Maryland Report Card

Calvert County
2015 Progress Report

LEA: 04

Calvert County

Attendance Rate %	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	**94.0**	94.5	**92.4**	92.7

Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		94.09		86.39
Class of 2014 (5-Year Rate)	**≥ 95.00**		**88.70**	

Teacher Qualifications	County 2015	County 2014	State 2015	State 2014
% of certificates:				
Standard Professional	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**1.6**	0.4	**1.5**	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	**10.5**	11.4
Secondary Low Poverty	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	**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

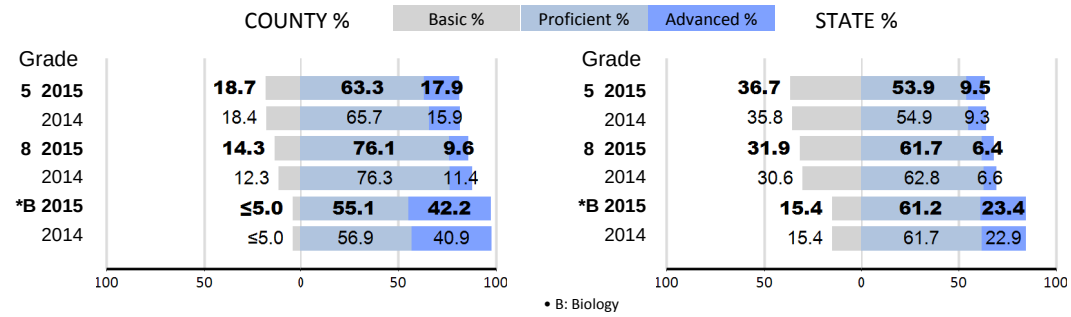
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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.

Calvert County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

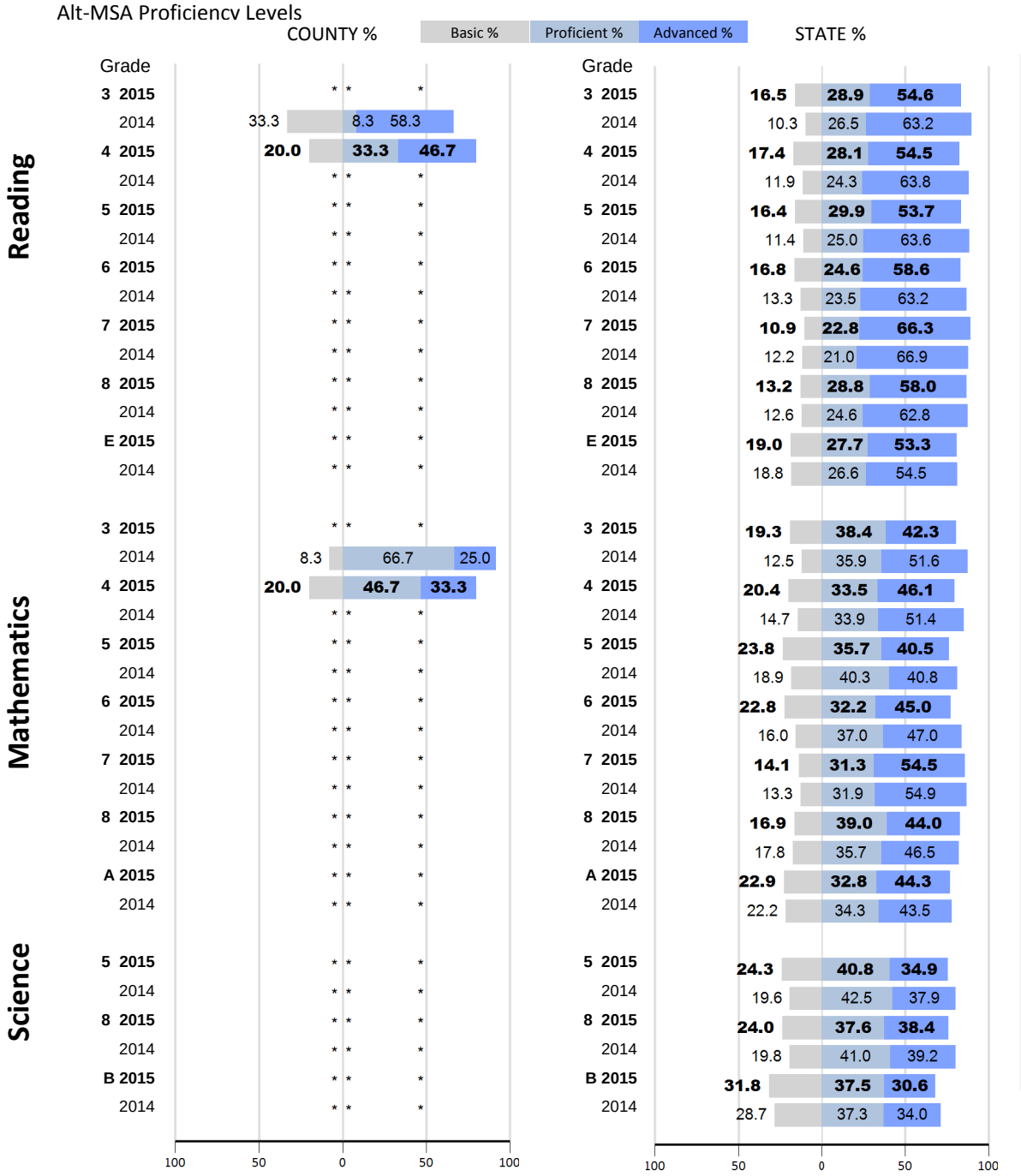
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Description of Proficiency Levels

	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.

Calvert 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

	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can 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.

Calvert 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	1079	65088	153	13108	14.2	20.1	180	12816	16.7	19.7	260	14322	24.1	22.0	440	21951	40.8	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	1105	63792	77	8012	7.0	12.6	138	12855	12.5	20.2	325	17329	29.4	27.2	474	20718	42.9	32.5	91	4878	8.2	7.6
English/Language Arts 5	1136	63331	91	7528	8.0	11.9	170	13204	15.0	20.8	355	17245	31.3	27.2	483	23353	42.5	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	1260	62055	92	7353	7.3	11.8	207	13429	16.4	21.6	377	18848	29.9	30.4	512	19893	40.6	32.1	72	2532	5.7	4.1
English/Language Arts 7	1259	61200	122	10536	9.7	17.2	200	11686	15.9	19.1	340	15297	27.0	25.0	469	17718	37.3	29.0	128	5963	10.2	9.7
English/Language Arts 8	1215	59335	118	10111	9.7	17.0	170	10969	14.0	18.5	318	14240	26.2	24.0	500	19839	41.2	33.4	109	4176	9.0	7.0
English/Language Arts 10	1245	55651	140	11886	11.2	21.4	201	10044	16.1	18.0	264	11628	21.2	20.9	432	15650	34.7	28.1	208	6443	16.7	11.6
Mathematics 3	1080	65594	97	9748	9.0	14.9	175	14771	16.2	22.5	258	17224	23.9	26.3	468	19600	43.3	29.9	82	4251	7.6	6.5
Mathematics 4	1108	64290	64	8870	5.8	13.8	233	18133	21.0	28.2	325	17579	29.3	27.3	458	17957	41.3	27.9	*	1751	≤5.0	2.7
Mathematics 5	1136	63828	70	8337	6.2	13.1	243	18491	21.4	29.0	367	17946	32.3	28.1	406	16441	35.7	25.8	*	2613	≤5.0	4.1
Mathematics 6	1261	62194	92	8473	7.3	13.6	314	17837	24.9	28.7	431	17552	34.2	28.2	401	16345	31.8	26.3	*	1987	≤5.0	3.2
Mathematics 7	877	55010	79	7181	9.0	13.1	290	17630	33.1	32.0	417	18528	47.5	33.7	91	11036	10.4	20.1	*	635	≤5.0	1.2
Mathematics 8	578	41166	134	11971	23.2	29.1	236	11126	40.8	27.0	176	8530	30.4	20.7	32	8056	5.5	19.6	*	1483	≤5.0	3.6
Algebra I	1335	61842	*	8047	≤5.0	13.0	324	17712	24.3	28.6	562	16757	42.1	27.1	388	18194	29.1	29.4	*	1132	≤5.0	1.8
Algebra II	1382	40580	587	13057	42.5	32.2	431	10917	31.2	26.9	274	8430	19.8	20.8	90	7820	6.5	19.3	*	356	≤5.0	0.9

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Barstow Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**15.4**	11.5	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**84.6**	88.5	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	**≥ 95.00**	**88.70**	

% of classes NOT taught by highly qualified teachers						
All Quartiles	**0.0**	0.0	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	**18.1**	**68.1**	**13.9**	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
2014	29.8	61.7	8.5	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Barstow 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	%
English/Language Arts 3	82	15	18.3	17	20.7	18	22.0	32	39.0	*	≤5.0
English/Language Arts 4	93	12	12.9	13	14.0	36	38.7	27	29.0	5	5.4
English/Language Arts 5	72	12	16.7	12	16.7	22	30.6	25	34.7	*	≤5.0
Mathematics 3	83	10	12.0	19	22.9	20	24.1	30	36.1	*	≤5.0
Mathematics 4	94	11	11.7	26	27.7	24	25.5	32	34.0	*	≤5.0
Mathematics 5	72	8	11.1	24	33.3	24	33.3	15	20.8	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Beach Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	8.0	0.0	12.1	11.0	27.4	27.2
Advanced Professional	92.0	100.0	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	20.0	68.8	11.3	18.7	63.3	17.9	36.7	53.9	9.5
2014	25.0	64.6	10.4	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Beach 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	%
English/Language Arts 3	87	7	8.0	12	13.8	12	13.8	50	57.5	6	6.9
English/Language Arts 4	85	*	≤5.0	12	14.1	29	34.1	35	41.2	6	7.1
English/Language Arts 5	79	*	≤5.0	9	11.4	26	32.9	39	49.4	*	≤5.0
Mathematics 3	87	8	9.2	12	13.8	20	23.0	38	43.7	9	10.3
Mathematics 4	86	*	≤5.0	17	19.8	27	31.4	36	41.9	*	≤5.0
Mathematics 5	79	4	5.1	16	20.3	27	34.2	32	40.5	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Calvert Country School

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**75.1**	85.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	**93.2**	88.3	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	**74.9**	78.7	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**25.0**	14.3	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**50.0**	71.4	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**25.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	**≥ 95.00**	**88.70**	

% of classes NOT taught by highly qualified teachers						
All Quartiles	**60.7**	52.0	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Calvert Country 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	%
English/Language Arts 7	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	*	*	*	*	*	*	*	*	*	*	*
Mathematics 7	*	*	*	*	*	*	*	*	*	*	*
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*
Algebra I	*	*	*	*	*	*	*	*	*	*	*

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Calvert County Alternative School

0500

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	75.3	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**0.0**	0.0	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**100.0**	100.0	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		**≥ 95.00**		**88.70**	

% of classes NOT taught by highly qualified teachers						
All Quartiles	**85.7**	87.5	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Calvert County 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	%
English/Language Arts 6	*	*	*	*	*	*	*	*	*	*	*
Mathematics 6	*	*	*	*	*	*	*	*	*	*	*

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Calvert Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**94.9**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**4.5**	0.0	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**95.5**	100.0	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		*		94.09	86.39
Class of 2014 (5-Year Rate)	*	**≥ 95.00**		**88.70**	

% of classes NOT taught by highly qualified teachers

All Quartiles	**0.0**	0.0	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	**5 2015**	**17.9**	**75.6**	**6.4**	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
	2014	14.4	67.8	17.8	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
	2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
	***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
	2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	**3 2015**	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	**3 2015**	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	**19.0**	**27.7**	**53.3**
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	**5 2015**	*	*	*	*	*	*	**24.3**	**40.8**	**34.9**
	2014	*	*	*	*	*	*	19.6	42.5	37.9
	8 2015	*	*	*	*	*	*	**24.0**	**37.6**	**38.4**
	2014	*	*	*	*	*	*	19.8	41.0	39.2
	B 2015	*	*	*	*	*	*	**31.8**	**37.5**	**30.6**
	2014	*	*	*	*	*	*	28.7	37.3	34.0
Mathematics	**3 2015**	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	**3 2015**	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Calvert 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	%
English/Language Arts 3	80	18	22.5	12	15.0	23	28.8	24	30.0	*	≤5.0
English/Language Arts 4	93	5	5.4	17	18.3	25	26.9	39	41.9	7	7.5
English/Language Arts 5	78	4	5.1	9	11.5	30	38.5	33	42.3	*	≤5.0
Mathematics 3	80	8	10.0	19	23.8	22	27.5	27	33.8	*	≤5.0
Mathematics 4	93	*	≤5.0	23	24.7	27	29.0	37	39.8	*	≤5.0
Mathematics 5	78	*	≤5.0	15	19.2	41	52.6	19	24.4	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Calvert High

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	93.8	94.2	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	17.9	15.5	12.1	11.0	27.4	27.2
Advanced Professional	80.4	82.8	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.8	1.7	1.6	0.4	1.5	1.0

Cohort Graduation Rate			
Class of 2014 (4-Year Rate)	92.91	94.09	86.39
Class of 2014 (5-Year Rate)	94.26	≥ 95.00	88.70

% of classes NOT taught by highly qualified teachers						
All Quartiles	7.7	7.7	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	5.4	65.2	29.4	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	≤5.0	62.9	32.0	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Calvert High

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	257	36	14.0	44	17.1	62	24.1	78	30.4	37	14.4
Algebra I	178	15	8.4	81	45.5	73	41.0	9	5.1	*	≤5.0
Algebra II	239	169	70.7	63	26.4	*	≤5.0	*	≤5.0	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Calvert Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	22.2	19.2	12.1	11.0	27.4	27.2
Advanced Professional	77.8	80.8	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.9	2.1	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	23.1	74.0	≤5.0	14.3	76.1	9.6	31.9	61.7	6.4
2014	17.6	75.5	6.9	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Calvert 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	%
English/Language Arts 6	181	32	17.7	45	24.9	59	32.6	44	24.3	*	≤5.0
English/Language Arts 7	195	30	15.4	45	23.1	51	26.2	57	29.2	12	6.2
English/Language Arts 8	206	38	18.4	32	15.5	54	26.2	71	34.5	11	5.3
Mathematics 6	183	27	14.8	63	34.4	54	29.5	38	20.8	*	≤5.0
Mathematics 7	123	16	13.0	51	41.5	47	38.2	9	7.3	*	≤5.0
Mathematics 8	104	43	41.3	40	38.5	20	19.2	*	≤5.0	*	≤5.0
Algebra I	115	*	≤5.0	19	16.5	49	42.6	45	39.1	*	≤5.0
Algebra II	61	4	6.6	15	24.6	28	45.9	14	23.0	*	≤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

Career and Technology Academy

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	*	*	12.1	11.0	27.4	27.2
Advanced Professional	*	*	85.9	88.1	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Career and Technology Academy

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

Dowell Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	29.6	21.4	12.1	11.0	27.4	27.2
Advanced Professional	70.4	78.6	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	3.6	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	38.1	53.3	8.6	18.7	63.3	17.9	36.7	53.9	9.5
2014	31.5	63.9	≤5.0	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Dowell 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	%
English/Language Arts 3	105	17	16.2	21	20.0	27	25.7	36	34.3	*	≤5.0
English/Language Arts 4	105	13	12.4	18	17.1	32	30.5	38	36.2	*	≤5.0
English/Language Arts 5	104	20	19.2	24	23.1	38	36.5	22	21.2	*	≤5.0
Mathematics 3	105	*	≤5.0	15	14.3	28	26.7	49	46.7	8	7.6
Mathematics 4	105	6	5.7	29	27.6	34	32.4	34	32.4	*	≤5.0
Mathematics 5	103	13	12.6	38	36.9	32	31.1	19	18.4	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Huntingtown Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**12.5**	4.2	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**87.5**	95.8	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		**≥ 95.00**		**88.70**	

% of classes NOT taught by highly qualified teachers

All Quartiles	**0.0**	0.0	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	**5 2015**	**8.6**	**61.3**	**30.1**	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
	2014	≤5.0	74.8	20.4	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
	2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
	***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
	2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	**3 2015**	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	**3 2015**	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	**19.0**	**27.7**	**53.3**
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

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

"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

Huntingtown 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	%
English/Language Arts 3	80	5	6.3	9	11.3	19	23.8	43	53.8	*	≤5.0
English/Language Arts 4	82	5	6.1	5	6.1	26	31.7	42	51.2	*	≤5.0
English/Language Arts 5	93	6	6.5	13	14.0	22	23.7	51	54.8	*	≤5.0
Mathematics 3	81	5	6.2	7	8.6	20	24.7	43	53.1	6	7.4
Mathematics 4	82	*	≤5.0	14	17.1	28	34.1	35	42.7	*	≤5.0
Mathematics 5	93	*	≤5.0	9	9.7	28	30.1	46	49.5	8	8.6

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Huntingtown High School

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	94.4	≥ 95.0	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	8.3	10.0	12.1	11.0	27.4	27.2
Advanced Professional	90.3	90.0	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.4	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate			
Class of 2014 (4-Year Rate)	≥ 95.00	94.09	86.39
Class of 2014 (5-Year Rate)	≥ 95.00	≥ 95.00	88.70

% of classes NOT taught by highly qualified teachers						
All Quartiles	12.7	11.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	≤5.0	52.5	46.6	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	≤5.0	47.2	52.1	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Huntingtown 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	%
English/Language Arts 10	339	41	12.1	49	14.5	57	16.8	132	38.9	60	17.7
Algebra I	168	9	5.4	46	27.4	71	42.3	42	25.0	*	≤5.0
Algebra II	288	149	51.7	92	31.9	41	14.2	*	≤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

Mill Creek Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	17.9	14.8	12.1	11.0	27.4	27.2
Advanced Professional	82.1	85.2	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.1	2.2	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
	2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	15.6	77.8	6.7	14.3	76.1	9.6	31.9	61.7	6.4
	2014	16.1	74.5	9.4	12.3	76.3	11.4	30.6	62.8	6.6
	*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
	2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
	2014	*	*	*	*	*	*	19.6	42.5	37.9
	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
	2014	*	*	*	*	*	*	19.8	41.0	39.2
	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
	2014	*	*	*	*	*	*	28.7	37.3	34.0
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Mill Creek 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	%
English/Language Arts 6	184	37	20.1	44	23.9	59	32.1	44	23.9	*	≤5.0
English/Language Arts 7	177	27	15.3	42	23.7	58	32.8	44	24.9	*	≤5.0
English/Language Arts 8	178	14	7.9	41	23.0	51	28.7	63	35.4	9	5.1
Mathematics 6	184	21	11.4	51	27.7	67	36.4	45	24.5	*	≤5.0
Mathematics 7	138	15	10.9	56	40.6	58	42.0	9	6.5	*	≤5.0
Mathematics 8	106	20	18.9	49	46.2	32	30.2	*	≤5.0	*	≤5.0
Algebra I	68	*	≤5.0	*	≤5.0	23	33.8	40	58.8	*	≤5.0
Algebra II	43	*	≤5.0	17	39.5	22	51.2	3	7.0	*	≤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

Mount Harmony Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**23.1**	20.0	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**76.9**	80.0	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		**≥ 95.00**		**88.70**	

% of classes NOT taught by highly qualified teachers

All Quartiles	**3.7**	3.8	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	**12.6**	**62.1**	**25.3**	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
2014	7.3	57.3	35.5	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

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

Mathematics

3 2015	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Mount Harmony 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	%
English/Language Arts 3	76	9	11.8	*	≤5.0	13	17.1	43	56.6	8	10.5
English/Language Arts 4	77	6	7.8	11	14.3	20	26.0	35	45.5	5	6.5
English/Language Arts 5	94	*	≤5.0	6	6.4	21	22.3	52	55.3	14	14.9
Mathematics 3	77	6	7.8	4	5.2	12	15.6	46	59.7	9	11.7
Mathematics 4	77	4	5.2	11	14.3	22	28.6	37	48.1	*	≤5.0
Mathematics 5	95	*	≤5.0	10	10.5	27	28.4	53	55.8	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Mutual Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	0.0	8.7	12.1	11.0	27.4	27.2
Advanced Professional	100.0	91.3	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	16.4	64.4	19.2	18.7	63.3	17.9	36.7	53.9	9.5
2014	21.3	65.0	13.8	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Mutual 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	%
English/Language Arts 3	62	*	≤5.0	9	14.5	14	22.6	34	54.8	*	≤5.0
English/Language Arts 4	76	6	7.9	10	13.2	19	25.0	39	51.3	*	≤5.0
English/Language Arts 5	72	5	6.9	14	19.4	25	34.7	28	38.9	*	≤5.0
Mathematics 3	62	*	≤5.0	9	14.5	17	27.4	31	50.0	*	≤5.0
Mathematics 4	76	*	≤5.0	13	17.1	16	21.1	42	55.3	*	≤5.0
Mathematics 5	72	*	≤5.0	16	22.2	24	33.3	29	40.3	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Northern High

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	94.7	94.8	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	13.0	14.1	12.1	11.0	27.4	27.2
Advanced Professional	84.1	81.7	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.9	2.8	1.6	0.4	1.5	1.0

Cohort Graduation Rate			
Class of 2014 (4-Year Rate)	93.84	94.09	86.39
Class of 2014 (5-Year Rate)	94.38	≥ 95.00	88.70

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.6	8.1	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
	2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
	2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
	*B 2015	≤5.0	46.8	51.8	≤5.0	55.1	42.2	15.4	61.2	23.4
	2014	≤5.0	51.7	47.1	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
	2014	*	*	*	*	*	*	19.6	42.5	37.9
	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
	2014	*	*	*	*	*	*	19.8	41.0	39.2
	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
	2014	*	*	*	*	*	*	28.7	37.3	34.0
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Northern High

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	383	43	11.2	57	14.9	81	21.1	127	33.2	75	19.6
Algebra I	167	17	10.2	66	39.5	71	42.5	13	7.8	*	≤5.0
Algebra II	279	144	51.6	98	35.1	35	12.5	*	≤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

Northern Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	6.3	8.8	12.1	11.0	27.4	27.2
Advanced Professional	90.6	91.2	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.1	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	6.3	9.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	8.1	78.0	13.9	14.3	76.1	9.6	31.9	61.7	6.4
2014	6.3	78.9	14.8	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Northern 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	%
English/Language Arts 6	242	*	≤5.0	34	14.0	68	28.1	124	51.2	13	5.4
English/Language Arts 7	204	16	7.8	22	10.8	56	27.5	78	38.2	32	15.7
English/Language Arts 8	219	16	7.3	30	13.7	57	26.0	93	42.5	23	10.5
Mathematics 6	242	*	≤5.0	57	23.6	79	32.6	93	38.4	*	≤5.0
Mathematics 7	133	9	6.8	28	21.1	72	54.1	24	18.0	*	≤5.0
Mathematics 8	101	7	6.9	24	23.8	54	53.5	16	15.8	*	≤5.0
Algebra I	124	*	≤5.0	7	5.6	49	39.5	68	54.8	*	≤5.0
Algebra II	64	*	≤5.0	11	17.2	35	54.7	17	26.6	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Patuxent Appeal Elementary Campus

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.0**	94.5	**92.4**	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**19.5**	33.3	**12.1**	11.0	**27.4**	27.2
Advanced Professional	**80.5**	66.7	**85.9**	88.1	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**1.6**	0.4	**1.5**	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		**≥ 95.00**		**88.70**	

% of classes NOT taught by highly qualified teachers						
All Quartiles	**0.0**	0.0	**6.3**	5.3	**8.4**	7.6
Elementary Low Poverty	*	*	**1.3**	0.5	**2.9**	3.0
Elementary High Poverty	*	*	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**8.9**	9.1	**6.7**	6.0
Secondary High Poverty	*	*	*	*	**17.7**	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	**32.1**	**58.5**	**9.4**	**18.7**	**63.3**	**17.9**	**36.7**	**53.9**	**9.5**
2014	24.6	66.4	9.0	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	**14.3**	**76.1**	**9.6**	**31.9**	**61.7**	**6.4**
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
***B 2015**	*	*	*	**≤5.0**	**55.1**	**42.2**	**15.4**	**61.2**	**23.4**
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	**19.3**	**38.4**	**42.3**
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	**20.0**	**46.7**	**33.3**	**20.4**	**33.5**	**46.1**
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	**23.8**	**35.7**	**40.5**
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	**22.8**	**32.2**	**45.0**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	**22.9**	**32.8**	**44.3**
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	**16.5**	**28.9**	**54.6**
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	**20.0**	**33.3**	**46.7**	**17.4**	**28.1**	**54.5**
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	**16.4**	**29.9**	**53.7**
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	**16.8**	**24.6**	**58.6**
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Patuxent Appeal Elementary Campus

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	138	32	23.2	36	26.1	35	25.4	34	24.6	*	≤5.0
English/Language Arts 4	109	11	10.1	23	21.1	37	33.9	32	29.4	6	5.5
English/Language Arts 5	105	16	15.2	19	18.1	34	32.4	36	34.3	*	≤5.0
Mathematics 3	137	15	10.9	35	25.5	39	28.5	44	32.1	*	≤5.0
Mathematics 4	110	11	10.0	38	34.5	38	34.5	22	20.0	*	≤5.0
Mathematics 5	105	17	16.2	41	39.0	34	32.4	12	11.4	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Patuxent High

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	93.4	94.2	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	16.1	15.3	12.1	11.0	27.4	27.2
Advanced Professional	75.0	83.1	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	5.4	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate			
Class of 2014 (4-Year Rate)	92.41	94.09	86.39
Class of 2014 (5-Year Rate)	94.10	≥ 95.00	88.70

% of classes NOT taught by highly qualified teachers						
All Quartiles	13.6	5.7	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
	2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
	2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
	*B 2015	≤5.0	59.5	37.8	≤5.0	55.1	42.2	15.4	61.2	23.4
	2014	≤5.0	72.3	25.8	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
	2014	*	*	*	*	*	*	19.6	42.5	37.9
	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
	2014	*	*	*	*	*	*	19.8	41.0	39.2
	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
	2014	*	*	*	*	*	*	28.7	37.3	34.0
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Patuxent High

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	262	17	6.5	50	19.1	64	24.4	95	36.3	36	13.7
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*
Algebra I	146	8	5.5	59	40.4	64	43.8	15	10.3	*	≤5.0
Algebra II	229	107	46.7	86	37.6	32	14.0	*	≤5.0	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Plum Point Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	11.5	4.5	12.1	11.0	27.4	27.2
Advanced Professional	88.5	95.5	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.8	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	16.8	64.0	19.2	18.7	63.3	17.9	36.7	53.9	9.5
2014	21.6	60.8	17.5	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Plum Point 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	%
English/Language Arts 3	85	13	15.3	15	17.6	22	25.9	31	36.5	*	≤5.0
English/Language Arts 4	92	5	5.4	*	≤5.0	23	25.0	46	50.0	14	15.2
English/Language Arts 5	125	8	6.4	18	14.4	42	33.6	50	40.0	7	5.6
Mathematics 3	85	16	18.8	12	14.1	24	28.2	32	37.6	*	≤5.0
Mathematics 4	92	5	5.4	8	8.7	24	26.1	53	57.6	*	≤5.0
Mathematics 5	125	12	9.6	29	23.2	40	32.0	41	32.8	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Plum Point Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	3.1	3.0	12.1	11.0	27.4	27.2
Advanced Professional	96.9	97.0	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	13.2	76.8	10.0	14.3	76.1	9.6	31.9	61.7	6.4
2014	8.9	80.5	10.6	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Plum Point 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	%
English/Language Arts 6	241	*	≤5.0	20	8.3	61	25.3	131	54.4	27	11.2
English/Language Arts 7	240	13	5.4	27	11.3	68	28.3	96	40.0	36	15.0
English/Language Arts 8	219	16	7.3	22	10.0	49	22.4	106	48.4	26	11.9
Mathematics 6	241	*	≤5.0	54	22.4	99	41.1	77	32.0	*	≤5.0
Mathematics 7	171	10	5.8	54	31.6	81	47.4	26	15.2	*	≤5.0
Mathematics 8	93	21	22.6	43	46.2	25	26.9	*	≤5.0	*	≤5.0
Algebra I	125	*	≤5.0	11	8.8	50	40.0	64	51.2	*	≤5.0
Algebra II	72	5	6.9	16	22.2	31	43.1	20	27.8	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Southern Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	12.9	16.7	12.1	11.0	27.4	27.2
Advanced Professional	83.9	83.3	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.2	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	5.8	6.9	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	14.1	74.5	11.4	14.3	76.1	9.6	31.9	61.7	6.4
2014	15.1	72.0	12.9	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Southern 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	%
English/Language Arts 6	167	14	8.4	37	22.2	54	32.3	58	34.7	*	≤5.0
English/Language Arts 7	182	26	14.3	41	22.5	44	24.2	57	31.3	14	7.7
English/Language Arts 8	149	18	12.1	23	15.4	50	33.6	47	31.5	11	7.4
Mathematics 6	165	17	10.3	45	27.3	57	34.5	42	25.5	*	≤5.0
Mathematics 7	131	18	13.7	56	42.7	51	38.9	*	≤5.0	*	≤5.0
Mathematics 8	77	19	24.7	39	50.6	18	23.4	*	≤5.0	*	≤5.0
Algebra I	86	*	≤5.0	17	19.8	39	45.3	27	31.4	*	≤5.0
Algebra II	37	2	5.4	12	32.4	15	40.5	8	21.6	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

St Leonard Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	0.0	3.8	12.1	11.0	27.4	27.2
Advanced Professional	100.0	96.2	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	3.9	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	21.1	52.1	26.8	18.7	63.3	17.9	36.7	53.9	9.5
2014	20.2	62.8	17.0	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

St Leonard 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	%
English/Language Arts 3	64	12	18.8	10	15.6	19	29.7	23	35.9	*	≤5.0
English/Language Arts 4	80	*	≤5.0	16	20.0	27	33.8	29	36.3	*	≤5.0
English/Language Arts 5	71	*	≤5.0	18	25.4	24	33.8	24	33.8	*	≤5.0
Mathematics 3	63	6	9.5	16	25.4	21	33.3	19	30.2	*	≤5.0
Mathematics 4	80	9	11.3	20	25.0	31	38.8	20	25.0	*	≤5.0
Mathematics 5	71	6	8.5	21	29.6	22	31.0	18	25.4	4	5.6

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Sunderland Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	3.2	3.3	12.1	11.0	27.4	27.2
Advanced Professional	93.5	96.7	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.2	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.1	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	6.1	63.5	30.4	18.7	63.3	17.9	36.7	53.9	9.5
2014	8.9	71.4	19.6	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Sunderland 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	%
English/Language Arts 3	111	6	5.4	20	18.0	21	18.9	51	45.9	13	11.7
English/Language Arts 4	118	*	≤5.0	*	≤5.0	26	22.0	58	49.2	28	23.7
English/Language Arts 5	113	*	≤5.0	7	6.2	24	21.2	73	64.6	*	≤5.0
Mathematics 3	111	*	≤5.0	7	6.3	15	13.5	57	51.4	29	26.1
Mathematics 4	118	*	≤5.0	14	11.9	28	23.7	65	55.1	7	5.9
Mathematics 5	113	*	≤5.0	10	8.8	25	22.1	57	50.4	20	17.7

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Windy Hill Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	9.4	0.0	12.1	11.0	27.4	27.2
Advanced Professional	90.6	100.0	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)	*	94.09		86.39
Class of 2014 (5-Year Rate)	*	≥ 95.00	88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	16.9	69.2	13.8	18.7	63.3	17.9	36.7	53.9	9.5
	2014	10.0	72.5	17.5	18.4	65.7	15.9	35.8	54.9	9.3
	8 2015	*	*	*	14.3	76.1	9.6	31.9	61.7	6.4
	2014	*	*	*	12.3	76.3	11.4	30.6	62.8	6.6
	*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
	2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	12.6	24.6	62.8
	E 2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Alt-MSA Proficiency Levels

	GRADE	SCHOOL %			COUNTY %			STATE %		
Science	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
	2014	*	*	*	*	*	*	19.6	42.5	37.9
	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
	2014	*	*	*	*	*	*	19.8	41.0	39.2
	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
	2014	*	*	*	*	*	*	28.7	37.3	34.0
Mathematics	3 2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
	4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
	5 2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
	6 2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
	A 2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5
Reading	3 2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
	4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
	5 2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
	6 2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Windy Hill 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	%
English/Language Arts 3	109	17	15.6	16	14.7	37	33.9	39	35.8	*	≤5.0
English/Language Arts 4	95	*	≤5.0	7	7.4	25	26.3	54	56.8	6	6.3
English/Language Arts 5	130	9	6.9	21	16.2	47	36.2	50	38.5	*	≤5.0
Mathematics 3	109	13	11.9	20	18.3	20	18.3	52	47.7	*	≤5.0
Mathematics 4	95	*	≤5.0	20	21.1	26	27.4	45	47.4	*	≤5.0
Mathematics 5	130	*	≤5.0	14	10.8	43	33.1	65	50.0	7	5.4

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations

Windy Hill Middle

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	94.0	94.5	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	5.7	8.1	12.1	11.0	27.4	27.2
Advanced Professional	88.6	89.2	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.9	0.0	1.6	0.4	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		94.09		86.39
Class of 2014 (5-Year Rate)	*		≥ 95.00		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	11.9	7.4	6.3	5.3	8.4	7.6
Elementary Low Poverty	*	*	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Science

MSA Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	18.7	63.3	17.9	36.7	53.9	9.5
2014	*	*	*	18.4	65.7	15.9	35.8	54.9	9.3
8 2015	11.2	76.4	12.4	14.3	76.1	9.6	31.9	61.7	6.4
2014	12.7	74.7	12.7	12.3	76.3	11.4	30.6	62.8	6.6
*B 2015	*	*	*	≤5.0	55.1	42.2	15.4	61.2	23.4
2014	*	*	*	≤5.0	56.9	40.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	8.3	66.7	25.0	12.5	35.9	51.6
4 2015	*	*	*	20.0	46.7	33.3	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	33.3	8.3	58.3	10.3	26.5	63.2
4 2015	*	*	*	20.0	33.3	46.7	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	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	*	*	*	*	*	*	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

Windy Hill 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	%
English/Language Arts 6	242	*	≤5.0	26	10.7	76	31.4	111	45.9	27	11.2
English/Language Arts 7	259	*	≤5.0	22	8.5	63	24.3	137	52.9	28	10.8
English/Language Arts 8	240	13	5.4	21	8.8	57	23.8	120	50.0	29	12.1
Mathematics 6	243	*	≤5.0	41	16.9	75	30.9	106	43.6	13	5.3
Mathematics 7	179	11	6.1	43	24.0	108	60.3	17	9.5	*	≤5.0
Mathematics 8	93	20	21.5	41	44.1	27	29.0	5	5.4	*	≤5.0
Algebra I	156	*	≤5.0	14	9.0	73	46.8	65	41.7	*	≤5.0
Algebra II	70	5	7.1	21	30.0	29	41.4	15	21.4	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations
Level 2: Partially met expectations
Level 3: Approached expectations
Level 4: Met expectations
Level 5: Exceeded expectations