

Maryland Report Card

Allegany County 2015 Progress Report

LEA: 01

Allegany County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.3	94.5	95.0	95.4
High	93.6	93.2	92.4	92.7

Cohort Graduation Rate%	County	State
Class of 2014 (4-Year Rate)	91.51	86.39
Class of 2014 (5-Year Rate)	91.69	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	11.0	11.5	27.4	27.2
Advanced Professional	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers				
All Quartiles	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	0.0	0.0	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

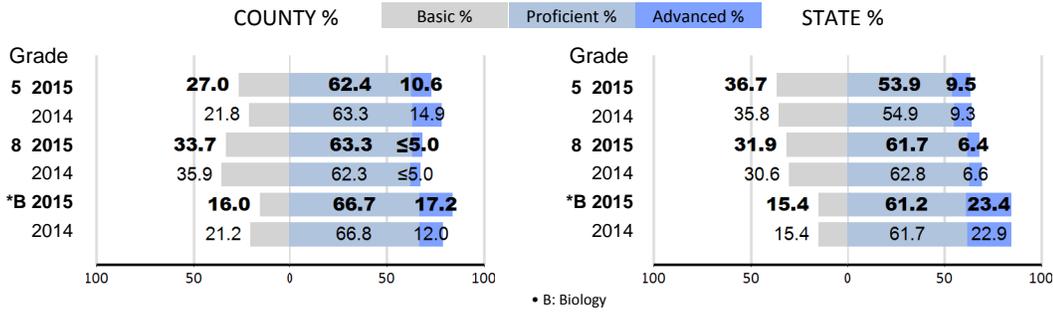
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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.

Allegany County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

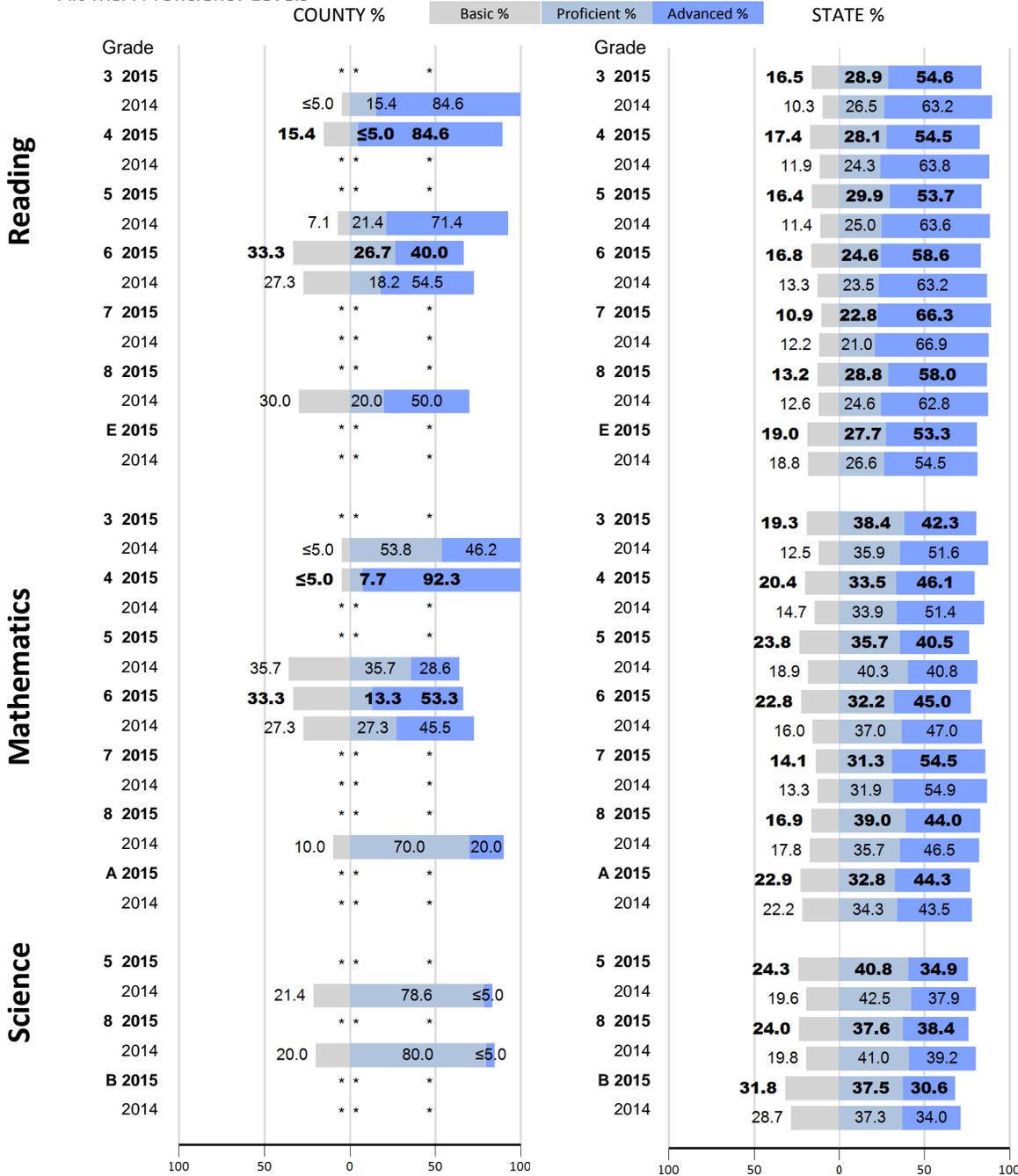
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Description of Proficiency Levels

Proficiency Level	Science:	Biology:
Basic %	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 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.

Allegany 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.

*Applies to Alt MSA only

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

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	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 students to know and be able to do at this grade level.	*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.

Allegany County

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		%	
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	621	65088	128	13108	20.6	20.1	143	12816	23.0	19.7	163	14322	26.2	22.0	172	21951	27.7	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	598	63792	54	8012	9.0	12.6	130	12855	21.7	20.2	192	17329	32.1	27.2	183	20718	30.6	32.5	39	4878	6.5	7.6
English/Language Arts 5	662	63331	63	7528	9.5	11.9	151	13204	22.8	20.8	228	17245	34.4	27.2	207	23353	31.3	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	607	62055	96	7353	15.8	11.8	144	13429	23.7	21.6	206	18848	33.9	30.4	155	19893	25.5	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	607	61200	101	10536	16.6	17.2	148	11686	24.4	19.1	178	15297	29.3	25.0	158	17718	26.0	29.0	*	5963	≤5.0	9.7
English/Language Arts 8	615	59335	112	10111	18.2	17.0	158	10969	25.7	18.5	159	14240	25.9	24.0	174	19839	28.3	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	553	55651	234	11886	42.3	21.4	115	10044	20.8	18.0	108	11628	19.5	20.9	90	15650	16.3	28.1	*	6443	≤5.0	11.6
Mathematics 3	618	65594	91	9748	14.7	14.9	150	14771	24.3	22.5	183	17224	29.6	26.3	165	19600	26.7	29.9	*	4251	≤5.0	6.5
Mathematics 4	598	64290	71	8870	11.9	13.8	153	18133	25.6	28.2	181	17579	30.3	27.3	177	17957	29.6	27.9	*	1751	≤5.0	2.7
Mathematics 5	660	63828	77	8337	11.7	13.1	191	18491	28.9	29.0	220	17946	33.3	28.1	154	16441	23.3	25.8	*	2613	≤5.0	4.1
Mathematics 6	606	62194	91	8473	15.0	13.6	144	17837	23.8	28.7	167	17552	27.6	28.2	191	16345	31.5	26.3	*	1987	≤5.0	3.2
Mathematics 7	605	55010	65	7181	10.7	13.1	202	17630	33.4	32.0	222	18528	36.7	33.7	112	11036	18.5	20.1	*	635	≤5.0	1.2
Mathematics 8	385	41166	98	11971	25.5	29.1	122	11126	31.7	27.0	103	8530	26.8	20.7	62	8056	16.1	19.6	*	1483	≤5.0	3.6
Algebra I	596	61842	103	8047	17.3	13.0	203	17712	34.1	28.6	150	16757	25.2	27.1	130	18194	21.8	29.4	*	1132	≤5.0	1.8
Algebra II	398	40580	155	13057	38.9	32.2	145	10917	36.4	26.9	75	8430	18.8	20.8	23	7820	5.8	19.3	*	356	≤5.0	0.9

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

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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

Allegany County Evening High School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	11.0	11.5	27.4	27.2
Advanced Professional	*	*	88.3	87.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*	91.51		86.39	
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	*	*	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Allegany County Evening High 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)

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	11.0	11.5	27.4	27.2
Advanced Professional	*	*	88.3	87.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Allegany County Home & Hospital

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Teacher Qualifications	School		County		State	
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% of certificates:						
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Advanced Professional	91.4	86.1	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.8	2.5	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	14.1	71.8	14.1	16.0	66.7	17.2	15.4	61.2	23.4
2014	18.2	73.6	8.2	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Allegany 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>	133	36	27.1	28	21.1	31	23.3	33	24.8	*	≤5.0
<i>Algebra I</i>	94	30	31.9	39	41.5	23	24.5	*	≤5.0	*	≤5.0
<i>Algebra II</i>	70	5	7.1	18	25.7	29	41.4	18	25.7	*	≤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	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	8.7	4.5	11.0	11.5	27.4	27.2
Advanced Professional	91.3	90.9	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	26.5	66.2	7.4	27.0	62.4	10.6	36.7	53.9	9.5
2014	32.1	55.4	12.5	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Beall Elementary

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 3</i>	44	8	18.2	13	29.5	12	27.3	11	25.0	*	≤5.0
<i>English/Language Arts 4</i>	62	4	6.5	12	19.4	24	38.7	19	30.6	*	≤5.0
<i>English/Language Arts 5</i>	68	8	11.8	14	20.6	30	44.1	16	23.5	*	≤5.0
<i>Mathematics 3</i>	44	7	15.9	11	25.0	12	27.3	13	29.5	*	≤5.0
<i>Mathematics 4</i>	62	*	≤5.0	20	32.3	21	33.9	18	29.0	*	≤5.0
<i>Mathematics 5</i>	68	15	22.1	23	33.8	21	30.9	9	13.2	*	≤5.0

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

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	0.0	7.1	11.0	11.5	27.4	27.2
Advanced Professional	100.0	92.9	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	12.0	72.0	16.0	27.0	62.4	10.6	36.7	53.9	9.5
2014	21.7	71.7	6.5	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Bel Air Elementary

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 3</i>	42	7	16.7	5	11.9	11	26.2	18	42.9	*	≤5.0
<i>English/Language Arts 4</i>	26	2	7.7	8	30.8	10	38.5	6	23.1	*	≤5.0
<i>English/Language Arts 5</i>	25	*	≤5.0	7	28.0	8	32.0	9	36.0	*	≤5.0
<i>Mathematics 3</i>	42	*	≤5.0	10	23.8	12	28.6	15	35.7	3	7.1
<i>Mathematics 4</i>	26	4	15.4	8	30.8	8	30.8	6	23.1	*	≤5.0
<i>Mathematics 5</i>	25	4	16.0	9	36.0	6	24.0	6	24.0	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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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	94.4	94.7	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	29.7	23.5	11.0	11.5	27.4	27.2
Advanced Professional	70.3	76.5	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	28.4	65.1	6.5	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	34.0	61.8	≤5.0	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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	%	
<i>English/Language Arts 6</i>	187	35	18.7	36	19.3	57	30.5	58	31.0	*	≤5.0
<i>English/Language Arts 7</i>	185	29	15.7	53	28.6	52	28.1	45	24.3	*	≤5.0
<i>English/Language Arts 8</i>	173	34	19.7	38	22.0	50	28.9	49	28.3	*	≤5.0
<i>Mathematics 6</i>	185	35	18.9	35	18.9	48	25.9	63	34.1	*	≤5.0
<i>Mathematics 7</i>	184	14	7.6	59	32.1	72	39.1	37	20.1	*	≤5.0
<i>Mathematics 8</i>	84	24	28.6	30	35.7	26	31.0	*	≤5.0	*	≤5.0
<i>Algebra I</i>	88	*	≤5.0	11	12.5	27	30.7	44	50.0	5	5.7

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

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	18.8	12.5	11.0	11.5	27.4	27.2
Advanced Professional	81.3	81.3	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	18.8	72.9	8.3	27.0	62.4	10.6	36.7	53.9	9.5
2014	24.2	60.6	15.2	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	27.3	72.7	≤5.0	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	≤5.0	58.3	41.7	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	≤5.0	≤5.0	≥95.0	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	36.4	36.4	27.3	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	≤5.0	16.7	83.3	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	16.7	≤5.0	83.3	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	9.1	18.2	72.7	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Cash Valley Elementary

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 3</i>	48	9	18.8	7	14.6	17	35.4	15	31.3	*	≤5.0
<i>English/Language Arts 4</i>	27	*	≤5.0	3	11.1	10	37.0	12	44.4	2	7.4
<i>English/Language Arts 5</i>	49	*	≤5.0	13	26.5	12	24.5	21	42.9	*	≤5.0
<i>Mathematics 3</i>	47	6	12.8	10	21.3	21	44.7	8	17.0	*	≤5.0
<i>Mathematics 4</i>	27	*	≤5.0	3	11.1	10	37.0	11	40.7	2	7.4
<i>Mathematics 5</i>	49	*	≤5.0	12	24.5	19	38.8	14	28.6	*	≤5.0

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

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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	*	*	94.3	94.5	95.0	95.4
High	93.8	93.4	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	9.1	22.2	11.0	11.5	27.4	27.2
Advanced Professional	90.9	77.8	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)	≥ 95.00		91.51		86.39	
Class of 2014 (5-Year Rate)	≥ 95.00	91.69	88.70			

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	2.7	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	15.6	80.7	≤5.0	16.0	66.7	17.2	15.4	61.2	23.4
2014	24.3	72.2	≤5.0	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Center for Career & Technical Education

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>Algebra II</i>	77	51	66.2	23	29.9	*	≤5.0	*	≤5.0	*	≤5.0

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

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*			91.51	86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	10.5	11.1	11.0	11.5	27.4	27.2
Advanced Professional	84.2	88.9	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	20.0	67.3	12.7	27.0	62.4	10.6	36.7	53.9	9.5
2014	7.5	67.9	24.5	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Cresaptown Elementary

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 3</i>	43	5	11.6	11	25.6	12	27.9	14	32.6	*	≤5.0
<i>English/Language Arts 4</i>	54	3	5.6	11	20.4	14	25.9	20	37.0	6	11.1
<i>English/Language Arts 5</i>	55	6	10.9	6	10.9	18	32.7	21	38.2	4	7.3
<i>Mathematics 3</i>	43	3	7.0	12	27.9	14	32.6	12	27.9	*	≤5.0
<i>Mathematics 4</i>	54	*	≤5.0	17	31.5	16	29.6	18	33.3	*	≤5.0
<i>Mathematics 5</i>	55	*	≤5.0	12	21.8	20	36.4	21	38.2	*	≤5.0

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	11.0	11.5	27.4	27.2
Advanced Professional	*	*	88.3	87.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	*	*	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Eckhart Alternative 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	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*			91.51	86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.0	6.3	11.0	11.5	27.4	27.2
Advanced Professional	80.0	93.8	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	42.4	39.4	18.2	27.0	62.4	10.6	36.7	53.9	9.5
2014	≤5.0	74.2	22.6	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Flintstone Elementary

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 3</i>	32	6	18.8	6	18.8	10	31.3	8	25.0	2	6.3
<i>English/Language Arts 4</i>	33	*	≤5.0	4	12.1	11	33.3	14	42.4	3	9.1
<i>English/Language Arts 5</i>	33	6	18.2	6	18.2	11	33.3	10	30.3	*	≤5.0
<i>Mathematics 3</i>	32	2	6.3	11	34.4	10	31.3	7	21.9	2	6.3
<i>Mathematics 4</i>	33	*	≤5.0	7	21.2	11	33.3	14	42.4	*	≤5.0
<i>Mathematics 5</i>	33	6	18.2	11	33.3	13	39.4	2	6.1	*	≤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	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	93.1	92.8	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)			89.54		91.51	86.39
Class of 2014 (5-Year Rate)	87.82		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.6	13.2	11.0	11.5	27.4	27.2
Advanced Professional	91.7	81.6	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	2015	2014	2015	2014	2015	2014
All Quartiles	0.8	1.8	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	12.5	62.5	25.0	16.0	66.7	17.2	15.4	61.2	23.4
2014	16.4	62.9	20.7	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Fort Hill 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>	197	101	51.3	34	17.3	38	19.3	24	12.2	*	≤5.0
<i>Algebra I</i>	136	32	23.5	66	48.5	36	26.5	*	≤5.0	*	≤5.0
<i>Algebra II</i>	101	33	32.7	38	37.6	27	26.7	*	≤5.0	*	≤5.0

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	7.1	6.7	11.0	11.5	27.4	27.2
Advanced Professional	92.9	93.3	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	7.9	63.2	28.9	27.0	62.4	10.6	36.7	53.9	9.5
2014	≤5.0	55.2	44.8	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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	%	
<i>English/Language Arts 3</i>	36	4	11.1	8	22.2	3	8.3	17	47.2	4	11.1
<i>English/Language Arts 4</i>	40	*	≤5.0	*	≤5.0	8	20.0	16	40.0	13	32.5
<i>English/Language Arts 5</i>	38	*	≤5.0	2	5.3	11	28.9	23	60.5	*	≤5.0
<i>Mathematics 3</i>	36	3	8.3	6	16.7	8	22.2	12	33.3	7	19.4
<i>Mathematics 4</i>	40	*	≤5.0	3	7.5	8	20.0	21	52.5	6	15.0
<i>Mathematics 5</i>	38	*	≤5.0	6	15.8	12	31.6	13	34.2	6	15.8

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

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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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.6	17.6	11.0	11.5	27.4	27.2
Advanced Professional	94.4	82.4	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	44.8	50.0	5.2	27.0	62.4	10.6	36.7	53.9	9.5
2014	31.8	63.6	≤5.0	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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George's Creek Elementary

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 3</i>	46	18	39.1	11	23.9	8	17.4	9	19.6	*	≤5.0
<i>English/Language Arts 4</i>	47	3	6.4	10	21.3	20	42.6	13	27.7	*	≤5.0
<i>English/Language Arts 5</i>	58	9	15.5	14	24.1	18	31.0	16	27.6	*	≤5.0
<i>Mathematics 3</i>	46	9	19.6	18	39.1	8	17.4	10	21.7	*	≤5.0
<i>Mathematics 4</i>	47	11	23.4	16	34.0	9	19.1	11	23.4	*	≤5.0
<i>Mathematics 5</i>	58	10	17.2	15	25.9	16	27.6	17	29.3	*	≤5.0

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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	94.7	94.7	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.0	0.0	11.0	11.5	27.4	27.2
Advanced Professional	95.0	88.9	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	30.2	62.8	7.0	27.0	62.4	10.6	36.7	53.9	9.5
2014	21.1	71.1	7.9	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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John Humbird Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	49	19	38.8	14	28.6	6	12.2	10	20.4	*	≤5.0
<i>English/Language Arts 4</i>	42	8	19.0	17	40.5	11	26.2	5	11.9	*	≤5.0
<i>English/Language Arts 5</i>	43	6	14.0	9	20.9	21	48.8	6	14.0	*	≤5.0
<i>Mathematics 3</i>	49	11	22.4	15	30.6	15	30.6	7	14.3	*	≤5.0
<i>Mathematics 4</i>	42	10	23.8	15	35.7	13	31.0	4	9.5	*	≤5.0
<i>Mathematics 5</i>	42	6	14.3	8	19.0	13	31.0	14	33.3	*	≤5.0

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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	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	12.5	9.1	11.0	11.5	27.4	27.2
Advanced Professional	87.5	90.9	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	22.0	74.0	≤5.0	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	32.6	65.9	≤5.0	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Mount Savage Middle

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 6</i>	130	14	10.8	24	18.5	49	37.7	38	29.2	*	≤5.0
<i>English/Language Arts 7</i>	125	18	14.4	27	21.6	31	24.8	42	33.6	7	5.6
<i>English/Language Arts 8</i>	127	24	18.9	33	26.0	33	26.0	34	26.8	*	≤5.0
<i>Mathematics 6</i>	130	11	8.5	33	25.4	42	32.3	39	30.0	*	≤5.0
<i>Mathematics 7</i>	125	12	9.6	32	25.6	40	32.0	40	32.0	*	≤5.0
<i>Mathematics 8</i>	76	17	22.4	32	42.1	21	27.6	6	7.9	*	≤5.0
<i>Algebra I</i>	51	*	≤5.0	*	≤5.0	17	33.3	32	62.7	*	≤5.0

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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	*	*	94.3	94.5	95.0	95.4
High	93.3	93.1	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)			87.88		91.51	86.39
Class of 2014 (5-Year Rate)	87.88		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	5.7	7.9	11.0	11.5	27.4	27.2
Advanced Professional	91.4	89.5	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School	County	State			
	2015	2014	2015	2014	2015	2014
All Quartiles	0.8	1.2	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	8.1	66.7	25.3	16.0	66.7	17.2	15.4	61.2	23.4
2014	11.4	69.8	18.8	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Mountain Ridge High 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	%
<i>English/Language Arts 10</i>	221	97	43.9	52	23.5	38	17.2	33	14.9	*	≤5.0
<i>Algebra I</i>	133	38	28.6	74	55.6	18	13.5	*	≤5.0	*	≤5.0
<i>Algebra II</i>	150	66	44.0	66	44.0	16	10.7	*	≤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	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	0.0	6.7	11.0	11.5	27.4	27.2
Advanced Professional	100.0	93.3	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	20.0	66.7	13.3	27.0	62.4	10.6	36.7	53.9	9.5
2014	14.3	66.7	19.0	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Mt. Savage Elementary

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 3</i>	30	4	13.3	2	6.7	14	46.7	10	33.3	*	≤5.0
<i>English/Language Arts 4</i>	34	*	≤5.0	10	29.4	9	26.5	15	44.1	*	≤5.0
<i>English/Language Arts 5</i>	30	*	≤5.0	9	30.0	8	26.7	12	40.0	*	≤5.0
<i>Mathematics 3</i>	30	5	16.7	4	13.3	11	36.7	9	30.0	*	≤5.0
<i>Mathematics 4</i>	34	*	≤5.0	14	41.2	8	23.5	11	32.4	*	≤5.0
<i>Mathematics 5</i>	30	4	13.3	5	16.7	12	40.0	9	30.0	*	≤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	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*			91.51	86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	11.1	22.2	11.0	11.5	27.4	27.2
Advanced Professional	88.9	72.2	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	16.3	72.1	11.6	27.0	62.4	10.6	36.7	53.9	9.5
2014	11.8	74.5	13.7	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Northeast Elementary

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 3</i>	49	9	18.4	9	18.4	16	32.7	13	26.5	*	≤5.0
<i>English/Language Arts 4</i>	48	9	18.8	5	10.4	17	35.4	16	33.3	*	≤5.0
<i>English/Language Arts 5</i>	43	*	≤5.0	12	27.9	16	37.2	13	30.2	*	≤5.0
<i>Mathematics 3</i>	49	6	12.2	10	20.4	12	24.5	17	34.7	4	8.2
<i>Mathematics 4</i>	48	5	10.4	11	22.9	12	25.0	19	39.6	*	≤5.0
<i>Mathematics 5</i>	43	*	≤5.0	11	25.6	16	37.2	12	27.9	*	≤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	94.4	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	7.1	6.7	11.0	11.5	27.4	27.2
Advanced Professional	92.9	93.3	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School	County	State			
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	19.6	65.2	15.2	27.0	62.4	10.6	36.7	53.9	9.5
2014	17.9	56.4	25.6	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Parkside Elementary

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 3</i>	38	3	7.9	6	15.8	13	34.2	13	34.2	3	7.9
<i>English/Language Arts 4</i>	34	2	5.9	6	17.6	6	17.6	12	35.3	8	23.5
<i>English/Language Arts 5</i>	46	5	10.9	6	13.0	17	37.0	15	32.6	3	6.5
<i>Mathematics 3</i>	38	4	10.5	9	23.7	7	18.4	15	39.5	3	7.9
<i>Mathematics 4</i>	34	4	11.8	5	14.7	9	26.5	12	35.3	4	11.8
<i>Mathematics 5</i>	46	4	8.7	12	26.1	14	30.4	13	28.3	3	6.5

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	94.4	94.1	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	11.1	18.5	11.0	11.5	27.4	27.2
Advanced Professional	88.9	81.5	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	37.7	55.8	6.5	27.0	62.4	10.6	36.7	53.9	9.5
2014	41.9	51.6	6.5	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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 Penn Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	75	21	28.0	28	37.3	17	22.7	8	10.7	*	≤5.0
<i>English/Language Arts 4</i>	59	9	15.3	15	25.4	24	40.7	11	18.6	*	≤5.0
<i>English/Language Arts 5</i>	77	10	13.0	27	35.1	27	35.1	12	15.6	*	≤5.0
<i>Mathematics 3</i>	73	17	23.3	15	20.5	24	32.9	17	23.3	*	≤5.0
<i>Mathematics 4</i>	59	8	13.6	15	25.4	22	37.3	13	22.0	*	≤5.0
<i>Mathematics 5</i>	76	13	17.1	27	35.5	26	34.2	10	13.2	*	≤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

Transition Program at Cumberland

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	11.0	11.5	27.4	27.2
Advanced Professional	*	*	88.3	87.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Transition Program at Cumberland

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)

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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	93.8	93.9	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	17.1	22.2	11.0	11.5	27.4	27.2
Advanced Professional	82.9	77.8	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	43.4	55.8	≤5.0	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	38.3	61.2	≤5.0	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Washington Middle

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 6</i>	202	31	15.3	61	30.2	64	31.7	46	22.8	*	≤5.0
<i>English/Language Arts 7</i>	207	36	17.4	43	20.8	67	32.4	54	26.1	*	≤5.0
<i>English/Language Arts 8</i>	227	34	15.0	55	24.2	64	28.2	68	30.0	*	≤5.0
<i>Mathematics 6</i>	202	28	13.9	53	26.2	50	24.8	67	33.2	*	≤5.0
<i>Mathematics 7</i>	206	27	13.1	79	38.3	71	34.5	28	13.6	*	≤5.0
<i>Mathematics 8</i>	169	28	16.6	38	22.5	51	30.2	52	30.8	*	≤5.0
<i>Algebra I</i>	58	*	≤5.0	*	≤5.0	7	12.1	45	77.6	5	8.6

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

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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	94.8	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	22.2	15.8	11.0	11.5	27.4	27.2
Advanced Professional	72.2	84.2	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	27.4	66.1	6.5	27.0	62.4	10.6	36.7	53.9	9.5
2014	32.5	55.0	12.5	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

West Side Elementary

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 3</i>	43	5	11.6	12	27.9	13	30.2	12	27.9	*	≤5.0
<i>English/Language Arts 4</i>	53	10	18.9	16	30.2	14	26.4	12	22.6	*	≤5.0
<i>English/Language Arts 5</i>	62	*	≤5.0	14	22.6	20	32.3	25	40.3	*	≤5.0
<i>Mathematics 3</i>	43	5	11.6	10	23.3	16	37.2	11	25.6	*	≤5.0
<i>Mathematics 4</i>	53	17	32.1	13	24.5	18	34.0	5	9.4	*	≤5.0
<i>Mathematics 5</i>	62	4	6.5	25	40.3	23	37.1	7	11.3	*	≤5.0

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

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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	93.8	94.4	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	14.3	20.0	11.0	11.5	27.4	27.2
Advanced Professional	85.7	80.0	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	37.1	57.1	5.7	27.0	62.4	10.6	36.7	53.9	9.5
2014	24.4	66.7	8.9	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	*	*	*	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	7.1	21.4	71.4	11.4	25.0	63.6
6 2015	*	*	*	33.3	26.7	40.0	16.8	24.6	58.6
2014	*	*	*	27.3	18.2	54.5	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"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

Westernport Elementary

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	%
<i>English/Language Arts 3</i>	46	10	21.7	11	23.9	11	23.9	14	30.4	*	≤5.0
<i>English/Language Arts 4</i>	39	2	5.1	11	28.2	14	35.9	12	30.8	*	≤5.0
<i>English/Language Arts 5</i>	35	4	11.4	12	34.3	11	31.4	8	22.9	*	≤5.0
<i>Mathematics 3</i>	46	11	23.9	9	19.6	13	28.3	12	26.1	*	≤5.0
<i>Mathematics 4</i>	39	3	7.7	6	15.4	16	41.0	14	35.9	*	≤5.0
<i>Mathematics 5</i>	35	4	11.4	15	42.9	9	25.7	7	20.0	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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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	94.5	94.5	94.3	94.5	95.0	95.4
High	*	*	93.6	93.2	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	11.8	0.0	11.0	11.5	27.4	27.2
Advanced Professional	88.2	100.0	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.51		86.39
Class of 2014 (5-Year Rate)	*		91.69		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.9	1.3	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	0.0	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	27.0	62.4	10.6	36.7	53.9	9.5
2014	*	*	*	21.8	63.3	14.9	35.8	54.9	9.3
8 2015	34.6	65.4	≤5.0	33.7	63.3	≤5.0	31.9	61.7	6.4
2014	37.6	61.5	≤5.0	35.9	62.3	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	16.0	66.7	17.2	15.4	61.2	23.4
2014	*	*	*	21.2	66.8	12.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	21.4	78.6	≤5.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	20.0	80.0	≤5.0	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	≤5.0	53.8	46.2	12.5	35.9	51.6
4 2015	*	*	*	≤5.0	7.7	92.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	35.7	35.7	28.6	18.9	40.3	40.8
6 2015	*	*	*	33.3	13.3	53.3	22.8	32.2	45.0
2014	*	*	*	27.3	27.3	45.5	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	10.0	70.0	20.0	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	≤5.0	15.4	84.6	10.3	26.5	63.2
4 2015	*	*	*	15.4	≤5.0	84.6	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
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7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	30.0	20.0	50.0	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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	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 6</i>	87	16	18.4	22	25.3	36	41.4	13	14.9	*	≤5.0
<i>English/Language Arts 7</i>	87	16	18.4	24	27.6	28	32.2	17	19.5	*	≤5.0
<i>English/Language Arts 8</i>	79	14	17.7	30	38.0	11	13.9	23	29.1	*	≤5.0
<i>Mathematics 6</i>	87	16	18.4	22	25.3	27	31.0	22	25.3	*	≤5.0
<i>Mathematics 7</i>	87	9	10.3	32	36.8	39	44.8	7	8.0	*	≤5.0
<i>Mathematics 8</i>	46	20	43.5	21	45.7	5	10.9	*	≤5.0	*	≤5.0
<i>Algebra I</i>	33	*	≤5.0	9	27.3	22	66.7	2	6.1	*	≤5.0

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