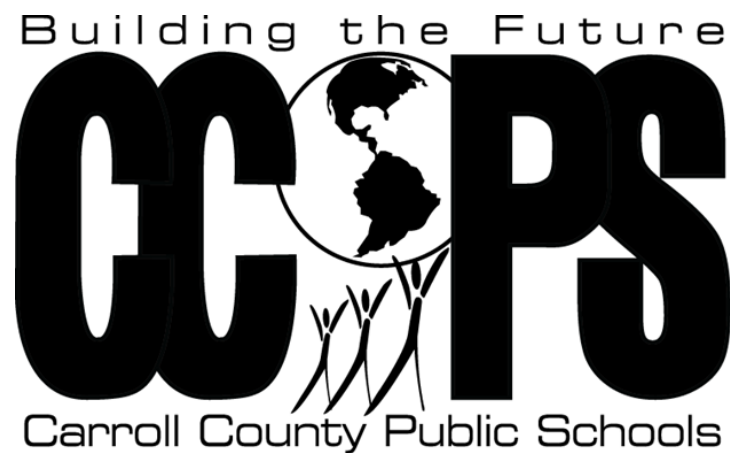

CARROLL COUNTY REPORT CARD 2015



**Performance Report:
State, School System, and Individual Schools**

FOREWORD

Carroll County Public Schools is an excellent school system and continues to be near or at the top of other public school systems in Maryland in statewide assessments. Our dedicated staff and students take education seriously. This attribute together with a caring and supportive school community combine to create a school system where students are successful and are acquiring the knowledge and skills needed to be a vital party of our society.

We can take pride in knowing that by working together we are providing our children with the best possible education. While it is important to recognize our achievements, it is equally important to continue our efforts to improve education in our county. This report helps us to measure our progress and determine what needs to be done as we look to the future.

On a broader scale, Maryland's reputation for quality public schools is evidenced by recent rankings as the number one school system in the country. This reputation is earned, in part, through Maryland's continuous effort on school improvement. These efforts include setting high standards for student achievement, measuring academic program, publicly reporting each school's performance annually, and taking actions when schools are not making adequate progress.

The Maryland Report Card is a collection of data compiled on an annual basis to provide information on school performance to everyone, provide information to support school improvement efforts, and provide accountability to the state, school system and school level for reporting educational progress.

The goal of the Maryland School Performance Program in Carroll County is to provide all students with an outstanding educational program. This report will provide you with detailed information regarding the progress our students are making toward meeting Maryland's challenging standards.

I encourage you to take the time to read through this report and to take an interest in the achievement of our schools and our students.

Stephen H. Guthrie
Superintendent of Schools

MARYLAND STATE DATA

Attendance Rate %	State 2015	State 2014
Elementary	95.4	95.7
Middle	95.0	95.4
High	92.4	92.7

Cohort Graduation Rate%	
Class of 2014 (4-Year Rate)	86.39
Class of 2014 (5-Year Rate)	88.70

Teacher Qualifications	State 2015	State 2014
% of certificates:		
Standard Professional	27.4	27.2
Advanced Professional	65.2	65.5
Resident Teacher	1.1	0.7
Conditional Teacher	1.5	1.0

% of classes NOT taught by highly qualified teachers	
All Quartiles	8.4 7.6
Elementary Low Poverty	2.9 3.0
Elementary High Poverty	10.5 11.4
Secondary Low Poverty	6.7 6.0
Secondary High Poverty	17.7 15.7

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

School Progress and Annual Measurable Objectives (AMOs)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA). In accordance with U.S. Department of Education (USED) authority to ensure an orderly transition to ESSA, USED will not require States to identify AMOs for school years 2014-2015 or 2015-2016 for USED's review and approval, nor will USED require States to report performance against AMOs for the 2014-2015 or 2015-2016 school years.

Due to this direction, Maryland will not measure LEAs and schools against AMOs.

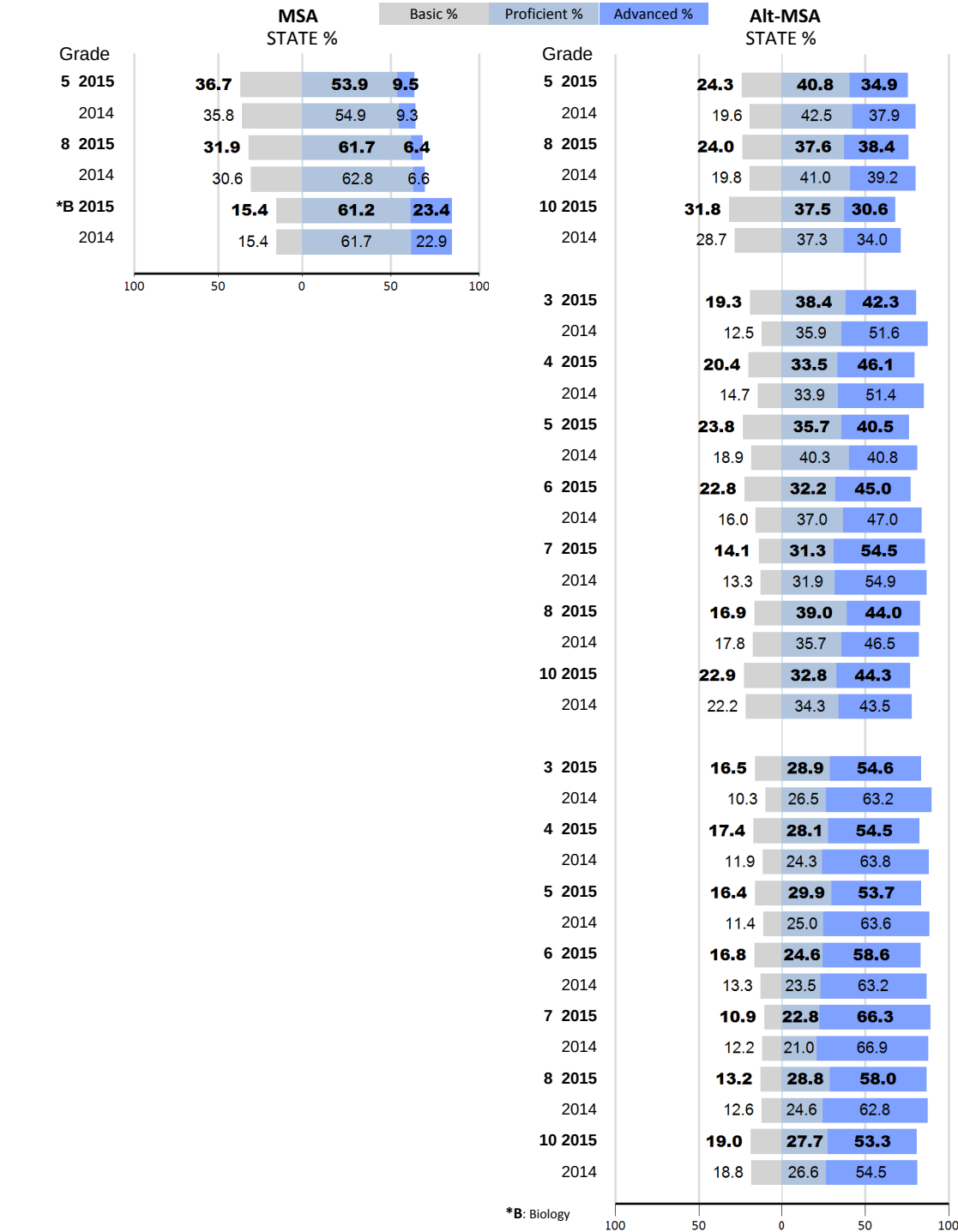
Maryland State

MSA Science and Alt-MSA Proficiency Levels

Science

Mathematics

Reading



Maryland School Assessment (MSA)

The MSA measures what students in grades 5 and 8 know about science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	65088	13108	20.1	12816	19.7	14322	22.0	21951	33.7	2891	4.4
English/Language Arts 4	63792	8012	12.6	12855	20.2	17329	27.2	20718	32.5	4878	7.6
English/Language Arts 5	63331	7528	11.9	13204	20.8	17245	27.2	23353	36.9	2001	3.2
English/Language Arts 6	62055	7353	11.8	13429	21.6	18848	30.4	19893	32.1	2532	4.1
English/Language Arts 7	61200	10536	17.2	11686	19.1	15297	25.0	17718	29.0	5963	9.7
English/Language Arts 8	59335	10111	17.0	10969	18.5	14240	24.0	19839	33.4	4176	7.0
English/Language Arts 10	55651	11886	21.4	10044	18.0	11628	20.9	15650	28.1	6443	11.6
Mathematics 3	65594	9748	14.9	14771	22.5	17224	26.3	19600	29.9	4251	6.5
Mathematics 4	64290	8870	13.8	18133	28.2	17579	27.3	17957	27.9	1751	2.7
Mathematics 5	63828	8337	13.1	18491	29.0	17946	28.1	16441	25.8	2613	4.1
Mathematics 6	62194	8473	13.6	17837	28.7	17552	28.2	16345	26.3	1987	3.2
Mathematics 7	55010	7181	13.1	17630	32.0	18528	33.7	11036	20.1	635	1.2
Mathematics 8	41166	11971	29.1	11126	27.0	8530	20.7	8056	19.6	1483	3.6
Algebra I	61842	8047	13.0	17712	28.6	16757	27.1	18194	29.4	1132	1.8
Algebra II	40580	13057	32.2	10917	26.9	8430	20.8	7820	19.3	356	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program, which assesses performance in science in grades 5 and 8; the Alternate Maryland School Assessment (for students with disabilities); or the Maryland High School Assessments in Biology and Government.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

REWARD, PRIORITY, FOCUS SCHOOLS

The flexibility Maryland received in May 2012 from the U. S. Department of Education from some provisions of No Child Left Behind (NCLB), the most recent version of the federal government’s Elementary and Secondary Education Act (ESEA), does not retreat from Maryland’s long-standing work to improve schools through accountability. However, it does make some fundamental changes to the way the State implements accountability measures going forward. The NCLB continuum of sanctions known as the School Improvement Process and its measuring system, known as Adequate Yearly Progress (AYP), are no longer part of Maryland’s accountability system. As part of the new accountability system, Maryland has identified three groups of Title I schools (Reward, Priority, and Focus) to allow for the most specialized attention and support for each specific school and to focus on closing the achievement gaps within all schools.

Reward Schools (17)

- Reward Schools are recognized in two categories: Title I Highest **Performing** Reward Schools (Category 1) and Title I Highest **Progress** Reward Schools (Category 2). Reward Schools are identified annually and this year there are 17 schools statewide that meet the criteria for Reward Schools as defined in the ESEA Flexibility document. Maryland has 13 schools that have been identified as Highest **Performing** Reward Schools and 4 schools that have been identified as Highest **Progress** Reward Schools. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Students who participated in the field test did not take the Maryland State Assessment. Therefore, due to this waiver, Maryland did not choose new reward schools for 2013-2014. One school was removed, as it was no longer a Title 1 school.

Category 1 Schools

- Title I Highest **Performing** Reward Schools will have met the AMOs for “all students” and all subgroups for two consecutive years and have a 10 percent or less achievement gap between “all students” and subgroups and the school is designated in Strand 1 or 2 for two consecutive years. For this school year, all 14 Category 1 schools are identified as Highest Performing Rewards Schools.
- Of the schools that are considered Highest **Performing** Reward Schools, those that are additionally in the top 10 percent of all Title I schools, indicating the maximum amount of improvement in student performance on MSA tests from 2009-2013, will be designated as **Distinguished Highest Performing** Reward Schools. No schools met the criteria for this school year.
- In addition, if a Highest Performing Reward School has improved its “all students” performance by at least 10 percentage points and the school is made up of 50 percent or more economically disadvantaged students, it will receive the title of a **Superlative Highest Performing Reward School**. No schools met the criteria for this school year.

Category 2 Schools

Highest **Progress** Reward Schools are those Title I schools that have significantly reduced the gap in achievement between the subgroups from 2009-2013. These schools must have made at least 10 percentage point gain in the “all students” and have a 10 percent or less gap between the performance of “all students” and that of any other performing subgroup.

Baltimore City (6)

Wolfe Street Academy*

John Eager Elementary

Liberty Elementary

Mary Ann Winterling Elementary at

Bentalou*

Govans Elementary*

New Song Elementary*

Baltimore County (5)

Chadwick Elementary*

Lansdowne Elementary*

Chase Elementary*

Sandalwood Elementary*

Milbrook Elementary*

Dorchester County (1)

Hurlock Elementary**

Garrett County (1)

Crellin Elementary*

Kent County (1)

Millington Elementary*

Prince George's County (1)

Robert R. Gray Elementary **

Worcester County (2)

Pocomoke Elementary*

Snow Hill Elementary*

*Highest Performing Reward

**Highest Progress Reward

Priority Schools (15)

Priority Schools are 5 percent of all Title I schools that are the lowest achieving on MSA or Tier I or Tier II School Improvement 1003(g) Grant (SIG) schools. These schools have not reached adequate performance standards in reading and mathematics for the “all students” subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved “turnaround models” or they can develop their own measures to implement to improve the school. If a school chooses to use its own model it must address a number of turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Priority Status. One school was removed because it closed.

Baltimore City (9)

Augusta Fells Savage Institute of Visual Arts High

Baltimore IT Academy Middle/High

Benjamin Franklin @Masonville Cove Middle/High

Booker T. Washington Middle

Calverton Elementary/Middle

Cherry Hill Elementary/Middle

Commodore John Rogers Elementary/Middle

Frederick Douglas High

Steuart Hill Academy

Middle/High

Prince George's County (6)

Benjamin Stoddert Middle

Drew-Freeman Middle

G. James Gholson Middle

Oxon Hill Middle

Thomas Johnson Middle

Thurgood Marshall Middle

Focus Schools (41)

Focus Schools are 10 percent of all Title I schools having the largest gap between the “all students” subgroup and the lowest-performing subgroup or a Title I eligible high school with graduation rates 60 percent or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address their identified areas of need through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary. These measures will be monitored by LEAs and MSDE to ensure that they effectively work to close the gaps between subgroups and all students within the school, thus improving the overall performance of the school. Focus Schools are identified every three years. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Focus School Status.

Anne Arundel County (1)

Georgetown East Elementary

Baltimore City (13)

Dallas F. Nicholas Sr. Elementary

Francis Scott Key Elementary/Middle

Glenmont Elementary/Middle

Graceland Park/O'Donnell

Heights Elementary

Hampstead Hill Academy

Hazelwood Elementary

Highlandtown Elementary

Langston Hughes Elementary

Margaret Brent Elementary

Moravia Park Elementary/Middle

Northeast Middle

Robert W. Coleman Elementary

Southwest Baltimore Charter

Baltimore County (4)

Featherbed Lan Elementary

Riverview Elementary

Sandy Plains Elementary

Winfield Elementary

Carroll County (1)

Robert Moton Elementary

Charles County (3)

C. Paul Barnhart Elementary

Dr. Samuel A. Mudd Elementary

Mt. Hope/Nanjemoy Elementary

Dorchester County (1)

Choptank Elementary

Harford County (1)

William Paca/Old Post Rd Elementary

Howard County (4)

Bryant Woods Elementary

Guilford Elementary

Laurel Woods Elementary

Swansfield Elementary

Kent County (1)

Kent County Middle

Montgomery County (2)

Brookhaven Elementary

Kemp Hill Elementary

Prince George's County (5)

Andrew Jackson Academy

Carrollton Elementary

Charles Carroll Middle

Gaywood Elementary

William Wirt Middle

St. Mary's County (2)

George Washington Carver Elementary

Park Hall Elementary

Talbot County (1)

Easton Elementary

Washington County (1)

Eastern Elementary

Wicomico County (1)

Prince Street Elementary

CARROLL COUNTY DATA

	County 2014	County 2015	State 2015	State 2014
Attendance Rate %				
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	92.4	92.7
Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		88.70	

	County 2015	County 2014	State 2015	State 2014
Teacher Qualifications				
% of certificates:				
Standard Professional	30.7	29.5	27.4	27.2
Advanced Professional	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.7	0.7	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	7.4	6.1	8.4	7.6
Elementary Low Poverty	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	9.9	8.7	6.7	6.0
Secondary High Poverty	28.7	64.3	17.7	15.7

*** indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

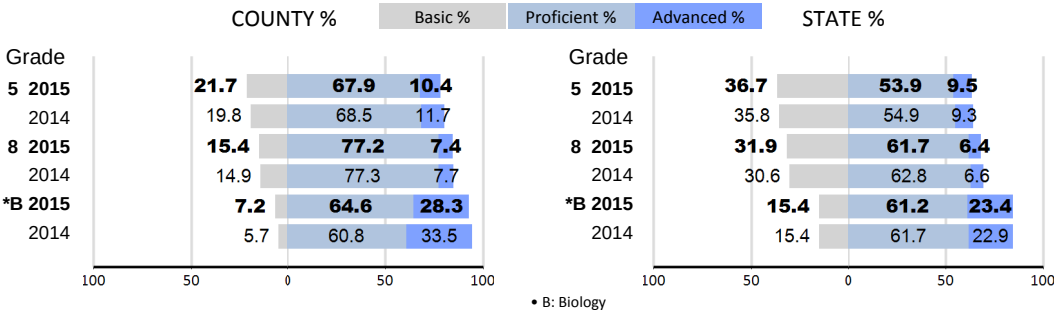
Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

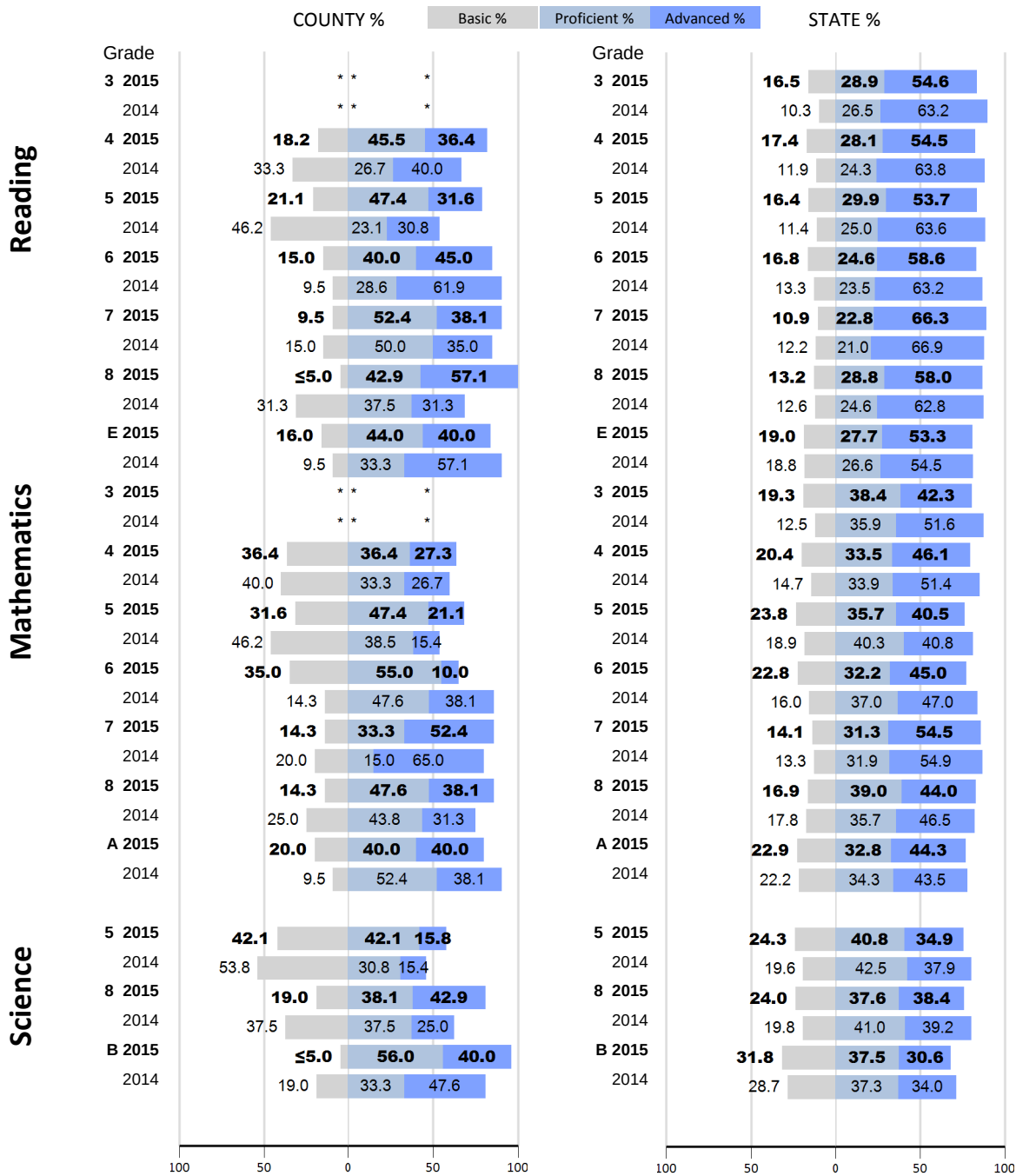
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Basic %	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Carroll County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

E: English; A: Algebra/Data Analysis; B: Biology

Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	*Algebra/Data Analysis Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Carroll County

PARCC Assessment Performance Results Summary - 2015

Performance Level																						
	Level 1						Level 2				Level 3				Level 4				Level 5			
	Did not yet meet expectations						Did not yet meet expectations				Approached expectations				Met expectations				Exceeded expectations			
	TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	1811	65088	229	13108	12.6	20.1	297	12816	16.4	19.7	440	14322	24.3	22.0	772	21951	42.6	33.7	*	2891	≥5.0	4.4
English/Language Arts 4	1865	63792	167	8012	9.0	12.6	238	12855	12.8	20.2	497	17329	26.6	27.2	796	20718	42.7	32.5	167	4878	9.0	7.6
English/Language Arts 5	1937	63331	137	7528	7.1	11.9	284	13204	14.7	20.8	545	17245	28.1	27.2	912	23353	47.1	36.9	*	2001	≥5.0	3.2
English/Language Arts 6	1981	62055	130	7353	6.6	11.8	337	13429	17.0	21.6	688	18848	34.7	30.4	740	19893	37.4	32.1	*	2532	≥5.0	4.1
English/Language Arts 7	2027	61200	205	10536	10.1	17.2	291	11686	14.4	19.1	563	15297	27.8	25.0	758	17718	37.4	29.0	210	5963	10.4	9.7
English/Language Arts 8	1934	59335	178	10111	9.2	17.0	322	10969	16.6	18.5	525	14240	27.1	24.0	787	19839	40.7	33.4	122	4176	6.3	7.0
English/Language Arts 10	2035	55651	309	11886	15.2	21.4	302	10044	14.8	18.0	414	11628	20.3	20.9	713	15650	35.0	28.1	297	6443	14.6	11.6
Mathematics 3	1811	65594	*	9748	≥5.0	14.9	200	14771	11.0	22.5	487	17224	26.9	26.3	841	19600	46.4	29.9	212	4251	11.7	6.5
Mathematics 4	1866	64290	*	8870	≥5.0	13.8	267	18133	14.3	28.2	522	17579	28.0	27.3	909	17957	48.7	27.9	*	1751	≥5.0	2.7
Mathematics 5	1936	63828	*	8337	≥5.0	13.1	303	18491	15.7	29.0	598	17946	30.9	28.1	840	16441	43.4	25.8	116	2613	6.0	4.1
Mathematics 6	1983	62194	*	8473	≥5.0	13.6	356	17837	18.0	28.7	582	17552	29.3	28.2	846	16345	42.7	26.3	*	1987	≥5.0	3.2
Mathematics 7	2029	55010	*	7181	≥5.0	13.1	391	17630	19.3	32.0	682	18528	33.6	33.7	821	11036	40.5	20.1	*	635	≥5.0	1.2
Mathematics 8	1574	41166	183	11971	11.6	29.1	358	11126	22.7	27.0	436	8530	27.7	20.7	574	8056	36.5	19.6	*	1483	≥5.0	3.6
Algebra I	2691	61842	*	8047	≥5.0	13.0	472	17712	17.5	28.6	823	16757	30.6	27.1	1155	18194	42.9	29.4	*	1132	≥5.0	1.8
Algebra II	2044	40580	364	13057	17.8	32.2	441	10917	21.6	26.9	469	8430	22.9	20.8	708	7820	34.6	19.3	*	356	≥5.0	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

ELEMENTARY SCHOOLS

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	46.7	48.4	30.7	29.5	27.4	27.2
Advanced Professional	53.3	51.6	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	14.7	70.5	14.7	21.7	67.9	10.4	36.7	53.9	9.5
2014	12.9	81.2	5.9	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	82	5	6.1	20	24.4	18	22.0	37	45.1	*	≥5.0
<i>English/Language Arts 4</i>	92	9	9.8	9	9.8	20	21.7	38	41.3	16	17.4
<i>English/Language Arts 5</i>	95	5	5.3	11	11.6	20	21.1	58	61.1	*	≥5.0
<i>Mathematics 3</i>	82	*	≥5.0	*	≥5.0	17	20.7	50	61.0	12	14.6
<i>Mathematics 4</i>	92	*	≥5.0	14	15.2	22	23.9	41	44.6	11	12.0
<i>Mathematics 5</i>	95	*	≥5.0	17	17.9	20	21.1	49	51.6	6	6.3

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	25.0	31.3	30.7	29.5	27.4	27.2
Advanced Professional	75.0	68.8	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	27.1	62.5	10.4	21.7	67.9	10.4	36.7	53.9	9.5
2014	14.9	70.2	14.9	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Charles Carroll Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	42	5	11.9	5	11.9	17	40.5	13	31.0	*	≥5.0
<i>English/Language Arts 4</i>	57	8	14.0	15	26.3	24	42.1	8	14.0	*	≥5.0
<i>English/Language Arts 5</i>	48	3	6.3	8	16.7	16	33.3	20	41.7	*	≥5.0
<i>Mathematics 3</i>	42	*	≥5.0	3	7.1	7	16.7	26	61.9	6	14.3
<i>Mathematics 4</i>	57	9	15.8	16	28.1	17	29.8	15	26.3	*	≥5.0
<i>Mathematics 5</i>	48	*	≥5.0	9	18.8	13	27.1	20	41.7	4	8.3

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Cranberry Station Elementary

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	31.0	30.0	30.7	29.5	27.4	27.2
Advanced Professional	69.0	70.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	23.2	69.6	7.2	21.7	67.9	10.4	36.7	53.9	9.5
2014	25.9	67.1	7.1	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Cranberry Station Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	85	21	24.7	17	20.0	24	28.2	23	27.1	*	≥5.0
<i>English/Language Arts 4</i>	65	9	13.8	16	24.6	15	23.1	23	35.4	*	≥5.0
<i>English/Language Arts 5</i>	69	8	11.6	17	24.6	22	31.9	22	31.9	*	≥5.0
<i>Mathematics 3</i>	85	*	≥5.0	14	16.5	33	38.8	30	35.3	*	≥5.0
<i>Mathematics 4</i>	65	*	≥5.0	23	35.4	20	30.8	19	29.2	*	≥5.0
<i>Mathematics 5</i>	69	5	7.2	20	29.0	22	31.9	21	30.4	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.7	24.1	30.7	29.5	27.4	27.2
Advanced Professional	79.3	75.9	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	20.0	72.2	7.8	21.7	67.9	10.4	36.7	53.9	9.5
2014	18.3	70.4	11.3	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Ebb Valley Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	82	10	12.2	14	17.1	21	25.6	35	42.7	*	≥5.0
<i>English/Language Arts 4</i>	75	8	10.7	14	18.7	25	33.3	26	34.7	*	≥5.0
<i>English/Language Arts 5</i>	90	9	10.0	22	24.4	30	33.3	28	31.1	*	≥5.0
<i>Mathematics 3</i>	82	6	7.3	8	9.8	26	31.7	36	43.9	6	7.3
<i>Mathematics 4</i>	75	*	≥5.0	12	16.0	24	32.0	35	46.7	*	≥5.0
<i>Mathematics 5</i>	90	*	≥5.0	15	16.7	41	45.6	29	32.2	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.4	17.9	30.7	29.5	27.4	27.2
Advanced Professional	80.6	82.1	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	5.6	62.0	32.4	21.7	67.9	10.4	36.7	53.9	9.5
2014	14.8	68.2	17.0	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	77	6	7.8	10	13.0	13	16.9	46	59.7	*	≥5.0
<i>English/Language Arts 4</i>	83	6	7.2	14	16.9	23	27.7	32	38.6	8	9.6
<i>English/Language Arts 5</i>	71	*	≥5.0	8	11.3	18	25.4	40	56.3	*	≥5.0
<i>Mathematics 3</i>	77	*	≥5.0	*	≥5.0	23	29.9	45	58.4	7	9.1
<i>Mathematics 4</i>	83	6	7.2	9	10.8	29	34.9	35	42.2	*	≥5.0
<i>Mathematics 5</i>	71	*	≥5.0	4	5.6	25	35.2	37	52.1	5	7.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	47.6	42.9	30.7	29.5	27.4	27.2
Advanced Professional	52.4	57.1	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	34.4	60.9	≥5.0	21.7	67.9	10.4	36.7	53.9	9.5
2014	28.8	65.8	5.5	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Elmer A. Wolfe Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	60	11	18.3	12	20.0	9	15.0	26	43.3	*	≥5.0
<i>English/Language Arts 4</i>	68	14	20.6	6	8.8	21	30.9	24	35.3	*	≥5.0
<i>English/Language Arts 5</i>	64	10	15.6	20	31.3	18	28.1	15	23.4	*	≥5.0
<i>Mathematics 3</i>	59	4	6.8	10	16.9	18	30.5	24	40.7	3	5.1
<i>Mathematics 4</i>	68	5	7.4	18	26.5	27	39.7	18	26.5	*	≥5.0
<i>Mathematics 5</i>	64	5	7.8	25	39.1	25	39.1	9	14.1	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Freedom District Elementary

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	41.4	32.1	30.7	29.5	27.4	27.2
Advanced Professional	55.2	64.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.4	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	16.2	70.5	13.3	21.7	67.9	10.4	36.7	53.9	9.5
2014	9.5	68.4	22.1	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Freedom District Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	73	7	9.6	12	16.4	18	24.7	32	43.8	4	5.5
<i>English/Language Arts 4</i>	92	11	12.0	*	≥5.0	19	20.7	44	47.8	14	15.2
<i>English/Language Arts 5</i>	105	7	6.7	10	9.5	16	15.2	66	62.9	6	5.7
<i>Mathematics 3</i>	74	*	≥5.0	4	5.4	20	27.0	37	50.0	13	17.6
<i>Mathematics 4</i>	92	*	≥5.0	7	7.6	15	16.3	55	59.8	12	13.0
<i>Mathematics 5</i>	105	*	≥5.0	12	11.4	33	31.4	47	44.8	10	9.5

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	37.9	42.9	30.7	29.5	27.4	27.2
Advanced Professional	62.1	57.1	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	20.0	68.2	11.8	21.7	67.9	10.4	36.7	53.9	9.5
2014	17.3	71.4	11.2	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Friendship Valley Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	71	9	12.7	9	12.7	19	26.8	33	46.5	*	≥5.0
<i>English/Language Arts 4</i>	83	6	7.2	11	13.3	21	25.3	39	47.0	6	7.2
<i>English/Language Arts 5</i>	84	5	6.0	14	16.7	26	31.0	38	45.2	*	≥5.0
<i>Mathematics 3</i>	71	*	≥5.0	4	5.6	15	21.1	37	52.1	14	19.7
<i>Mathematics 4</i>	83	*	≥5.0	14	16.9	17	20.5	47	56.6	*	≥5.0
<i>Mathematics 5</i>	84	*	≥5.0	12	14.3	24	28.6	42	50.0	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.1	30.4	30.7	29.5	27.4	27.2
Advanced Professional	69.6	65.2	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.3	4.3	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	14.5	9.6	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	10.0	76.7	13.3	21.7	67.9	10.4	36.7	53.9	9.5
2014	22.4	67.2	10.4	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Hampstead Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	55	6	10.9	5	9.1	15	27.3	25	45.5	4	7.3
<i>English/Language Arts 4</i>	58	*	≥5.0	*	≥5.0	11	19.0	35	60.3	8	13.8
<i>English/Language Arts 5</i>	60	*	≥5.0	4	6.7	22	36.7	30	50.0	*	≥5.0
<i>Mathematics 3</i>	55	*	≥5.0	4	7.3	12	21.8	28	50.9	11	20.0
<i>Mathematics 4</i>	58	*	≥5.0	5	8.6	14	24.1	39	67.2	*	≥5.0
<i>Mathematics 5</i>	60	*	≥5.0	4	6.7	22	36.7	27	45.0	7	11.7

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	23.5	20.0	30.7	29.5	27.4	27.2
Advanced Professional	76.5	80.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	3.2	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	15.5	73.8	10.7	21.7	67.9	10.4	36.7	53.9	9.5
2014	17.8	69.5	12.7	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Linton Springs Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	104	9	8.7	23	22.1	25	24.0	43	41.3	*	≥5.0
<i>English/Language Arts 4</i>	104	*	≥5.0	9	8.7	30	28.8	53	51.0	10	9.6
<i>English/Language Arts 5</i>	103	8	7.8	10	9.7	24	23.3	58	56.3	*	≥5.0
<i>Mathematics 3</i>	104	*	≥5.0	10	9.6	25	24.0	51	49.0	15	14.4
<i>Mathematics 4</i>	104	*	≥5.0	7	6.7	18	17.3	73	70.2	*	≥5.0
<i>Mathematics 5</i>	102	*	≥5.0	8	7.8	37	36.3	48	47.1	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	24.2	23.5	30.7	29.5	27.4	27.2
Advanced Professional	75.8	76.5	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	25.8	64.9	9.3	21.7	67.9	10.4	36.7	53.9	9.5
2014	16.3	73.5	10.2	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	82	11	13.4	13	15.9	21	25.6	31	37.8	6	7.3
<i>English/Language Arts 4</i>	104	6	5.8	11	10.6	30	28.8	50	48.1	7	6.7
<i>English/Language Arts 5</i>	95	*	≥5.0	17	17.9	28	29.5	44	46.3	*	≥5.0
<i>Mathematics 3</i>	82	*	≥5.0	10	12.2	23	28.0	39	47.6	8	9.8
<i>Mathematics 4</i>	104	*	≥5.0	10	9.6	38	36.5	49	47.1	*	≥5.0
<i>Mathematics 5</i>	96	*	≥5.0	17	17.7	32	33.3	39	40.6	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	44.8	41.4	30.7	29.5	27.4	27.2
Advanced Professional	55.2	58.6	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	13.7	78.4	7.8	21.7	67.9	10.4	36.7	53.9	9.5
2014	11.7	79.3	9.0	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mechanicsville Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	98	*	≥5.0	15	15.3	33	33.7	43	43.9	*	≥5.0
<i>English/Language Arts 4</i>	95	*	≥5.0	15	15.8	24	25.3	41	43.2	14	14.7
<i>English/Language Arts 5</i>	102	*	≥5.0	12	11.8	28	27.5	53	52.0	*	≥5.0
<i>Mathematics 3</i>	98	*	≥5.0	9	9.2	32	32.7	48	49.0	7	7.1
<i>Mathematics 4</i>	95	*	≥5.0	19	20.0	19	20.0	52	54.7	*	≥5.0
<i>Mathematics 5</i>	101	*	≥5.0	7	6.9	29	28.7	60	59.4	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	52.0	48.0	30.7	29.5	27.4	27.2
Advanced Professional	48.0	52.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	21.8	67.8	10.3	21.7	67.9	10.4	36.7	53.9	9.5
2014	15.2	77.2	7.6	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mount Airy Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	179	24	13.4	26	14.5	40	22.3	83	46.4	*	≥5.0
<i>English/Language Arts 4</i>	153	13	8.5	20	13.1	40	26.1	60	39.2	20	13.1
<i>English/Language Arts 5</i>	173	*	≥5.0	21	12.1	46	26.6	91	52.6	9	5.2
<i>Mathematics 3</i>	177	10	5.6	18	10.2	31	17.5	87	49.2	31	17.5
<i>Mathematics 4</i>	155	*	≥5.0	17	11.0	40	25.8	85	54.8	*	≥5.0
<i>Mathematics 5</i>	170	*	≥5.0	23	13.5	50	29.4	71	41.8	20	11.8

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	41.7	40.0	30.7	29.5	27.4	27.2
Advanced Professional	58.3	60.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Performance Level										
Level 1			Level 2		Level 3		Level 4		Level 5	
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	42.4	42.4	30.7	29.5	27.4	27.2
Advanced Professional	57.6	57.6	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.3	3.3	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	9.7	65.6	24.7	21.7	67.9	10.4	36.7	53.9	9.5
2014	7.8	61.7	30.4	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	82	8	9.8	11	13.4	15	18.3	38	46.3	10	12.2
<i>English/Language Arts 4</i>	117	6	5.1	6	5.1	24	20.5	65	55.6	16	13.7
<i>English/Language Arts 5</i>	93	*	≥5.0	7	7.5	19	20.4	59	63.4	5	5.4
<i>Mathematics 3</i>	82	*	≥5.0	9	11.0	17	20.7	38	46.3	16	19.5
<i>Mathematics 4</i>	117	*	≥5.0	11	9.4	24	20.5	70	59.8	9	7.7
<i>Mathematics 5</i>	93	*	≥5.0	5	5.4	21	22.6	56	60.2	10	10.8

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	31.0	20.7	30.7	29.5	27.4	27.2
Advanced Professional	69.0	79.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.8	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	35.1	60.8	≥5.0	21.7	67.9	10.4	36.7	53.9	9.5
2014	36.2	53.2	10.6	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Robert Moton Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	65	14	21.5	16	24.6	19	29.2	14	21.5	*	≥5.0
<i>English/Language Arts 4</i>	62	4	6.5	14	22.6	18	29.0	23	37.1	*	≥5.0
<i>English/Language Arts 5</i>	73	7	9.6	16	21.9	23	31.5	27	37.0	*	≥5.0
<i>Mathematics 3</i>	67	7	10.4	13	19.4	22	32.8	20	29.9	5	7.5
<i>Mathematics 4</i>	62	*	≥5.0	13	21.0	18	29.0	29	46.8	*	≥5.0
<i>Mathematics 5</i>	74	4	5.4	18	24.3	21	28.4	27	36.5	4	5.4

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	32.3	30.0	30.7	29.5	27.4	27.2
Advanced Professional	67.7	70.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	27.8	66.0	6.2	21.7	67.9	10.4	36.7	53.9	9.5
2014	30.0	58.6	11.4	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	89	5	5.6	11	12.4	20	22.5	50	56.2	*	≥5.0
<i>English/Language Arts 4</i>	69	*	≥5.0	8	11.6	23	33.3	27	39.1	8	11.6
<i>English/Language Arts 5</i>	97	*	≥5.0	20	20.6	35	36.1	37	38.1	*	≥5.0
<i>Mathematics 3</i>	89	*	≥5.0	6	6.7	33	37.1	45	50.6	*	≥5.0
<i>Mathematics 4</i>	69	*	≥5.0	8	11.6	25	36.2	31	44.9	*	≥5.0
<i>Mathematics 5</i>	97	*	≥5.0	17	17.5	41	42.3	33	34.0	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	36.0	36.0	30.7	29.5	27.4	27.2
Advanced Professional	64.0	64.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	18.4	75.0	6.6	21.7	67.9	10.4	36.7	53.9	9.5
2014	17.5	67.5	15.0	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sandymount Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	69	8	11.6	12	17.4	17	24.6	30	43.5	*	≥5.0
<i>English/Language Arts 4</i>	73	6	8.2	11	15.1	19	26.0	30	41.1	7	9.6
<i>English/Language Arts 5</i>	74	5	6.8	6	8.1	25	33.8	34	45.9	4	5.4
<i>Mathematics 3</i>	69	*	≥5.0	9	13.0	16	23.2	34	49.3	8	11.6
<i>Mathematics 4</i>	73	6	8.2	16	21.9	15	20.5	35	47.9	*	≥5.0
<i>Mathematics 5</i>	76	*	≥5.0	11	14.5	15	19.7	40	52.6	8	10.5

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	16.1	20.0	30.7	29.5	27.4	27.2
Advanced Professional	83.9	80.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	19.1	77.5	≥5.0	21.7	67.9	10.4	36.7	53.9	9.5
2014	29.7	68.9	≥5.0	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Spring Garden Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	91	8	8.8	17	18.7	19	20.9	44	48.4	*	≥5.0
<i>English/Language Arts 4</i>	94	10	10.6	9	9.6	28	29.8	39	41.5	8	8.5
<i>English/Language Arts 5</i>	87	8	9.2	8	9.2	28	32.2	38	43.7	5	5.7
<i>Mathematics 3</i>	90	5	5.6	16	17.8	26	28.9	38	42.2	5	5.6
<i>Mathematics 4</i>	93	9	9.7	8	8.6	27	29.0	45	48.4	*	≥5.0
<i>Mathematics 5</i>	88	*	≥5.0	10	11.4	19	21.6	48	54.5	8	9.1

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	48.0	30.7	29.5	27.4	27.2
Advanced Professional	50.0	52.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	47.1	47.1	5.7	21.7	67.9	10.4	36.7	53.9	9.5
2014	51.6	42.2	6.3	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Taneytown Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	62	20	32.3	11	17.7	16	25.8	14	22.6	*	≥5.0
<i>English/Language Arts 4</i>	64	13	20.3	19	29.7	14	21.9	16	25.0	*	≥5.0
<i>English/Language Arts 5</i>	68	15	22.1	10	14.7	19	27.9	23	33.8	*	≥5.0
<i>Mathematics 3</i>	62	7	11.3	19	30.6	21	33.9	11	17.7	4	6.5
<i>Mathematics 4</i>	63	5	7.9	10	15.9	29	46.0	18	28.6	*	≥5.0
<i>Mathematics 5</i>	67	9	13.4	20	29.9	18	26.9	19	28.4	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	42.9	41.4	30.7	29.5	27.4	27.2
Advanced Professional	57.1	58.6	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	23.5	69.4	7.1	21.7	67.9	10.4	36.7	53.9	9.5
2014	14.9	69.1	16.0	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	71	10	14.1	11	15.5	25	35.2	22	31.0	*	≥5.0
<i>English/Language Arts 4</i>	86	7	8.1	8	9.3	24	27.9	44	51.2	*	≥5.0
<i>English/Language Arts 5</i>	84	*	≥5.0	9	10.7	26	31.0	44	52.4	*	≥5.0
<i>Mathematics 3</i>	71	4	5.6	14	19.7	21	29.6	27	38.0	5	7.0
<i>Mathematics 4</i>	86	*	≥5.0	6	7.0	25	29.1	47	54.7	*	≥5.0
<i>Mathematics 5</i>	83	*	≥5.0	*	≥5.0	27	32.5	46	55.4	5	6.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	33.3	25.7	30.7	29.5	27.4	27.2
Advanced Professional	66.7	74.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	31.7	61.5	6.7	21.7	67.9	10.4	36.7	53.9	9.5
2014	19.8	71.6	8.6	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

William Winchester Elementary

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	104	16	15.4	19	18.3	15	14.4	48	46.2	6	5.8
<i>English/Language Arts 4</i>	93	12	12.9	13	14.0	24	25.8	39	41.9	5	5.4
<i>English/Language Arts 5</i>	103	12	11.7	14	13.6	30	29.1	42	40.8	*	≥5.0
<i>Mathematics 3</i>	104	*	≥5.0	6	5.8	27	26.0	44	42.3	22	21.2
<i>Mathematics 4</i>	94	10	10.6	11	11.7	28	29.8	45	47.9	*	≥5.0
<i>Mathematics 5</i>	104	9	8.7	27	26.0	26	25.0	37	35.6	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	24.2	33.3	30.7	29.5	27.4	27.2
Advanced Professional	72.7	66.7	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	6.8	3.1	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	24.0	64.6	11.5	21.7	67.9	10.4	36.7	53.9	9.5
2014	29.1	61.2	9.7	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	86	11	12.8	8	9.3	21	24.4	42	48.8	*	≥5.0
<i>English/Language Arts 4</i>	75	8	10.7	4	5.3	20	26.7	40	53.3	*	≥5.0
<i>English/Language Arts 5</i>	95	6	6.3	17	17.9	26	27.4	44	46.3	*	≥5.0
<i>Mathematics 3</i>	87	*	≥5.0	8	9.2	22	25.3	46	52.9	7	8.0
<i>Mathematics 4</i>	75	4	5.3	11	14.7	31	41.3	26	34.7	*	≥5.0
<i>Mathematics 5</i>	95	5	5.3	18	18.9	35	36.8	34	35.8	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

MIDDLE SCHOOLS

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	34.5	32.3	30.7	29.5	27.4	27.2
Advanced Professional	65.5	67.7	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.7	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	12.0	80.0	8.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	11.4	82.0	6.5	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mount Airy Middle

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	198	*	≥5.0	22	11.1	74	37.4	87	43.9	*	≥5.0
<i>English/Language Arts 7</i>	222	12	5.4	27	12.2	66	29.7	102	45.9	15	6.8
<i>English/Language Arts 8</i>	174	16	9.2	26	14.9	56	32.2	67	38.5	9	5.2
<i>Mathematics 6</i>	198	*	≥5.0	14	7.1	53	26.8	111	56.1	13	6.6
<i>Mathematics 7</i>	223	*	≥5.0	26	11.7	67	30.0	116	52.0	*	≥5.0
<i>Mathematics 8</i>	146	15	10.3	20	13.7	39	26.7	68	46.6	*	≥5.0
<i>Algebra I</i>	28	*	≥5.0	*	≥5.0	*	≥5.0	23	82.1	5	17.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	33.3	31.8	30.7	29.5	27.4	27.2
Advanced Professional	61.1	59.1	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	4.5	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	21.6	17.1	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	19.5	76.7	≥5.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	21.1	73.7	5.3	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	121	10	8.3	23	19.0	45	37.2	41	33.9	*	≥5.0
<i>English/Language Arts 7</i>	128	14	10.9	24	18.8	34	26.6	40	31.3	16	12.5
<i>English/Language Arts 8</i>	129	17	13.2	27	20.9	31	24.0	52	40.3	*	≥5.0
<i>Mathematics 6</i>	121	14	11.6	21	17.4	39	32.2	45	37.2	*	≥5.0
<i>Mathematics 7</i>	128	*	≥5.0	35	27.3	40	31.3	49	38.3	*	≥5.0
<i>Mathematics 8</i>	102	18	17.6	29	28.4	29	28.4	26	25.5	*	≥5.0
<i>Algebra I</i>	26	*	≥5.0	*	≥5.0	4	15.4	21	80.8	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	31.3	23.5	30.7	29.5	27.4	27.2
Advanced Professional	62.5	67.6	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.9	6.3	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	13.6	75.0	11.4	15.4	77.2	7.4	31.9	61.7	6.4
2014	20.8	76.4	≥5.0	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

North Carroll Middle

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	179	19	10.6	23	12.8	50	27.9	74	41.3	13	7.3
<i>English/Language Arts 7</i>	215	22	10.2	40	18.6	60	27.9	69	32.1	24	11.2
<i>English/Language Arts 8</i>	184	13	7.1	19	10.3	47	25.5	92	50.0	13	7.1
<i>Mathematics 6</i>	179	*	≥5.0	40	22.3	47	26.3	75	41.9	10	5.6
<i>Mathematics 7</i>	214	*	≥5.0	62	29.0	77	36.0	65	30.4	*	≥5.0
<i>Mathematics 8</i>	144	15	10.4	38	26.4	39	27.1	50	34.7	*	≥5.0
<i>Algebra I</i>	41	*	≥5.0	*	≥5.0	*	≥5.0	35	85.4	6	14.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.6	29.0	30.7	29.5	27.4	27.2
Advanced Professional	72.4	71.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.1	0.8	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	25.0	73.0	≥5.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	24.1	72.8	≥5.0	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	139	23	16.5	38	27.3	48	34.5	27	19.4	*	≥5.0
<i>English/Language Arts 7</i>	184	29	15.8	39	21.2	46	25.0	53	28.8	17	9.2
<i>English/Language Arts 8</i>	148	18	12.2	35	23.6	34	23.0	53	35.8	8	5.4
<i>Mathematics 6</i>	138	22	15.9	32	23.2	36	26.1	40	29.0	8	5.8
<i>Mathematics 7</i>	184	12	6.5	52	28.3	57	31.0	61	33.2	*	≥5.0
<i>Mathematics 8</i>	114	17	14.9	23	20.2	30	26.3	43	37.7	*	≥5.0
<i>Algebra I</i>	32	*	≥5.0	*	≥5.0	2	6.3	25	78.1	5	15.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.5	29.5	30.7	29.5	27.4	27.2
Advanced Professional	65.0	65.9	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	5.0	2.3	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	12.6	10.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	7.2	81.2	11.6	15.4	77.2	7.4	31.9	61.7	6.4
2014	8.3	79.2	12.5	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Oklahoma Road Middle

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	233	*	≥5.0	37	15.9	80	34.3	93	39.9	18	7.7
<i>English/Language Arts 7</i>	268	*	≥5.0	27	10.1	61	22.8	123	45.9	46	17.2
<i>English/Language Arts 8</i>	275	*	≥5.0	37	13.5	67	24.4	135	49.1	30	10.9
<i>Mathematics 6</i>	232	*	≥5.0	38	16.4	66	28.4	114	49.1	*	≥5.0
<i>Mathematics 7</i>	267	*	≥5.0	35	13.1	95	35.6	126	47.2	*	≥5.0
<i>Mathematics 8</i>	221	*	≥5.0	23	10.4	47	21.3	130	58.8	*	≥5.0
<i>Algebra I</i>	55	*	≥5.0	*	≥5.0	*	≥5.0	25	45.5	29	52.7

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.9	6.1	30.7	29.5	27.4	27.2
Advanced Professional	88.2	90.9	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.9	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	6.4	6.7	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	16.0	79.5	≥5.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	18.5	74.1	7.3	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	215	14	6.5	40	18.6	76	35.3	81	37.7	*	≥5.0
<i>English/Language Arts 7</i>	218	18	8.3	24	11.0	59	27.1	89	40.8	28	12.8
<i>English/Language Arts 8</i>	201	24	11.9	36	17.9	60	29.9	76	37.8	*	≥5.0
<i>Mathematics 6</i>	215	*	≥5.0	45	20.9	70	32.6	82	38.1	*	≥5.0
<i>Mathematics 7</i>	218	*	≥5.0	35	16.1	85	39.0	80	36.7	12	5.5
<i>Mathematics 8</i>	171	37	21.6	52	30.4	49	28.7	33	19.3	*	≥5.0
<i>Algebra I</i>	*	*	≥5.0	*	≥5.0	*	≥5.0	*	≤95.0	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	28.9	25.6	30.7	29.5	27.4	27.2
Advanced Professional	71.1	74.4	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	9.3	77.6	13.1	15.4	77.2	7.4	31.9	61.7	6.4
2014	8.0	77.9	14.1	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	285	17	6.0	53	18.6	99	34.7	112	39.3	*	≥5.0
<i>English/Language Arts 7</i>	254	21	8.3	28	11.0	87	34.3	91	35.8	27	10.6
<i>English/Language Arts 8</i>	263	26	9.9	33	12.5	67	25.5	112	42.6	25	9.5
<i>Mathematics 6</i>	285	*	≥5.0	52	18.2	89	31.2	123	43.2	15	5.3
<i>Mathematics 7</i>	257	*	≥5.0	28	10.9	81	31.5	132	51.4	*	≥5.0
<i>Mathematics 8</i>	195	16	8.2	40	20.5	61	31.3	74	37.9	*	≥5.0
<i>Algebra I</i>	70	*	≥5.0	*	≥5.0	*	≥5.0	49	70.0	20	28.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	32.5	17.9	30.7	29.5	27.4	27.2
Advanced Professional	65.0	82.1	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.5	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.8	4.2	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	25.2	70.1	≥5.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	15.2	76.2	8.7	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Westminster East Middle

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	252	19	7.5	48	19.0	97	38.5	85	33.7	*	≥5.0
<i>English/Language Arts 7</i>	220	44	20.0	52	23.6	59	26.8	59	26.8	*	≥5.0
<i>English/Language Arts 8</i>	251	29	11.6	58	23.1	62	24.7	92	36.7	*	≥5.0
<i>Mathematics 6</i>	254	15	5.9	60	23.6	69	27.2	98	38.6	*	≥5.0
<i>Mathematics 7</i>	221	20	9.0	72	32.6	72	32.6	52	23.5	*	≥5.0
<i>Mathematics 8</i>	228	27	11.8	58	25.4	71	31.1	71	31.1	*	≥5.0
<i>Algebra I</i>	21	*	≥5.0	*	≥5.0	*	≥5.0	15	71.4	6	28.6

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.5	26.3	30.7	29.5	27.4	27.2
Advanced Professional	68.6	71.9	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	11.1	4.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	14.9	80.5	≥5.0	15.4	77.2	7.4	31.9	61.7	6.4
2014	13.7	80.5	5.8	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Westminster West Middle

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	358	*	≥5.0	53	14.8	119	33.2	140	39.1	32	8.9
<i>English/Language Arts 7</i>	306	26	8.5	27	8.8	90	29.4	132	43.1	31	10.1
<i>English/Language Arts 8</i>	301	27	9.0	49	16.3	98	32.6	107	35.5	20	6.6
<i>Mathematics 6</i>	360	*	≥5.0	54	15.0	113	31.4	158	43.9	19	5.3
<i>Mathematics 7</i>	308	*	≥5.0	41	13.3	106	34.4	140	45.5	*	≥5.0
<i>Mathematics 8</i>	243	24	9.9	71	29.2	69	28.4	79	32.5	*	≥5.0
<i>Algebra I</i>	58	*	≥5.0	*	≥5.0	3	5.2	42	72.4	13	22.4

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

HIGH SCHOOLS

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00		88.70

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	34.0	29.1	30.7	29.5	27.4	27.2
Advanced Professional	64.0	65.5	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.0	3.6	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	7.4	12.4	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	≥5.0	67.8	29.5	7.2	64.6	28.3	15.4	61.2	23.4
2014	≥5.0	56.8	40.6	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	259	19	7.3	28	10.8	58	22.4	119	45.9	35	13.5
<i>Algebra I</i>	237	*	≥5.0	36	15.2	64	27.0	124	52.3	*	≥5.0
<i>Algebra II</i>	319	21	6.6	57	17.9	84	26.3	137	42.9	20	6.3

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		94.90	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	35.7	34.8	30.7	29.5	27.4	27.2
Advanced Professional	57.1	58.7	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.4	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.3	5.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	7.8	69.1	23.0	7.2	64.6	28.3	15.4	61.2	23.4
2014	6.4	72.1	21.5	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Francis Scott Key High

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	228	52	22.8	51	22.4	48	21.1	62	27.2	15	6.6
<i>Algebra I</i>	189	17	9.0	43	22.8	74	39.2	55	29.1	*	≥5.0
<i>Algebra II</i>	216	35	16.2	54	25.0	62	28.7	62	28.7	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00		88.70

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	22.0	26.5	30.7	29.5	27.4	27.2
Advanced Professional	64.0	67.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	12.0	2.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	16.2	6.9	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	≥5.0	53.0	45.8	7.2	64.6	28.3	15.4	61.2	23.4
2014	≥5.0	43.6	54.0	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level												
		Level 1		Level 2		Level 3		Level 4		Level 5		
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 10	242	40	16.5	51	21.1	42	17.4	69	28.5	40	16.5	
	Algebra I	255	*	≥5.0	31	12.2	100	39.2	120	47.1	*	≥5.0
	Algebra II	262	33	12.6	48	18.3	54	20.6	113	43.1	14	5.3

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00	≥ 95.00			86.39
Class of 2014 (5-Year Rate)	≥ 95.00	≥ 95.00	88.70		

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	34.3	26.8	30.7	29.5	27.4	27.2
Advanced Professional	60.0	68.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.9	2.4	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.3	13.9	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	≥5.0	72.3	24.5	7.2	64.6	28.3	15.4	61.2	23.4
2014	≥5.0	62.7	34.2	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Manchester Valley High

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	185	*	≥5.0	27	14.6	39	21.1	71	38.4	39	21.1
<i>Algebra I</i>	238	*	≥5.0	58	24.4	101	42.4	72	30.3	*	≥5.0
<i>Algebra II</i>	216	41	19.0	52	24.1	45	20.8	72	33.3	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00	≥ 95.00			86.39
Class of 2014 (5-Year Rate)	≥ 95.00	≥ 95.00	88.70		

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.3	21.6	30.7	29.5	27.4	27.2
Advanced Professional	66.7	78.4	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	6.1	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	14.7	7.7	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	7.1	68.6	24.3	7.2	64.6	28.3	15.4	61.2	23.4
2014	≥5.0	69.1	27.1	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

North Carroll High

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	173	24	13.9	13	7.5	35	20.2	68	39.3	33	19.1
<i>Algebra I</i>	234	*	≥5.0	57	24.4	74	31.6	89	38.0	*	≥5.0
<i>Algebra II</i>	164	34	20.7	41	25.0	42	25.6	47	28.7	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00	≥ 95.00			86.39
Class of 2014 (5-Year Rate)	≥ 95.00	≥ 95.00	88.70		

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	30.9	30.0	30.7	29.5	27.4	27.2
Advanced Professional	65.5	70.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.6	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	10.6	6.3	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	10.8	60.6	28.6	7.2	64.6	28.3	15.4	61.2	23.4
2014	5.3	60.3	34.4	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

South Carroll High

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	262	31	11.8	44	16.8	60	22.9	88	33.6	39	14.9
<i>Algebra I</i>	303	*	≥5.0	46	15.2	84	27.7	160	52.8	*	≥5.0
<i>Algebra II</i>	272	47	17.3	44	16.2	57	21.0	113	41.5	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)	≥ 95.00		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00		88.70

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	22.1	27.3	30.7	29.5	27.4	27.2
Advanced Professional	74.0	68.8	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.3	1.3	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	12.9	13.8	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	≥5.0	67.8	28.5	7.2	64.6	28.3	15.4	61.2	23.4
2014	7.5	60.5	32.0	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	382	34	8.9	47	12.3	82	21.5	152	39.8	67	17.5
<i>Algebra I</i>	478	26	5.4	120	25.1	179	37.4	153	32.0	*	≥5.0
<i>Algebra II</i>	351	77	21.9	92	26.2	80	22.8	101	28.8	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		94.03	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	≥ 95.00		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.8	24.1	30.7	29.5	27.4	27.2
Advanced Professional	75.0	70.4	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.1	3.7	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.6	11.5	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	7.2	64.4	28.4	7.2	64.6	28.3	15.4	61.2	23.4
2014	≥5.0	66.1	29.9	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Winters Mill High

PARCC Assessment Performance Results Summary - 2015

		Performance Level										
		Level 1			Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	268	74	27.6	36	13.4	47	17.5	82	30.6	29	10.8	
	Algebra I	368	48	13.0	69	18.8	132	35.9	118	32.1	*	≥5.0
	Algebra II	194	35	18.0	49	25.3	40	20.6	63	32.5	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

SPECIAL SCHOOLS

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	91.1	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	88.3	91.3	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	37.5	30.7	29.5	27.4	27.2
Advanced Professional	40.0	50.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	10.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	47.1	30.8	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

‡Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Carroll Springs School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1			Level 2		Level 3		Level 4		Level 5		
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	81.1	76.7	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*	≥ 95.00		86.39	
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	66.7	33.3	30.7	29.5	27.4	27.2
Advanced Professional	33.3	66.7	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	37.5	64.3	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Crossroads Middle School

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	*	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 7</i>	9	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 8</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 6</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 7</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 8</i>	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Flexible Student Support

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	92.5	93.6	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate					
Class of 2014 (4-Year Rate)		70.91	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	75.00		≥ 95.00	88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	45.5	20.0	30.7	29.5	27.4	27.2
Advanced Professional	45.5	50.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	34.8	56.7	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	18.4	76.3	5.3	7.2	64.6	28.3	15.4	61.2	23.4
2014	14.9	78.7	6.4	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Flexible Student Support

PARCC Assessment Performance Results Summary - 2015

Performance Level											
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Algebra II</i>	18	17	94.4	1	5.6	*	≥5.0	*	≥5.0	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	81.3	83.8	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			54.55	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	54.17		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	41.7	41.7	30.7	29.5	27.4	27.2
Advanced Professional	58.3	58.3	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	26.8	21.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	20.0	75.0	≥5.0	7.2	64.6	28.3	15.4	61.2	23.4
2014	50.0	50.0	≥5.0	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Reading

PARCC Assessment Performance Results Summary - 2015

Performance Level												
		Level 1		Level 2		Level 3		Level 4		Level 5		
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 10	28	21	75.0	5	17.9	*	≥5.0	*	≥5.0	*	≥5.0	
	Algebra I	18	7	38.9	7	38.9	4	22.2	*	≥5.0	*	≥5.0
	Algebra II	24	22	91.7	2	8.3	*	≥5.0	*	≥5.0	*	≥5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Post Secondary Program

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	90.1	94.2	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			*	≥ 95.00		86.39
Class of 2014 (5-Year Rate)	&#880		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	30.7	29.5	27.4	27.2
Advanced Professional	*	*	66.6	68.2	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Post Secondary Program

PARCC Assessment Performance Results Summary - 2015

Performance Level										
Level 1			Level 2		Level 3		Level 4		Level 5	
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.1	94.5	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	≥ 95.0	≥ 95.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		≥ 95.00		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	40.0	30.7	29.5	27.4	27.2
Advanced Professional	50.0	60.0	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	7.4	6.1	8.4	7.6
Elementary Low Poverty	*	*	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	9.9	8.7	6.7	6.0
Secondary High Poverty	*	*	28.7	64.3	17.7	15.7

MSA Proficiency Levels

Basic %

Proficient %

Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	21.7	67.9	10.4	36.7	53.9	9.5
2014	*	*	*	19.8	68.5	11.7	35.8	54.9	9.3
8 2015	*	*	*	15.4	77.2	7.4	31.9	61.7	6.4
2014	*	*	*	14.9	77.3	7.7	30.6	62.8	6.6
*B 2015	*	*	*	7.2	64.6	28.3	15.4	61.2	23.4
2014	*	*	*	5.7	60.8	33.5	15.4	61.7	22.9

Mathematics

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	42.1	42.1	15.8	24.3	40.8	34.9
2014	*	*	*	53.8	30.8	15.4	19.6	42.5	37.9
8 2015	*	*	*	19.0	38.1	42.9	24.0	37.6	38.4
2014	*	*	*	37.5	37.5	25.0	19.8	41.0	39.2
B 2015	*	*	*	≥5.0	56.0	40.0	31.8	37.5	30.6
2014	*	*	*	19.0	33.3	47.6	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	36.4	36.4	27.3	20.4	33.5	46.1
2014	*	*	*	40.0	33.3	26.7	14.7	33.9	51.4
5 2015	*	*	*	31.6	47.4	21.1	23.8	35.7	40.5
2014	*	*	*	46.2	38.5	15.4	18.9	40.3	40.8
6 2015	*	*	*	35.0	55.0	10.0	22.8	32.2	45.0
2014	*	*	*	14.3	47.6	38.1	16.0	37.0	47.0
7 2015	*	*	*	14.3	33.3	52.4	14.1	31.3	54.5
2014	*	*	*	20.0	15.0	65.0	13.3	31.9	54.9
8 2015	*	*	*	14.3	47.6	38.1	16.9	39.0	44.0
2014	*	*	*	25.0	43.8	31.3	17.8	35.7	46.5
A 2015	*	*	*	20.0	40.0	40.0	22.9	32.8	44.3
2014	*	*	*	9.5	52.4	38.1	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	18.2	45.5	36.4	17.4	28.1	54.5
2014	*	*	*	33.3	26.7	40.0	11.9	24.3	63.8
5 2015	*	*	*	21.1	47.4	31.6	16.4	29.9	53.7
2014	*	*	*	46.2	23.1	30.8	11.4	25.0	63.6
6 2015	*	*	*	15.0	40.0	45.0	16.8	24.6	58.6
2014	*	*	*	9.5	28.6	61.9	13.3	23.5	63.2
7 2015	*	*	*	9.5	52.4	38.1	10.9	22.8	66.3
2014	*	*	*	15.0	50.0	35.0	12.2	21.0	66.9
8 2015	*	*	*	≥5.0	42.9	57.1	13.2	28.8	58.0
2014	*	*	*	31.3	37.5	31.3	12.6	24.6	62.8
E 2015	*	*	*	16.0	44.0	40.0	19.0	27.7	53.3
2014	*	*	*	9.5	33.3	57.1	18.8	26.6	54.5

†Data from 2013

“na” indicates too few students for School Progress rules. “*” indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

PARCC Assessment Performance Results Summary - 2015

Performance Level											
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	*	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 4</i>	*	*	*	*	*	*	*	*	*	*	*
<i>English/Language Arts 5</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 3</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 4</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 5</i>	*	*	*	*	*	*	*	*	*	*	*

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations