

Maryland Report Card

Caroline County 2015 Progress Report

LEA: 05

Caroline County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.6	≥ 95.0	95.0	95.4
High	93.1	93.0	92.4	92.7

Cohort Graduation Rate%	County	State
Class of 2014 (4-Year Rate)	81.94	86.39
Class of 2014 (5-Year Rate)	85.68	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	36.3	36.4	27.4	27.2
Advanced Professional	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.1	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers				
All Quartiles	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	*	0.0	17.7	15.7

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

Attendance Rate

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

Teacher Qualifications

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

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

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

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

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

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

Cohort Graduation Rate

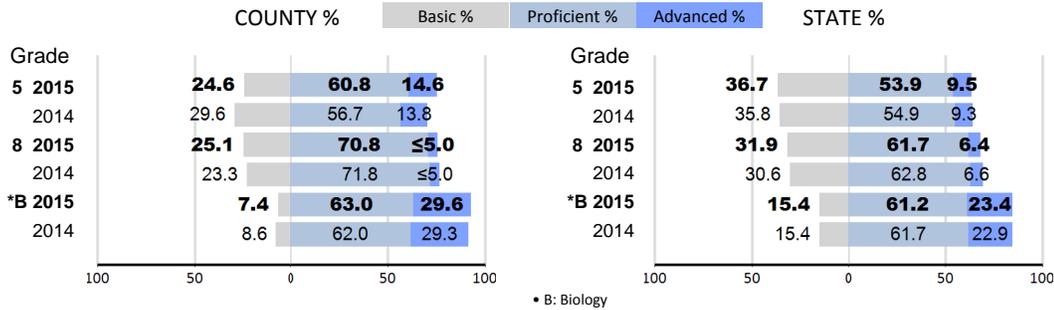
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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

Caroline County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

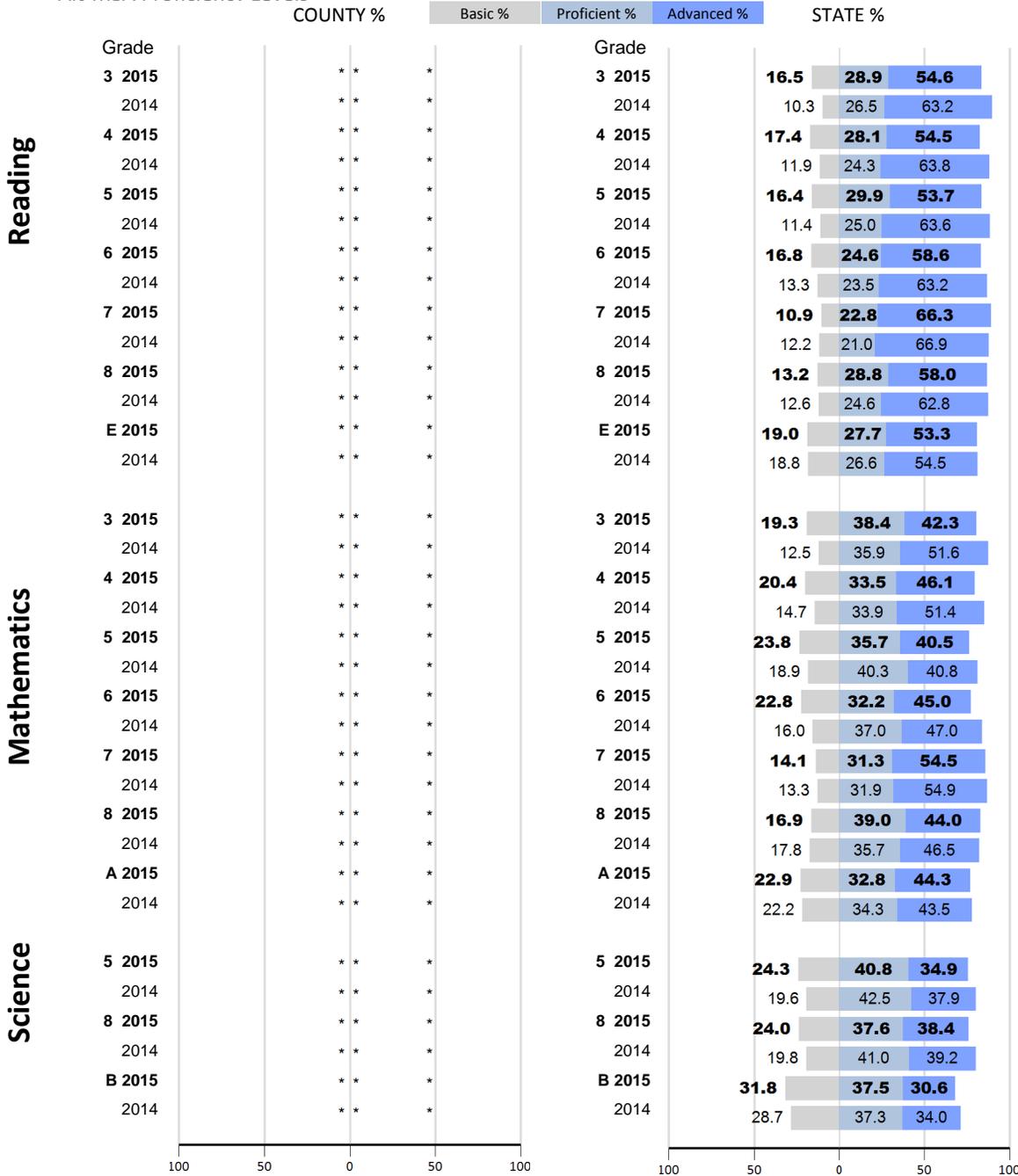
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Description of Proficiency Levels

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

Caroline County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

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

*Applies to Alt MSA only

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

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

Caroline 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	428	65088	100	13108	23.4	20.1	89	12816	20.8	19.7	104	14322	24.3	22.0	131	21951	30.6	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	416	63792	47	8012	11.3	12.6	97	12855	23.3	20.2	124	17329	29.8	27.2	127	20718	30.5	32.5	*	4878	≤5.0	7.6
English/Language Arts 5	402	63331	37	7528	9.2	11.9	76	13204	18.9	20.8	125	17245	31.1	27.2	161	23353	40.0	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	386	62055	40	7353	10.4	11.8	92	13429	23.8	21.6	130	18848	33.7	30.4	120	19893	31.1	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	425	61200	89	10536	20.9	17.2	93	11686	21.9	19.1	115	15297	27.1	25.0	107	17718	25.2	29.0	*	5963	≤5.0	9.7
English/Language Arts 8	392	59335	52	10111	13.3	17.0	93	10969	23.7	18.5	116	14240	29.6	24.0	117	19839	29.8	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	377	55651	44	11886	11.7	21.4	65	10044	17.2	18.0	95	11628	25.2	20.9	127	15650	33.7	28.1	46	6443	12.2	11.6
Mathematics 3	429	65594	58	9748	13.5	14.9	98	14771	22.8	22.5	123	17224	28.7	26.3	145	19600	33.8	29.9	*	4251	≤5.0	6.5
Mathematics 4	417	64290	35	8870	8.4	13.8	95	18133	22.8	28.2	159	17579	38.1	27.3	119	17957	28.5	27.9	*	1751	≤5.0	2.7
Mathematics 5	404	63828	35	8337	8.7	13.1	91	18491	22.5	29.0	154	17946	38.1	28.1	120	16441	29.7	25.8	*	2613	≤5.0	4.1
Mathematics 6	387	62194	39	8473	10.1	13.6	99	17837	25.6	28.7	133	17552	34.4	28.2	114	16345	29.5	26.3	*	1987	≤5.0	3.2
Mathematics 7	425	55010	46	7181	10.8	13.1	96	17630	22.6	32.0	154	18528	36.2	33.7	124	11036	29.2	20.1	*	635	≤5.0	1.2
Mathematics 8	325	41166	44	11971	13.5	29.1	95	11126	29.2	27.0	114	8530	35.1	20.7	71	8056	21.8	19.6	*	1483	≤5.0	3.6
Algebra I	433	61842	35	8047	8.1	13.0	112	17712	25.9	28.6	137	16757	31.6	27.1	144	18194	33.3	29.4	*	1132	≤5.0	1.8
Algebra II	272	40580	46	13057	16.9	32.2	82	10917	30.1	26.9	81	8430	29.8	20.8	63	7820	23.2	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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	36.3	36.4	27.4	27.2
Advanced Professional	*	*	61.6	61.1	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)	*	*	81.94		86.39	
Class of 2014 (5-Year Rate)	*	*	85.68		88.70	

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	*	*	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	24.6	60.8	14.6	36.7	53.9	9.5
2014	*	*	*	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	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

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Caroline Career & Technology Center

PARCC Assessment Performance Results Summary - 2015

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

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	93.8	93.5	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	30.0	41.9	36.3	36.4	27.4	27.2
Advanced Professional	66.7	58.1	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			78.95		81.94	86.39
Class of 2014 (5-Year Rate)	84.21		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.7	2.1	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	24.6	60.8	14.6	36.7	53.9	9.5
2014	*	*	*	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	≤5.0	74.0	22.8	7.4	63.0	29.6	15.4	61.2	23.4
2014	≤5.0	67.0	28.6	8.6	62.0	29.3	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Colonel Richardson High School

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	118	19	16.1	20	16.9	31	26.3	35	29.7	13	11.0
<i>Algebra I</i>	117	9	7.7	36	30.8	45	38.5	26	22.2	*	≤5.0
<i>Algebra II</i>	100	25	25.0	30	30.0	31	31.0	14	14.0	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Colonel Richardson Middle School

0802

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	44.0	60.0	36.3	36.4	27.4	27.2
Advanced Professional	56.0	40.0	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	24.6	60.8	14.6	36.7	53.9	9.5
2014	*	*	*	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	28.7	67.8	≤5.0	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	26.1	69.0	≤5.0	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Colonel Richardson Middle School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	135	15	11.1	35	25.9	41	30.4	42	31.1	*	≤5.0
<i>English/Language Arts 7</i>	134	26	19.4	32	23.9	40	29.9	34	25.4	*	≤5.0
<i>English/Language Arts 8</i>	142	24	16.9	28	19.7	40	28.2	44	31.0	*	≤5.0
<i>Mathematics 6</i>	134	11	8.2	39	29.1	36	26.9	47	35.1	*	≤5.0
<i>Mathematics 7</i>	134	16	11.9	42	31.3	46	34.3	28	20.9	*	≤5.0
<i>Mathematics 8</i>	111	20	18.0	37	33.3	37	33.3	17	15.3	*	≤5.0
<i>Algebra I</i>	31	*	≤5.0	*	≤5.0	8	25.8	22	71.0	*	≤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

Denton Elementary School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	51.4	50.0	36.3	36.4	27.4	27.2
Advanced Professional	48.6	50.0	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	5.7	0.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	26.8	60.8	12.4	24.6	60.8	14.6	36.7	53.9	9.5
2014	32.6	59.3	8.1	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Denton Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	100	13	13.0	23	23.0	27	27.0	37	37.0	*	≤5.0
<i>English/Language Arts 4</i>	97	9	9.3	30	30.9	29	29.9	25	25.8	*	≤5.0
<i>English/Language Arts 5</i>	97	11	11.3	14	14.4	23	23.7	49	50.5	*	≤5.0
<i>Mathematics 3</i>	101	8	7.9	14	13.9	37	36.6	39	38.6	*	≤5.0
<i>Mathematics 4</i>	98	10	10.2	21	21.4	41	41.8	24	24.5	*	≤5.0
<i>Mathematics 5</i>	98	10	10.2	15	15.3	32	32.7	41	41.8	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	38.5	34.6	36.3	36.4	27.4	27.2
Advanced Professional	61.5	65.4	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	35.8	52.2	11.9	24.6	60.8	14.6	36.7	53.9	9.5
2014	43.4	44.7	11.8	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

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Federalsburg Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	70	19	27.1	16	22.9	14	20.0	21	30.0	*	≤5.0
<i>English/Language Arts 4</i>	67	7	10.4	20	29.9	19	28.4	21	31.3	*	≤5.0
<i>English/Language Arts 5</i>	67	9	13.4	17	25.4	16	23.9	25	37.3	*	≤5.0
<i>Mathematics 3</i>	70	11	15.7	22	31.4	13	18.6	24	34.3	*	≤5.0
<i>Mathematics 4</i>	68	9	13.2	23	33.8	22	32.4	14	20.6	*	≤5.0
<i>Mathematics 5</i>	67	7	10.4	20	29.9	21	31.3	18	26.9	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.8	25.0	36.3	36.4	27.4	27.2
Advanced Professional	72.2	72.5	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	2.5	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	23.8	62.9	13.3	24.6	60.8	14.6	36.7	53.9	9.5
2014	25.7	65.3	8.9	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Greensboro Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	119	46	38.7	25	21.0	24	20.2	24	20.2	*	≤5.0
<i>English/Language Arts 4</i>	107	8	7.5	14	13.1	43	40.2	38	35.5	*	≤5.0
<i>English/Language Arts 5</i>	104	*	≤5.0	23	22.1	38	36.5	38	36.5	*	≤5.0
<i>Mathematics 3</i>	119	23	19.3	39	32.8	36	30.3	21	17.6	*	≤5.0
<i>Mathematics 4</i>	107	*	≤5.0	12	11.2	54	50.5	35	32.7	*	≤5.0
<i>Mathematics 5</i>	105	*	≤5.0	30	28.6	47	44.8	21	20.0	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.4	≥ 95.0	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	41.5	36.6	36.3	36.4	27.4	27.2
Advanced Professional	53.7	56.1	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.9	4.9	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	10.6	9.5	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	24.6	60.8	14.6	36.7	53.9	9.5
2014	*	*	*	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	23.1	72.5	≤5.0	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	21.5	73.6	≤5.0	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Lockerman Middle School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	250	24	9.6	57	22.8	89	35.6	78	31.2	*	≤5.0
<i>English/Language Arts 7</i>	291	63	21.6	61	21.0	75	25.8	73	25.1	19	6.5
<i>English/Language Arts 8</i>	250	28	11.2	65	26.0	76	30.4	73	29.2	*	≤5.0
<i>Mathematics 6</i>	252	27	10.7	60	23.8	97	38.5	67	26.6	*	≤5.0
<i>Mathematics 7</i>	291	30	10.3	54	18.6	108	37.1	96	33.0	*	≤5.0
<i>Mathematics 8</i>	214	24	11.2	58	27.1	77	36.0	54	25.2	*	≤5.0
<i>Algebra I</i>	35	*	≤5.0	*	≤5.0	3	8.6	30	85.7	2	5.7

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

North Carolina High School

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	92.7	92.7	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	21.3	20.9	36.3	36.4	27.4	27.2
Advanced Professional	76.6	79.1	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.1	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		83.27		81.94		86.39
Class of 2014 (5-Year Rate)	86.33		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.3	0.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	24.6	60.8	14.6	36.7	53.9	9.5
2014	*	*	*	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	8.3	58.3	33.3	7.4	63.0	29.6	15.4	61.2	23.4
2014	8.9	60.4	30.7	8.6	62.0	29.3	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

North Carolina High School

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	259	25	9.7	45	17.4	64	24.7	92	35.5	33	12.7
<i>Algebra I</i>	250	26	10.4	76	30.4	81	32.4	66	26.4	*	≤5.0
<i>Algebra II</i>	172	21	12.2	52	30.2	50	29.1	49	28.5	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	38.1	30.0	36.3	36.4	27.4	27.2
Advanced Professional	52.4	65.0	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.9	0.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	17.5	68.4	14.0	24.6	60.8	14.6	36.7	53.9	9.5
2014	25.4	65.7	9.0	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Preston Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	54	9	16.7	8	14.8	15	27.8	21	38.9	*	≤5.0
<i>English/Language Arts 4</i>	69	9	13.0	22	31.9	17	24.6	15	21.7	6	8.7
<i>English/Language Arts 5</i>	57	5	8.8	7	12.3	23	40.4	22	38.6	*	≤5.0
<i>Mathematics 3</i>	54	7	13.0	9	16.7	16	29.6	21	38.9	*	≤5.0
<i>Mathematics 4</i>	69	7	10.1	24	34.8	20	29.0	17	24.6	*	≤5.0
<i>Mathematics 5</i>	57	4	7.0	13	22.8	27	47.4	12	21.1	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.5	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.6	≥ 95.0	95.0	95.4
High	*	*	93.1	93.0	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		81.94		86.39
Class of 2014 (5-Year Rate)	*		85.68		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	44.0	44.0	36.3	36.4	27.4	27.2
Advanced Professional	56.0	48.0	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.1	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	4.0	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	18.2	59.7	22.1	24.6	60.8	14.6	36.7	53.9	9.5
2014	18.9	47.3	33.8	29.6	56.7	13.8	35.8	54.9	9.3
8 2015	*	*	*	25.1	70.8	≤5.0	31.9	61.7	6.4
2014	*	*	*	23.3	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	7.4	63.0	29.6	15.4	61.2	23.4
2014	*	*	*	8.6	62.0	29.3	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	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

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	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

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	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

Ridgely Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	85	13	15.3	17	20.0	24	28.2	28	32.9	*	≤5.0
<i>English/Language Arts 4</i>	76	14	18.4	11	14.5	16	21.1	28	36.8	7	9.2
<i>English/Language Arts 5</i>	77	9	11.7	15	19.5	25	32.5	27	35.1	*	≤5.0
<i>Mathematics 3</i>	85	9	10.6	14	16.5	21	24.7	40	47.1	*	≤5.0
<i>Mathematics 4</i>	75	8	10.7	15	20.0	22	29.3	29	38.7	*	≤5.0
<i>Mathematics 5</i>	77	9	11.7	13	16.9	27	35.1	28	36.4	*	≤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