I am so proud of our students, and want to extend a special thanks to families in every corner of our State who continue to play such an important role in student achievement. Working together, we've made tremendous progress for our top-ranked public school system, even during historically difficult economic times.

— Governor Martin O’Malley

Maryland students’ reading and mathematics Maryland School Assessment (MSA) scores continued to improve in 2009, and the achievement gaps among special services and racial subgroups continued to close. This progress can be directly attributed to the steadfast effort put forth by educators throughout the State; in particular, an unwavering focus on improving instruction so students are prepared for the world that awaits them.

Although all grade levels have seen significant increases in student learning at both proficient or advanced levels over the past several years, the federal No Child Left Behind (NCLB) Act has set a goal that all students must reach a proficient score by 2014. With nearly 365,000 third- through eighth-grade students taking the reading and mathematics MSA exams this year, every school and every school system has had to aim higher. While the targets set forth by NCLB have made it more difficult each year for our schools to make rapid gains, many of our schools are reaching the 90 percent proficient or above levels. Our educators are committed to excellence in the classroom and our students are the beneficiaries both today and in the future.

— Nancy S. Grasmick

For more information on MSA scores and school performance, visit MDReportCard.org.
The Maryland School Assessment (MSA) is administered annually to students in grades 3–8 in reading and math. MSA data are used to meet federal No Child Left Behind (NCLB) requirements.

- MSA scores are reported in three categories:
  - Basic indicates that a student is not meeting grade-level expectations.
  - Proficient indicates that a student is passing standards.
  - Advanced indicates that a student is performing well above standards.

- MSA student performance in Maryland is significantly improving every year in every school system.

For more information on MSA scores and school performance, visit MDReportCard.org.

**Improvement Across the Board**

**Closing the Achievement Gap for All Races**

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**Achievement Gaps**

There has been an over 30% increase for Grade 3 African American, Hispanic, and American Indian students scoring proficient or above in both reading and math since 2003.

- African American students have risen to 80% proficient or above in reading, from 45% in 2003, and 76% proficient or above in math, from 41% in 2003.
- Hispanic students have risen to 81% proficient or above in reading, from 45% in 2003, and 80% proficient or above in math, from 48% in 2003.
- American Indian students have risen to 91% proficient or above in reading, from 57% in 2003, and 86% proficient or above in math, from 55% in 2003.

**Reading**

- 85% of Grade 3 students now score in the advanced and proficient range, a 27% increase from 2003.
- 90% of Grade 5 students now score in the advanced and proficient range, a 24% increase from 2003.
- 80% of Grade 8 students now score in the advanced and proficient range, a 20% increase from 2003.

**Math**

- 84% of Grade 3 students now score in the advanced and proficient range, a 12% increase from 2003.
- 81% of Grade 5 students now score in the advanced and proficient range, a 26% increase from 2003.
- 66% of Grade 8 students now score in the advanced and proficient range, a 26% increase from 2003.

**Closing the Achievement Gap for All Races**

**NCLB**

NCLB requires that all students reach proficiency in reading and math by the 2013–14 school year.

**For more information on MSA scores and school performance, visit MDReportCard.org.**