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
School Progress (NEW FOR 2012)
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The cohort graduation rate data for 2011 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2007 and graduating no later than 2011; the 2011 5-year rate is the same cohort graduation no later than 2012.
### Maryland State

**MSA and Alt-MSA Proficiency Levels**

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**Maryland School Assessment (MSA)**

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 3 and 8 and by the Biology High School Assessment starting in 2011. Science is not part of School Progress. 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. High school special education students working on grade level content may need an assessment that is more accessible for a student with disabilities who may not be able to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

**Alternate Maryland School Assessment (Alt-MSA)**

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot achieve the MSA 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.

### Description of MSA Proficiency Levels

**Reading:** Students are unable to read and understand literature and passages of information that are written for students in their grade. Students can read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

**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 their grade level. 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.

**Science:** 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 generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

**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 demonstrate an exemplary level of achievement by providing evidence of a complete 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.

**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.

Visit [MdReportCard.org](http://MdReportCard.org) for up-to-date and disaggregated information.
The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest-achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower-performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in gap reduction proficiency. Achievement, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR): College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP), CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition (NEW FOR 2012)

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools. Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the magnitude of need while precise diagnosis allows MDSE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.
REWARD, PRIORITY, FOCUS SCHOOLS

The flexibility Maryland received in May 2012 from the U.S. Department of Education (USDE) 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 (30)**

Reward Schools are recognized in two categories: Title I Highest Performing Reward Schools (Category 1) and Title I Highest Progress Reward Schools (Category 2). There are only 30 schools statewide that meet the criteria for Reward Schools as defined in the ESEA Flexibility document. Maryland has 22 schools that have been identified as Highest Performing Reward Schools and eight schools that have been identified as Highest Progress Reward Schools.

### Category 1 Schools

- **Highest Performing** Reward Schools will have met the Annual Measurable Objectives (AMOs) for all subgroups for two consecutive years and have a 10 percent or less achievement gap between “all students” and subgroups.
- Of the schools that are considered Highest Performing Reward Schools, those that are in the top 10 percent of Title I schools, indicating the maximum amount of improvement in student performance on MSA tests from 2007-2011, will be designated as Distinguished Highest Performing Reward Schools.
- In addition, if a Highest Performing Reward School has improved its performance, 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.

### Category 2 Schools

- **Highest Progress** Reward Schools are those Title I schools that have significantly reduced the gap in achievement between the subgroups from 2007-2011. These schools must have made at least an 18 percentage point gain in the “all students” subgroup and have a 10 percent or less gap between any other performing subgroup.

**Priority Schools (21)**

Priority Schools are five 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 (LEAs) 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.

**Focus Schools (42)**

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.

Visit MdReportCard.org for up-to-date and disaggregated information.
Carroll County

2012 School Progress

**Percent Proficient**

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<thead>
<tr>
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<th>Reading</th>
<th>Math</th>
<th>Reading</th>
<th>Math</th>
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**Participation Rate**

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**Graduation Rate**

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<tbody>
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**All Students Attendance Rate:** Met

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Carroll County MSA Proficiency Levels

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<th>Proficient %</th>
<th>Advanced %</th>
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<td>18.7</td>
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</table>

**Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.**

Description of MSA Proficiency Levels

**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 arguing language choices when writing.

**Mathematics:** Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

**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 need more work to attain proficiency. They use minimal supporting evidence, and responses indicate limited synthesis of information.

**Biography:** Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

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Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2011. Science is not part of School Progress. 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. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Modified-HSA. This is determined by the Individualized Education Program (IEP) Team.

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.
The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA 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.

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

### Alt-MSA Proficiency Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Carroll County</th>
<th>State</th>
<th><strong>Basic %</strong></th>
<th><strong>Proficient %</strong></th>
<th><strong>Advanced %</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>County %</strong></td>
<td><strong>Proficient %</strong></td>
<td><strong>Advanced %</strong></td>
<td><strong>Proficient %</strong></td>
<td><strong>Advanced %</strong></td>
</tr>
<tr>
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<td>64.5</td>
<td>36.4</td>
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<td>7.2</td>
</tr>
<tr>
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<td>30.0</td>
<td>22.2</td>
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**Mathematics**

<table>
<thead>
<tr>
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<th><strong>Basic %</strong></th>
<th><strong>Proficient %</strong></th>
<th><strong>Advanced %</strong></th>
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</thead>
<tbody>
<tr>
<td>3 2012</td>
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<td>38.5</td>
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<td>38.5</td>
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<td>40.0</td>
<td>20.0</td>
<td>40.0</td>
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**Science**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Carroll County</th>
<th>State</th>
<th><strong>Basic %</strong></th>
<th><strong>Proficient %</strong></th>
<th><strong>Advanced %</strong></th>
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</thead>
<tbody>
<tr>
<td>3 2012</td>
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<td>53.3</td>
<td>33.3</td>
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<tr>
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<td>11.1</td>
<td>27.8</td>
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<tr>
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<td>33.3</td>
<td>13.3</td>
<td>53.3</td>
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</table>

**VisitMdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.**

*indicates no students or fewer than 10 students in category.
The new Maryland School Progress Index (SPI) is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest-achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland’s School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility, while lower-performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

**Achievement**: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school’s performance for “all students” on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school’s targets. Achievement is measured in all grades.

**Growth**: Growth represents a student’s progress from one year to the next. The Growth Indicator represents all students’ growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

**Gap Reduction**: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate for high schools.

**College- and Career-Readiness (CCR)**: College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP), CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

The School Progress Index (SPI) and the school's result on each of the indicators of the index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools. Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

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ELEMENTARY SCHOOLS
### 2012 School Progress

**Carrolltowne Elementary**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2012</th>
<th>2011</th>
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</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
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<tr>
<td>White</td>
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<tr>
<td>Two or more races</td>
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<td></td>
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<td>Free/Reduced Meals</td>
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<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficient</td>
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**All Students Attendance Rate:** Met

**MSA Proficiency Levels**

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>2012</th>
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<td>5.2</td>
<td>5.4</td>
</tr>
<tr>
<td>5</td>
<td>5.4</td>
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<td>5.4</td>
</tr>
<tr>
<td>8</td>
<td>5.4</td>
<td>5.4</td>
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<tr>
<td><strong>E2012</strong></td>
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**Alt-MSA Proficiency Levels**

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

<table>
<thead>
<tr>
<th>GRADE</th>
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<td>5</td>
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<td>5.2</td>
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<td>8</td>
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**Attendance Rate**

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<tr>
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<td>≥95.0</td>
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<td>Middle</td>
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<tr>
<td>High</td>
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**Teacher Qualifications**

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<td>33.3</td>
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<tr>
<td>Advanced</td>
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<td>63.6</td>
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<tr>
<td>Resident</td>
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<td>0.0</td>
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<tr>
<td>Conditional</td>
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**% of classes NOT taught by Highly Qualified Teachers**

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**2012 School Progress Index**

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<tr>
<td>Math</td>
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<tr>
<td>Reading</td>
<td>1.0645</td>
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<tr>
<td>Science</td>
<td>1.0917</td>
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</tbody>
</table>

*na* indicates too few students for School Progress rules. *"* indicates no students or fewer than 10 students in category. 
: Algebra/Data Analysis; : English; : Biology.

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Charles Carroll Elementary

2012 School Progress

<table>
<thead>
<tr>
<th>Percent Proficient</th>
<th>Reading</th>
<th>Math</th>
<th>Participation Rate</th>
<th>Reading</th>
<th>Math</th>
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<td>Met</td>
<td>Met</td>
<td>Met</td>
<td>Met</td>
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<tr>
<td>Black or African American</td>
<td>na</td>
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<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Hispanic/Latino of any race</td>
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<td>na</td>
<td>na</td>
<td>na</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
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<td>*</td>
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<td></td>
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<tr>
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<tr>
<td>Free/Reduced Meals</td>
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<td>Met</td>
<td>Met</td>
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<tr>
<td>Special Education</td>
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<td>na</td>
<td>na</td>
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<tr>
<td>Limited English Proficient</td>
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All Students Attendance Rate: Met

### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

#### Reading

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOL %</th>
<th>COUNTY %</th>
<th>STATE %</th>
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<td>4 2012</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2011</td>
<td>*</td>
<td>*</td>
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</tr>
<tr>
<td>7 2012</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2011</td>
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<td>*</td>
</tr>
<tr>
<td>2011</td>
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</table>

#### Mathematics

<table>
<thead>
<tr>
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<th>STATE %</th>
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<td>*</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>2011</td>
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<tr>
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#### Science

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#### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

#### Attendance Rate %

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#### Teacher Qualifications

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<th>Resident Teacher</th>
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</table>

#### % of classes NOT taught by:

| Highly Qualified Teachers | 0.0 | 0.0 | 5.1 | 4.7 | 6.9 | 7.6 |

**Note:** * indicates too few students for School Progress results. ** indicates no students or fewer than 10 students in category. 
- E: English 
- A: Algebra/Data Analysis 
- B: Biology

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Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.
### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

<table>
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### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

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</table>

*Indicates too few students for School Progress rules. **Indicates no students or fewer than 10 students in category.  • English;  • Biology;  • Algebra/Data Analysis;  • Science.
Eldersburg Elementary

2012 School Progress

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<thead>
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<td>Met</td>
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<tr>
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<td>*</td>
<td>*</td>
<td>≥95.0</td>
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</tbody>
</table>

MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

**Basic %** | **Proficient %** | **Advanced %**
--- | --- | ---
Reading | | |
3 2012 | 16.5 | 58.8 | 24.7 | 10.1 | 64.7 | 25.2 | 15.0 | 64.4 | 20.6 |
2011 | 11.1 | 54.4 | 34.4 | 12.3 | 66.5 | 21.2 | 14.9 | 64.6 | 20.5 |
4 2012 | 5.6 | 42.7 | 51.7 | 5.3 | 52.8 | 41.9 | 10.2 | 55.6 | 34.2 |
2011 | ≤5.0 | 58.4 | 38.6 | 6.3 | 62.6 | 31.1 | 11.3 | 59.3 | 29.4 |
5 2012 | ≤5.0 | 25.5 | 73.5 | ≤5.0 | 28.1 | 67.7 | 10.1 | 34.9 | 55.1 |
2011 | ≤5.0 | 26.3 | 70.0 | ≤5.0 | 29.3 | 66.0 | 9.8 | 34.4 | 55.8 |
6 2012 | * | * | * | 6.7 | 37.4 | 56.0 | 15.5 | 42.7 | 41.8 |
2011 | * | * | * | 8.3 | 39.9 | 51.8 | 16.2 | 41.0 | 42.8 |
7 2012 | * | * | * | 7.9 | 31.3 | 60.8 | 18.8 | 35.5 | 45.7 |
2011 | * | * | * | 8.8 | 40.9 | 50.3 | 15.9 | 40.6 | 43.4 |
8 2012 | * | * | * | 9.0 | 34.4 | 56.7 | 19.2 | 36.6 | 44.2 |
2011 | * | * | * | 11.5 | 37.0 | 51.6 | 17.3 | 36.8 | 45.9 |
9 2012 | * | * | * | 7.5 | 56.7 | 35.8 | 16.9 | 54.9 | 28.2 |
2011 | * | * | * | 10.9 | 55.1 | 34.0 | 18.3 | 53.4 | 28.4 |

Mathematics | | |
3 2012 | ≤5.0 | 42.4 | 56.5 | 5.8 | 44.5 | 49.7 | 12.2 | 49.0 | 38.7 |
2011 | ≤5.0 | 40.0 | 56.7 | 7.7 | 48.9 | 43.4 | 13.7 | 50.9 | 35.4 |
4 2012 | ≤5.0 | 23.6 | 74.2 | 5.4 | 33.3 | 61.3 | 10.1 | 38.6 | 51.2 |
2011 | ≤5.0 | 30.7 | 68.3 | ≤5.0 | 38.5 | 57.1 | 9.7 | 40.6 | 49.7 |
5 2012 | ≤5.0 | 54.6 | 42.3 | 7.8 | 60.1 | 32.1 | 14.7 | 54.8 | 30.5 |
2011 | 7.5 | 62.5 | 30.0 | 9.3 | 66.8 | 23.9 | 17.7 | 59.4 | 22.8 |
6 2012 | * | * | * | 6.6 | 38.7 | 54.7 | 17.0 | 47.6 | 35.5 |
2011 | * | * | * | 7.6 | 46.8 | 45.6 | 19.0 | 48.9 | 32.1 |
7 2012 | * | * | * | 10.3 | 49.1 | 40.6 | 23.7 | 49.5 | 26.9 |
2011 | * | * | * | 18.7 | 50.0 | 31.3 | 25.7 | 48.9 | 25.4 |
8 2012 | * | * | * | 18.6 | 37.1 | 44.3 | 30.7 | 36.2 | 33.1 |
2011 | * | * | * | 24.0 | 35.0 | 40.9 | 33.9 | 33.7 | 32.4 |
9 2012 | * | * | * | 5.3 | 54.0 | 40.7 | 16.1 | 53.1 | 30.8 |
2011 | * | * | * | 6.7 | 58.3 | 35.0 | 16.4 | 53.6 | 30.0 |

Science | | |
3 2012 | 5.1 | 69.4 | 25.3 | 17.8 | 70.0 | 12.2 | 31.5 | 57.5 | 11.1 |
2011 | 12.5 | 61.3 | 26.3 | 19.1 | 68.3 | 12.6 | 33.2 | 57.0 | 9.9 |
4 2012 | 13.6 | 77.0 | 9.3 | 29.3 | 63.3 | 7.4 | 16.3 | 76.3 | 7.4 | 30.5 | 63.1 | 6.5 |
2011 | 13.6 | 77.0 | 9.3 | 29.3 | 63.3 | 7.4 | 16.3 | 76.3 | 7.4 | 30.5 | 63.1 | 6.5 |
5 2012 | * | * | * | 8.6 | 58.1 | 33.3 | 18.3 | 59.6 | 22.1 |
2011 | * | * | * | 10.6 | 57.1 | 32.1 | 18.7 | 61.5 | 19.8 |

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## 2012 School Progress

### MSA Proficiency Levels

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#### Elementary

- **Met**
- **≥95.0**
- **95.0**
- **≤5.0**

#### Middle

- **Met**
- **≥95.0**
- **95.0**
- **≤5.0**

#### High

- **Met**
- **≥95.0**
- **95.0**
- **≤5.0**

### Alt-MSA Proficiency Levels

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#### Reading

<table>
<thead>
<tr>
<th>Grade</th>
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<th>County %</th>
<th>State %</th>
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<td>22.1</td>
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#### Mathematics

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#### Science

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<table>
<thead>
<tr>
<th>GRADE</th>
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<th>COUNTY %</th>
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### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

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

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Friendship Valley Elementary

2012 School Progress

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All Students Attendance Rate: Met

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2012 School Progress Index

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MAA Proficiency Levels

Approximately 99% of Maryland students take MAA. The Basic Level is below the goal set for all students.

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Alt-MAA Proficiency Levels

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Met

2012 School Progress

Hampstead Elementary

0804

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

### MSA Proficiency Levels

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### Alternate MSA Proficiency Levels

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## Linton Springs Elementary

### 2012 School Progress

#### MSA Proficiency Levels

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*"na" indicates too few students for School Progress rules; **"indicates no students or fewer than 70 students in category. • E English; • A Algebra/Data Analysis; • B Biology

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
The Basic Level is below the goal set for all students.
### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SCHOOL %</th>
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<th>STATE %</th>
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<td>9.8 34.4 55.8</td>
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#### Reading

The Basic Level is below the goal set for all students.

- **2011**: 11.4
- **2012**: 16.7

#### Mathematics

The Basic Level is below the goal set for all students.

- **2011**: 11.4
- **2012**: 16.7

#### Science

The Basic Level is below the goal set for all students.

- **2011**: 11.4
- **2012**: 16.7

### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

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<thead>
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<th>STATE %</th>
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#### Reading

The Basic Level is below the goal set for all students.

- **2011**: 11.8
- **2012**: 16.7

#### Mathematics

The Basic Level is below the goal set for all students.

- **2011**: 11.8
- **2012**: 16.7

#### Science

The Basic Level is below the goal set for all students.

- **2011**: 11.8
- **2012**: 16.7

---

*Notes:*
- “na” indicates too few students for School Progress rules.
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- E: English
- A: Algebra/Data Analysis
- B: Biology

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Mount Airy Elementary

2012 School Progress

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<th>Black or African American</th>
<th>Hispanic/Latino of any race</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Two or more races</th>
<th>Free/Reduced Meals</th>
<th>Special Education</th>
<th>Limited English Proficient</th>
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Percent Proficient Participation Rate

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<th>Math</th>
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<table>
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MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

<table>
<thead>
<tr>
<th>Grade</th>
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<th>State %</th>
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2012 School Progress

### Parr's Ridge Elementary

#### 2012 School Progress

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<td>Black or African American</td>
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<td>Hispanic/Latino of any race</td>
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<td>Native Hawaiian or Other Pacific Islander</td>
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<tr>
<td>Two or more races</td>
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<td>Free/Reduced Meals</td>
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<td>Limited English Proficient</td>
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### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

#### GRADE 2012 | SCHOOL % | COUNTY % | STATE %
---|---------|---------|---------|
| 3 2012 | 3.27 | 2.22 | 1.15 |
| 2011 | 3.27 | 2.22 | 1.15 |
| 4 2012 | 4.32 | 3.21 | 2.10 |
| 2011 | 4.32 | 3.21 | 2.10 |
| 5 2012 | 5.29 | 4.17 | 3.05 |
| 2011 | 5.29 | 4.17 | 3.05 |
| 6 2012 | 6.26 | 5.15 | 4.00 |
| 2011 | 6.26 | 5.15 | 4.00 |
| 7 2012 | 7.23 | 6.12 | 5.05 |
| 2011 | 7.23 | 6.12 | 5.05 |
| 8 2012 | 8.20 | 7.10 | 6.05 |
| 2011 | 8.20 | 7.10 | 6.05 |

#### Reading

<table>
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#### Mathematics

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#### Science

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### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

#### Basic % | Proficient % | Advanced %
---|---------|---------|---------|
| 3 2012 | 9.1 | 36.4 | 54.5 |
| 2011 | 16.7 | 33.3 | 50.0 |
| 4 2012 | 7.7 | 38.5 | 53.8 |
| 2011 | 11.8 | 41.2 | 47.1 |
| 5 2012 | 9.0 | 34.4 | 56.7 |
| 2011 | 11.1 | 42.2 | 58.8 |
| 6 2012 | 9.5 | 33.7 | 65.6 |
| 2011 | 13.3 | 33.3 | 73.3 |

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<tr>
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<th>All Students</th>
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<th>Black or African American</th>
<th>Hispanic/Latino of any race</th>
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#### Alt-MSA Proficiency Levels

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#### 2012 School Progress Index

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<thead>
<tr>
<th>School</th>
<th>County</th>
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### MSA Proficiency Levels

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<th>SCHOOL %</th>
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<tbody>
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### Mathematics

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<th>STATE %</th>
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### Science

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## 2012 School Progress

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### Alt-MSA Proficiency Levels

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### Teacher Qualifications

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## Taneytown Elementary

### 2012 School Progress

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<tr>
<td>Black or African American</td>
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</tr>
<tr>
<td>Hispanic/Latino of any race</td>
<td>Met</td>
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</table>
| Native Hawaiian or Other Pacific Islander | * | * | * | *
| White        | Met     | Met   | Met     | Met   |
| Two or more races   | Met    | na    | na      | na    |
| Free/Reduced Meals | Met    | Met   | Met     | Met   |
| Special Education | Met  | na    | na      | na    |
| Limited English Proficient | na   | na    | na      | na    |

All Students Attendance Rate: Met

### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

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*Indicates too few students for School Progress rules, **indicates no students or fewer than 10 students in category.

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
## Westminster Elementary

### 2012 School Progress

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### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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### Alt-MSA Proficiency Levels

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William Winchester Elementary

2012 School Progress

Percent Proficient Participation Rate

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All Students Attendance Rate: Met

MBA Proficiency Levels

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Alt-MSA Proficiency Levels

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Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
## Winfield Elementary

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## MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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* * indicates too few students for School Progress rates, ** indicates no students or fewer than 10 students in category. • A: Biology; • E: English; •: Algebra/Data Analysis; *: Reading

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## 2012 School Progress

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All Students Attendance Rate: Met

## MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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## Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

### Basic % Proficient % Advanced %

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## 2012 School Progress

### MSA Proficiency Levels

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### Alt-MSA Proficiency Levels

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

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Marry-NSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
2012 School Progress

Northwest Middle

2012 School Progress Index

MSA Proficiency Levels
Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

### Reading

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### Alt-MSA Proficiency Levels
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Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
### Oklahoma Road Middle

#### 2012 School Progress

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<th>Percent Proficient</th>
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<th>Math</th>
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All Students Attendance Rate: Met

#### Oklahoma Road Middle 2012 School Progress Index

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#### Teacher Qualifications

- **% of certificates:**
  - Standard Professional: 28.9 |
  - Advanced Professional: 65.8 |
  - Resident Teacher: 0.0 |
  - Conditional Teacher: 2.6 |

- **% of classes NOT taught by:**
  - Highly Qualified Teachers: 11.3 |

#### Metropolitan School Assessments (MSA) Proficiency Levels

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<table>
<thead>
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#### Mathematics

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Shiloh Middle

2012 School Progress

MSA Proficiency Levels
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All Students Proficiency Levels

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Mathematics

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ALT-MSA Proficiency Levels
Approximately 1% of Maryland students take ALT-MSA. The Basic Level is below the goal set for all students.

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All Students Achievement Gap Reduction

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*Indicates too few students for School Progress rules. ** indicates no students or fewer than 10 students in category. * English; ** Algebra/Data Analysis; 1 Biology

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Sykesville Middle

2012 School Progress

<table>
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<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic/Latino of any race</th>
<th>White</th>
<th>Two or more races</th>
<th>Free/Reduced Meals</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Special Education</th>
<th>Limited English Proficient</th>
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All Students Attendance Rate: Met

Basic Level is below the goal set for all students.

Reading

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Mathematics

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Science

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Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Westminster East Middle

2012 School Progress

Percent Proficient Participation Rate
Reading Math Reading Math

All Students Met Met Met Met Met Met Met Met
American Indian or Alaska Native Met Met na na na na
Asian Met Met Met Met Met Met
Black or African American Met Met na na na na
Hispanic/Latino of any race Met Met Met Met Met Met Met
Native Hawaiian or Other Pacific Islander Met Met Met Met Met Met
White Met Met Met Met Met Met Met
Two or more races Met Met na na na na
Free/Reduced Meals Met Met Met Met Met Met Met
Special Education Met Met Met Met Met Met Met
Limited English Proficient Met Met na na na na

All Students Attendance Rate: Met

MSA Proficiency Levels
Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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Alt-MSA Proficiency Levels
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*na* indicates too few students for School Progress rules; **h** indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

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Westminster West Middle

2012 School Progress

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All Students Attendance Rate: Met

MZA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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Alt-MZA Proficiency Levels

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The Basic Level is below the goal set for all students.

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% of teachers not taught by

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HIGH SCHOOLS
## MSA Proficiency Levels

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## Alt-MSA Proficiency Levels

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### Alt-MSA Proficiency Levels

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Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Liberty High

2012 School Progress

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Approximately 99% of Maryland students take MSA.

Reading Math Science

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Values 1.0000 and above met the target.

SPI: 1.0463 Strand: 2

1.1155
1.0035

College and Career Preparation (CCP) - 2010

Data from 2011

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Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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### Alt-MSA Proficiency Levels
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<th>STATE %</th>
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College and Career Preparation (CCP) - 2010. *Data from 2011

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
Black or African American

- Reading: 3
- Mathematics: 5
- Science: 5

Native Hawaiian or Other Pacific Islander

- Reading: 2
- Mathematics: 4
- Science: 4

White

- Reading: 7
- Mathematics: 4
- Science: 4

Two or more races

- Reading: 8
- Mathematics: 5
- Science: 5

Free/Reduced Meals

- Reading: 8
- Mathematics: 7
- Science: 7

Special Education

- Reading: 8
- Mathematics: 7
- Science: 7

Limited English Proficient

- Reading: 8
- Mathematics: 7
- Science: 7

The Basic Level is below the goal set for all students.

2012 School Progress

North Carroll High

2012 School Progress Index

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## Westminster High

### 2012 School Progress

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<th>Participation Rate</th>
<th>Graduation</th>
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### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

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### Teacher Qualifications

- **Highly Qualified Teachers**
  - 8.2
  - 9.1
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  - 7.6

### Cohort Graduation Rate %

- Class of 2011 (4-YR Rate) ≥95.0
  - 92.81
  - 82.82
- Class of 2011 (5-YR Rate) ≥95.0
  - 93.23
  - 85.51

---

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### MSA Proficiency Levels
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# Carroll Springs School

## 2012 School Progress

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*indicates too few students for School Progress rules, * indicates no students or fewer than 10 students in category.
Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.
Flexible Student Support

Hispanic/Latino of any race
Approximately 99% of Maryland students take MSA.
American Indian or Alaska Native
Black or African American
Hispanic/Latino of any race
Native Hawaiian or Other Pacific Islander
White
Two or more races
Free/Reduced Meals
Special Education
Limited English Proficient
All Students Attendance Rate:

2012 School Progress

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All Students Attendance Rate:

2012 MSA Proficiency Levels
Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

Reading

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Alt-MSA Proficiency Levels
Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

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College and Career Preparation (CCP) - 2010 Data from 2011
*Values 1,000 and above met the target.
*0* indicates too few students for School Progress rules.
**indicates no students or fewer than 10 students in category.
E = English; A = Algebra/Data Analysis; B = Biology

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.
**2012 School Progress**

**Gateway School**

### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

#### 2012 School Progress Index

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### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

#### 2012 School Progress Index

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<td>Gap Red.</td>
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### Teacher Qualifications

#### % of certificates:

- Standard Professional: 21.4
- Advanced Professional: 78.6

#### % of classes NOT taught by:

- Highly Qualified Teachers: 3.0
- Conditional Teacher: 1.1
- Resident Teacher: 0.0

### Cohort Graduation Rate %

- Class of 2011 (4-Yr Rate): 65.2
- Class of 2011 (5-Yr Rate): 92.8

### Alt-MSA Proficiency Levels

#### 2012 School Progress Index

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<th>Achievement</th>
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### Post Secondary Program

#### 2012 School Progress

- **Percent Proficient**
  - Reading: 10.1 to 18.3
  - Math: 10.1 to 18.3
  - Graduation: 10.0 to 10.9

- **Participation Rate**
  - Reading: 64.7 to 55.3
  - Math: 64.7 to 55.3
  - Graduation: 55.1 to 54.0

- **Graduation Rate**
  - Elementary: 95.6 to 95.0
  - Middle: 95.4 to 95.0
  - High: 95.2 to 92.2

- **Teacher Qualifications**
  - Standard Professional: 30.7 to 1.1
  - Advanced Professional: 67.6 to 0.0
  - Resident Teacher: 66.5 to 0.9
  - Conditional Teacher: 65.2 to 1.2

- **% of classes NOT taught by:**
  - Highly Qualified Teachers: 5.5 to 7.8

#### MSA Proficiency Levels

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<table>
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#### Alt-MSA Proficiency Levels

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<td>2011</td>
<td>10.7</td>
<td>15.3</td>
<td>45.5</td>
</tr>
<tr>
<td>7 2012</td>
<td>10.2</td>
<td>10.2</td>
<td>38.7</td>
</tr>
<tr>
<td>2011</td>
<td>11.1</td>
<td>11.8</td>
<td>69.9</td>
</tr>
</tbody>
</table>

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*Source: Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.*
### MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.

#### 2012 School Progress

<table>
<thead>
<tr>
<th>Grade</th>
<th>School %</th>
<th>County %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>≤5.0</td>
<td>7.6</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>17.6</td>
<td>57.1</td>
</tr>
<tr>
<td></td>
<td>6.0</td>
<td>31.6</td>
<td>80.7</td>
</tr>
<tr>
<td></td>
<td>7.0</td>
<td>44.2</td>
<td>90.3</td>
</tr>
<tr>
<td></td>
<td>8.0</td>
<td>57.6</td>
<td>99.4</td>
</tr>
</tbody>
</table>

#### Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

<table>
<thead>
<tr>
<th>Grade</th>
<th>School %</th>
<th>County %</th>
<th>State %</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>≤5.0</td>
<td>7.6</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>5.0</td>
<td>17.6</td>
<td>57.1</td>
</tr>
<tr>
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<td>6.0</td>
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<td></td>
<td>8.0</td>
<td>57.6</td>
<td>99.4</td>
</tr>
</tbody>
</table>

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* *indicates too few students for School Progress rates, ** indicates no students or fewer than 10 students in category. • English; ~ Algebra/Data Analysis; ☉ Biology

Visit MdReportCard.org for up-to-date and disaggregated information. For definitions, see school system report pages.