Willards Elementary

Wicomico County (22:1404)

2014 School Progress

	Percent Proficient		Participation Rate		Graduation
	Reading	Mathematics	Reading	Mathematics	
All Students	na	Met	Met	Met	--
American Indian or Alaska Native	na	na	na	na	--
Asian	na	na	na	na	--
Black or African American	*	*	*	*	--
Hispanic/Latino of any race	na	na	na	na	--
Native Hawaiian or Other Pacific Islander	*	*	*	*	--
White	na	Not Met	Met	Met	--
Two or more races	na	Met	na	na	--
Free/Reduced Meals	na	Met	Met	Met	--
Special Education	na	Met	na	na	--
Limited English Proficient	na	Met	na	na	--

Attendance Rate %	School 2014	School 2013	County 2014	County 2013	State 2014	State 2013
Elementary	**94.5**	94.9	**≥ 95.0**	≥ 95.0	**95.7**	95.5
Middle	*	*	**94.5**	94.1	**95.4**	95.1
High	*	*	**93.6**	92.8	**92.7**	92.5
Teacher Qualifications						
% of certificates:						
Standard Professional	**26.7**	26.7	**31.3**	31.3	**27.2**	27.2
Advanced Professional	**73.3**	73.3	**66.2**	66.2	**65.5**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**0.7**	0.7
Conditional Teacher	**0.0**	0.0	**1.2**	1.2	**1.0**	1.0
% of classes NOT taught by highly qualified teachers:						
All Quartiles	**0.0**	0.0	**5.9**	5.9	**7.6**	6.2
Elementary Low Poverty	*	*	*	*	**3.0**	2.4
Elementary High Poverty	*	*	**2.2**	1.4	**11.4**	6.6
Secondary Low Poverty	*	*	**53.7**	63.5	**6.0**	5.6
Secondary High Poverty	*	*	**7.7**	7.9	**15.7**	14.0
Cohort Graduation Rate%						
Class of 2013 (4-Year Rate)		*		81.98		84.97
Class of 2013 (5-Year Rate)	*		**83.69**		**87.48**	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were **not** measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

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 are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained 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 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

Willards Elementary

MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Basic % | Proficient % | Advanced %

	Grade	SCHOOL% Basic	SCHOOL% Proficient	SCHOOL% Advanced	COUNTY % Basic	COUNTY % Proficient	COUNTY % Advanced	STATE % Basic	STATE % Proficient	STATE % Advanced
Reading	3 2014	*	*	*	28.1	62.4	9.5	22.8	62.3	14.8
	2013	*	*	*	18.6	64.7	16.7	17.4	60.5	22.1
	4 2014	*	*	*	14.7	61.4	23.9	13.7	55.5	30.8
	2013	*	*	*	11.7	62.6	25.7	11.8	58.4	29.8
	5 2014	*	*	*	15.1	43.2	41.7	11.0	34.5	54.4
	2013	*	*	*	13.3	38.2	48.5	11.6	31.8	56.6
	6 2014	*	*	*	24.8	44.5	30.7	16.8	39.5	43.7
	2013	*	*	*	18.8	45.2	36.1	15.9	40.6	43.5
	7 2014	*	*	*	32.7	40.9	26.4	21.2	35.9	42.8
	2013	*	*	*	16.0	37.8	46.2	15.0	36.9	48.1
	8 2014	*	*	*	29.6	39.1	31.3	23.1	36.6	40.3
	2013	*	*	*	20.3	40.2	39.5	19.0	34.9	46.1
	*E 2014	*	*	*	15.9	56.2	27.9	17.4	54.1	28.6
	2013	*	*	*	18.3	59.1	22.6	17.0	55.3	27.8
Mathematics	3 2014	*	*	*	29.9	55.0	15.0	25.8	54.8	19.4
	2013	*	*	*	13.9	54.7	31.3	17.8	53.3	28.9
	4 2014	*	*	*	17.3	52.7	30.0	19.4	48.4	32.2
	2013	*	*	*	8.1	42.4	49.6	11.2	42.1	46.7
	5 2014	*	*	*	31.1	59.4	9.5	27.2	52.9	19.9
	2013	*	*	*	17.2	61.3	21.5	19.1	55.5	25.3
	6 2014	*	*	*	39.9	49.9	10.2	32.2	46.4	21.4
	2013	*	*	*	22.3	54.1	23.6	22.9	48.0	29.1
	7 2014	*	*	*	49.7	40.5	9.7	36.9	43.5	19.6
	2013	*	*	*	24.6	57.2	18.2	27.4	49.3	23.3
	8 2014	*	*	*	42.4	36.6	21.0	41.3	32.8	25.9
	2013	*	*	*	26.9	40.7	32.4	33.0	36.4	30.6
	*A 2014	*	*	*	12.3	60.0	27.7	15.8	54.4	29.8
	2013	*	*	*	17.8	54.2	28.1	15.8	53.4	30.8
Science	5 2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
	2013	*	*	*	40.6	54.7	≤5.0	33.0	56.4	10.6
	8 2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
	2013	*	*	*	36.8	61.3	≤5.0	28.6	64.6	6.7
	*B 2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9
	2013	*	*	*	17.4	70.5	12.1	17.4	60.7	21.9

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

Description of MSA Proficiency Levels

	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.

Visit MDreportCard.org for up-to-date and disaggregated information. Translations in espanol, chinese, francais, vietnamese and korean.

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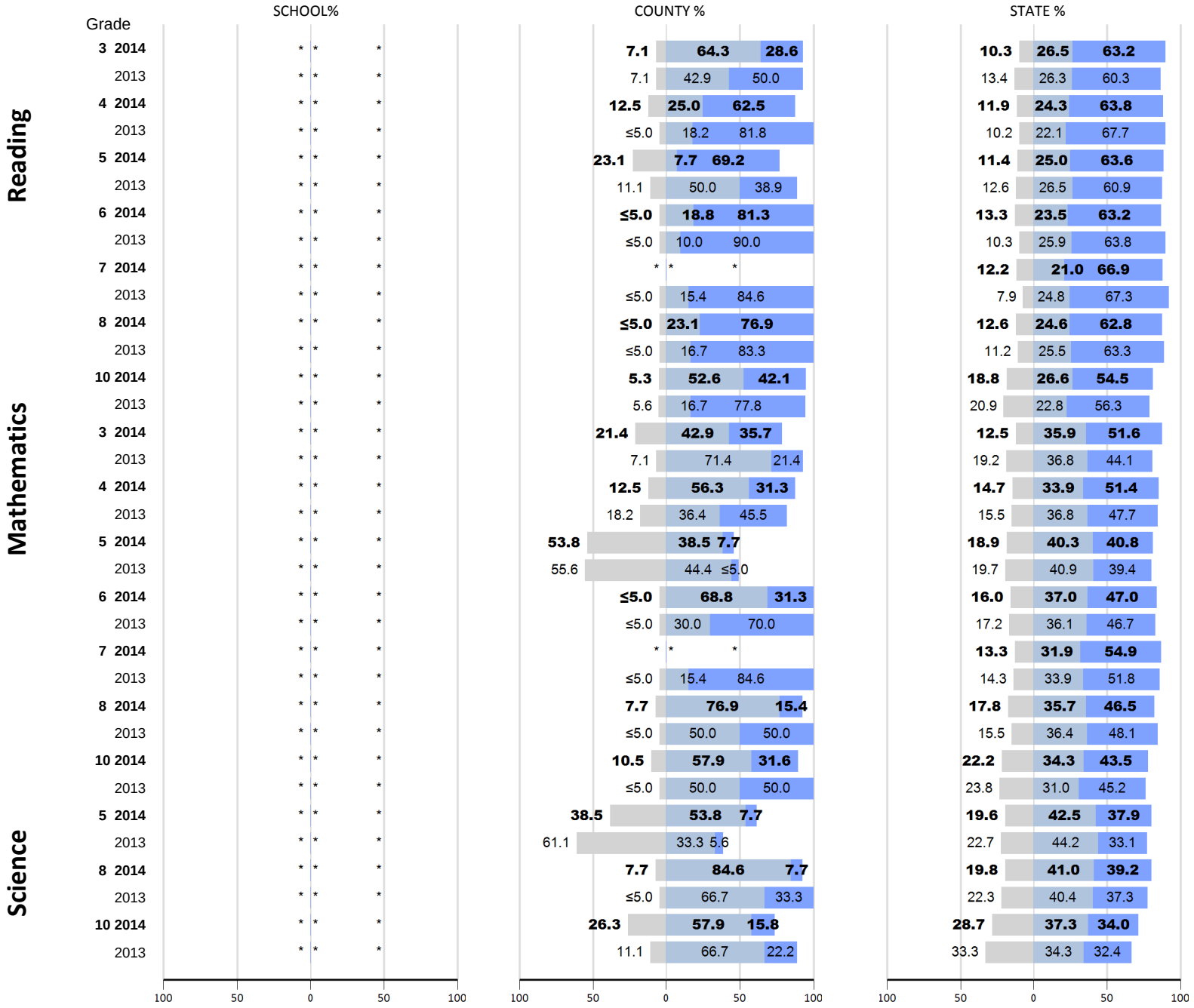
Alt-MSA Proficiency Levels

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



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 2012. 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 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 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.

Willards Elementary

2014 School Progress Index (SPI)

In 2014 most Maryland public schools had some students who participated in MSA and some students who participated in the PARCC field test. PARCC performance data is not reported because test items are being field tested. Therefore, reading and/or mathematics proficiency data is not reported for those schools that field tested in those contents.

School Progress Index (SPI)

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 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 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 nstitution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

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 (Not applicable for LEAs). 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.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

†College and Career Preparation (CCP) – 2012
‡Data from 2013