/r
Rachel Carson	Reading	1	n/r	n/r	2	n/r	n/r	3	n/r	n/r
	Math	1	n/r	n/r	2	n/r	n/r	3	n/r	n/r
Clopper Mill	Reading	0	n/r	n/r	1	n/r	n/r	2	n/r	n/r
	Math	0	n/r	n/r	1	n/r	n/r	2	n/r	n/r
Darnestown	Reading	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
Germantown	Reading	12	2	16.7	9	6	66.7	8	3	37.5
	Math	12	5	41.7	9	7	77.8	8	6	75.0
Thurgood Marshall	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Ronald McNair	Reading	0	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
	Math	0	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
Monocacy	Reading	1	n/r	n/r	1	n/r	n/r	1	n/r	n/r
	Math	1	n/r	n/r	1	n/r	n/r	1	n/r	n/r
Dr. Sally K. Ride	Reading	4	n/r	n/r	3	n/r	n/r	n/r	n/r	n/r
	Math	4	n/r	n/r	3	n/r	n/r	n/r	n/r	n/r
Waters Landing	Reading	4	n/r	n/r	3	n/r	n/r	4	n/r	n/r
	Math	4	n/r	n/r	3	n/r	n/r	4	n/r	n/r
Middle School										
Roberto Clemente	Reading	28	9	32.1	24	11	45.8	20	14	70.0
	Math	28	6	21.4	24	4	16.7	20	14	70.0
Dr. Martin Luther King, Jr.	Reading	2	n/r	n/r	2	n/r	n/r	n/r	n/r	n/r
	Math	2	n/r	n/r	2	n/r	n/r	n/r	n/r	n/r
Kingsview	Reading	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
Lakelands Park	Reading	0	n/r	n/r	n/r	n/r	n/r	20	n/r	n/r
	Math	0	n/r	n/r	n/r	n/r	n/r	20	0	0.0
Ridgeview	Reading	10	7	70.0	12	n/r	n/r	1	n/r	n/r
	Math	10	5	50.0	12	0	0.0	1	n/r	n/r
High School										
Poolesville	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Quince Orchard	Reading	7	4	57.1	11	7	63.6	11	1	9.1
	Math	7	3	42.9	11	7	63.6	11	3	27.3
Seneca Valley	Reading	17	14	82.4	5	2	40.0	8	1	12.5
	Math	17	12	70.6	5	3	60.0	8	0	0.0
Special School										
Longview	Reading	29	2	6.9	27	8	29.6	27	n/r	n/r
	Math	29	4	13.8	27	9	33.3	27	0	0.0

N passed and % passed are shown as n/r (not reported) for fewer than five test takers

Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Mr. Adrian Talley

		2003–2004			2004–2005			2005–2006		
		<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed
Elementary School										
Cashell	Reading	7	3	42.9	15	2	13.3	9	3	33.3
	Math	7	1	14.3	15	0	0.0	9	4	44.4
Damascus	Reading	7	1	14.3	7	3	42.9	11	4	36.4
	Math	7	3	42.9	7	3	42.9	11	5	45.5
Gaithersburg	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Laytonsville	Reading	11	4	36.4	10	3	30.0	4	n/r	n/r
	Math	11	5	45.5	10	3	30.0	4	n/r	n/r
Stedwick	Reading	10	n/r	n/r	12	12	100.0	15	15	100.0
	Math	10	0	0.0	12	11	91.7	15	13	86.7
Strawberry Knoll	Reading	7	4	57.1	4	n/r	n/r	4	n/r	n/r
	Math	7	2	28.6	4	n/r	n/r	4	n/r	n/r
Watkins Mill	Reading	1	n/r	n/r	n/r	n/r	n/r	2	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	2	n/r	n/r
Middle School										
John T. Baker	Reading	21	14	66.7	18	2	11.1	18	8	44.4
	Math	21	14	66.7	18	7	38.9	18	7	38.9
Forest Oak	Reading	11	11	100.0	13	9	69.2	10	10	100.0
	Math	11	10	90.9	13	7	53.8	10	10	100.0
Gaithersburg	Reading	0	n/r	n/r	4	n/r	n/r	9	n/r	n/r
	Math	0	n/r	n/r	4	n/r	n/r	9	0	0.0
Montgomery Village	Reading	23	23	100.0	29	27	93.1	33	32	97.0
	Math	23	23	100.0	29	27	93.1	33	32	97.0
High School										
Damascus	Reading	8	2	25.0	2	n/r	n/r	9	8	88.9
	Math	8	0	0.0	2	n/r	n/r	9	8	88.9
Gaithersburg	Reading	8	7	87.5	4	n/r	n/r	3	n/r	n/r
	Math	8	7	87.5	4	n/r	n/r	3	n/r	n/r
Col. Zadok Magruder	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Watkins Mill	Reading	8	2	25.0	5	5	100.0	6	3	50.0
	Math	8	0	0.0	5	5	100.0	6	2	33.3

N passed and % passed are shown as n/r (not reported) for fewer than five test takers

Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Dr. Frank H. Stetson

		2003–2004			2004–2005			2005–2006		
		<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed
Elementary School										
Bethesda	Reading	5	2	40.0	4	n/r	n/r	3	n/r	n/r
	Math	5	2	40.0	4	n/r	n/r	3	n/r	n/r
Burning Tree	Reading	0	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
	Math	0	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
Luxmanor	Reading	5	2	40.0	6	2	33.3	5	2	40.0
	Math	5	2	40.0	6	2	33.3	5	2	40.0
Somerset	Reading	1	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
Middle School										
North Bethesda	Reading	2	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
	Math	2	n/r	n/r	1	n/r	n/r	n/r	n/r	n/r
Parkland	Reading	5	2	40.0	5	3	60.0	2	n/r	n/r
	Math	5	3	60.0	5	1	20.0	2	n/r	n/r
Tilden	Reading	21	18	85.7	21	18	85.7	17	13	76.5
	Math	21	17	81.0	21	18	85.7	17	16	94.1
Westland	Reading	4	n/r	n/r	2	n/r	n/r	1	n/r	n/r
	Math	4	n/r	n/r	2	n/r	n/r	1	n/r	n/r
High School										
Walter Johnson	Reading	6	n/r	n/r	6	n/r	n/r	8	1	12.5
	Math	6	0	0.0	6	4	66.7	8	4	50.0
Wheaton	Reading	4	n/r	n/r	4	n/r	n/r	4	n/r	n/r
	Math	4	n/r	n/r	4	n/r	n/r	4	n/r	n/r
Walt Whitman	Reading	0	n/r	n/r	2	n/r	n/r	1	n/r	n/r
	Math	0	n/r	n/r	2	n/r	n/r	1	n/r	n/r
Special School										
Rock Terrace	Reading	39	35	89.7	25	20	80.0	31	22	71.0
	Math	39	32	82.1	25	17	68.0	31	25	80.6

N passed and % passed are shown as n/r (not reported) for fewer than five test takers

Number and Percent of Students Taking the Alt-MSA Administered from 2003–2004 to 2005–2006
Community Superintendent: Dr. Ursula Hermann

		2003–2004			2004–2005			2005–2006		
		<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed	<i>N</i> Tested	<i>N</i> Passed	% Passed
Elementary School										
Broad Acres	Reading	2	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
	Math	2	n/r	n/r	n/r	n/r	n/r	1	n/r	n/r
Brooke Grove	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Cloverly	Reading	3	n/r	n/r	6	n/r	n/r	7	7	100.0
	Math	3	n/r	n/r	6	0	0.0	7	7	100.0
Dr. Charles R. Drew	Reading	11	6	54.5	12	9	75.0	8	1	12.5
	Math	11	5	45.5	12	7	58.3	8	0	0.0
Jackson Road	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Sherwood	Reading	10	8	80.0	7	4	57.1	4	n/r	n/r
	Math	10	9	90.0	7	5	71.4	4	n/r	n/r
Stonegate	Reading	15	12	80.0	9	3	33.3	7	n/r	n/r
	Math	15	4	26.7	9	1	11.1	7	1	14.3
Middle School										
Benjamin Banneker	Reading	10	1	10.0	10	10	100.0	6	n/r	n/r
	Math	10	2	20.0	10	9	90.0	6	0	0.0
William H. Farquhar	Reading	12	5	41.7	10	3	30.0	10	n/r	n/r
	Math	12	4	33.3	10	5	50.0	10	4	40.0
Francis Scott Key	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
White Oak	Reading	23	6	26.1	34	20	58.8	34	10	29.4
	Math	23	6	26.1	34	26	76.5	34	17	50.0
High School										
James Hubert Blake	Reading	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
	Math	1	n/r	n/r	n/r	n/r	n/r	n/r	n/r	n/r
Paint Branch	Reading	8	6	75.0	2	n/r	n/r	4	n/r	n/r
	Math	8	6	75.0	2	n/r	n/r	4	n/r	n/r
Sherwood	Reading	8	7	87.5	6	5	83.3	4	n/r	n/r
	Math	8	7	87.5	6	6	100.0	4	n/r	n/r
Springbrook	Reading	19	12	63.2	7	n/r	n/r	6	2	33.3
	Math	19	14	73.7	7	0	0.0	6	3	50.0
Special School										
Carl Sandburg	Reading	47	37	78.7	38	21	55.3	46	45	97.8
	Math	47	36	76.6	38	22	57.9	46	42	91.3

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