

Maryland Report Card

Cecil County **2015 Progress Report**

LEA: 07

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.8	≥ 95.0	95.4	95.7
Middle	93.6	93.8	95.0	95.4
High	91.6	91.7	92.4	92.7

Cohort Graduation Rate%	County		State	
	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		88.62		86.39
Class of 2014 (5-Year Rate)	89.90		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	27.2	26.4	27.4	27.2
Advanced Professional	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.3	0.1	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	3.4	1.0	6.7	6.0
Secondary High Poverty	12.9	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

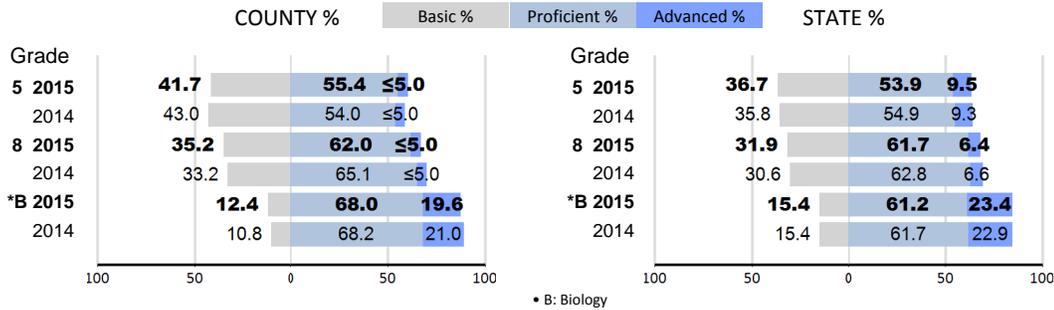
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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.

Cecil County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

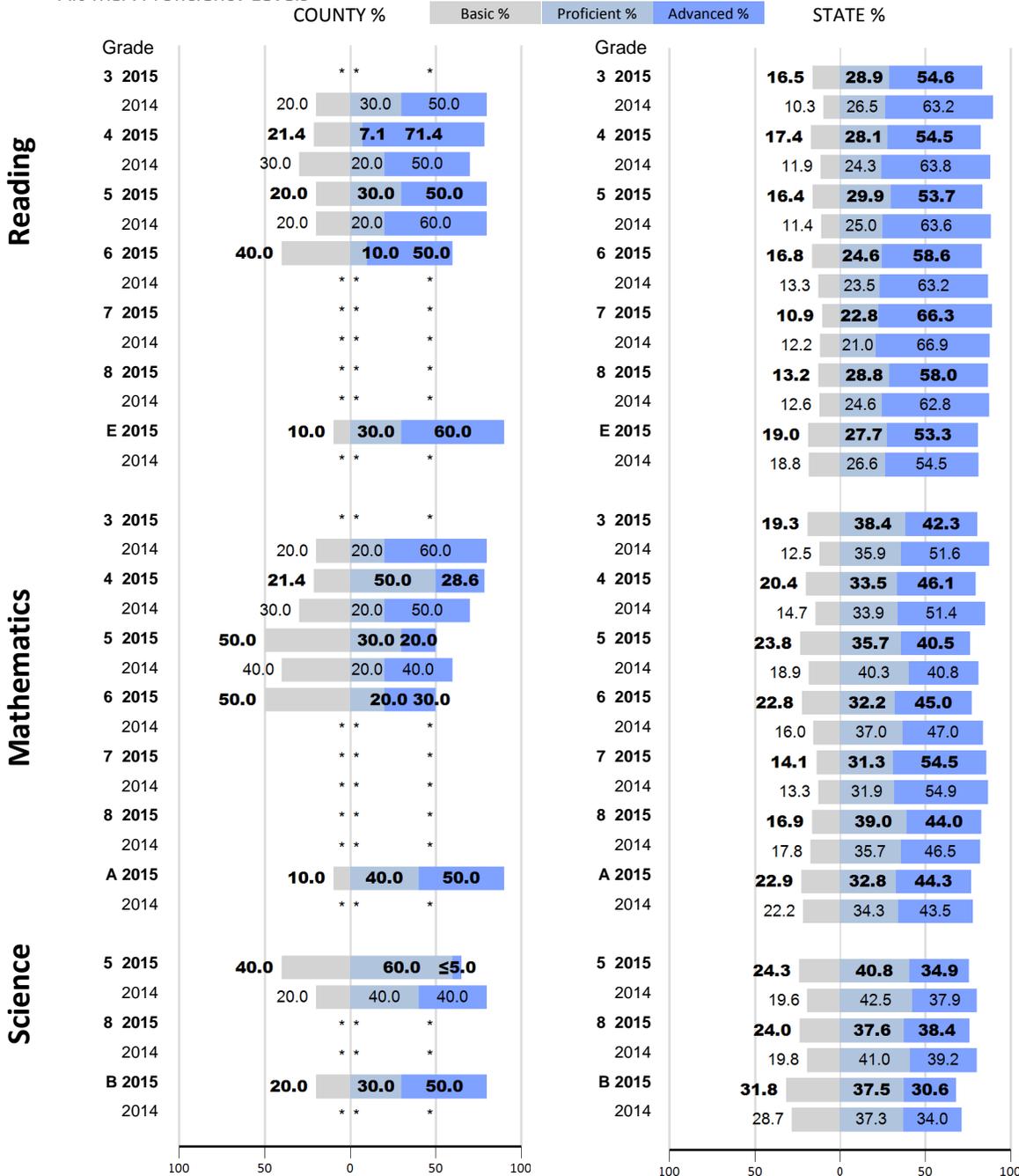
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Cecil County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

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

*Applies to Alt MSA only

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

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

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	1126	65088	266	13108	23.6	20.1	252	12816	22.4	19.7	269	14322	23.9	22.0	324	21951	28.8	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	1139	63792	141	8012	12.4	12.6	281	12855	24.7	20.2	335	17329	29.4	27.2	340	20718	29.9	32.5	*	4878	≤5.0	7.6
English/Language Arts 5	1079	63331	117	7528	10.8	11.9	281	13204	26.0	20.8	364	17245	33.7	27.2	303	23353	28.1	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	1100	62055	170	7353	15.5	11.8	286	13429	26.0	21.6	394	18848	35.8	30.4	235	19893	21.4	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	1160	61200	232	10536	20.0	17.2	252	11686	21.7	19.1	325	15297	28.0	25.0	294	17718	25.3	29.0	*	5963	≤5.0	9.7
English/Language Arts 8	1117	59335	263	10111	23.5	17.0	243	10969	21.8	18.5	284	14240	25.4	24.0	292	19839	26.1	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	1133	55651	257	11886	22.7	21.4	214	10044	18.9	18.0	238	11628	21.0	20.9	341	15650	30.1	28.1	83	6443	7.3	11.6
Mathematics 3	1127	65594	153	9748	13.6	14.9	265	14771	23.5	22.5	374	17224	33.2	26.3	300	19600	26.6	29.9	*	4251	≤5.0	6.5
Mathematics 4	1143	64290	135	8870	11.8	13.8	344	18133	30.1	28.2	364	17579	31.8	27.3	294	17957	25.7	27.9	*	1751	≤5.0	2.7
Mathematics 5	1081	63828	123	8337	11.4	13.1	358	18491	33.1	29.0	358	17946	33.1	28.1	226	16441	20.9	25.8	*	2613	≤5.0	4.1
Mathematics 6	1100	62194	129	8473	11.7	13.6	294	17837	26.7	28.7	366	17552	33.3	28.2	284	16345	25.8	26.3	*	1987	≤5.0	3.2
Mathematics 7	1165	55010	104	7181	8.9	13.1	348	17630	29.9	32.0	402	18528	34.5	33.7	295	11036	25.3	20.1	*	635	≤5.0	1.2
Mathematics 8	785	41166	240	11971	30.6	29.1	264	11126	33.6	27.0	200	8530	25.5	20.7	81	8056	10.3	19.6	*	1483	≤5.0	3.6
Algebra I	984	61842	67	8047	6.8	13.0	228	17712	23.2	28.6	357	16757	36.3	27.1	320	18194	32.5	29.4	*	1132	≤5.0	1.8
Algebra II	742	40580	187	13057	25.2	32.2	232	10917	31.3	26.9	182	8430	24.5	20.8	141	7820	19.0	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	94.0	94.8	94.8	≥95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*	88.62		86.39	
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	18.5	17.6	27.2	26.4	27.4	27.2
Advanced Professional	81.5	82.4	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	37.2	61.6	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	40.0	58.2	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Bainbridge Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	70	14	20.0	17	24.3	10	14.3	29	41.4	*	≤5.0
<i>English/Language Arts 4</i>	99	8	8.1	31	31.3	25	25.3	31	31.3	*	≤5.0
<i>English/Language Arts 5</i>	86	9	10.5	31	36.0	25	29.1	20	23.3	*	≤5.0
<i>Mathematics 3</i>	70	7	10.0	9	12.9	23	32.9	29	41.4	*	≤5.0
<i>Mathematics 4</i>	99	12	12.1	38	38.4	21	21.2	28	28.3	*	≤5.0
<i>Mathematics 5</i>	86	8	9.3	29	33.7	29	33.7	20	23.3	*	≤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	94.6	94.9	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.9	23.1	27.2	26.4	27.4	27.2
Advanced Professional	73.1	65.4	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	48.8	45.3	5.8	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	42.1	56.6	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Bay View Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	83	32	38.6	15	18.1	26	31.3	10	12.0	*	≤5.0
<i>English/Language Arts 4</i>	89	16	18.0	14	15.7	28	31.5	25	28.1	6	6.7
<i>English/Language Arts 5</i>	85	13	15.3	22	25.9	24	28.2	26	30.6	*	≤5.0
<i>Mathematics 3</i>	83	15	18.1	21	25.3	30	36.1	16	19.3	*	≤5.0
<i>Mathematics 4</i>	89	8	9.0	29	32.6	21	23.6	31	34.8	*	≤5.0
<i>Mathematics 5</i>	85	9	10.6	30	35.3	31	36.5	14	16.5	*	≤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	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	92.6	92.5	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		94.59	88.62		86.39	
Class of 2014 (5-Year Rate)	≥ 95.00		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	35.3	27.3	27.2	26.4	27.4	27.2
Advanced Professional	61.8	63.6	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.9	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.7	10.6	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	10.7	77.9	11.5	12.4	68.0	19.6	15.4	61.2	23.4
2014	10.0	78.6	11.4	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Bohemia Manor High

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	152	40	26.3	17	11.2	29	19.1	55	36.2	11	7.2
<i>Algebra I</i>	106	13	12.3	36	34.0	45	42.5	12	11.3	*	≤5.0
<i>Algebra II</i>	105	31	29.5	30	28.6	23	21.9	21	20.0	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	94.2	94.7	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.1	31.8	27.2	26.4	27.4	27.2
Advanced Professional	73.9	68.2	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	31.5	64.3	≤5.0	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	26.7	70.5	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Bohemia Manor Middle

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 6</i>	152	20	13.2	35	23.0	64	42.1	31	20.4	*	≤5.0
<i>English/Language Arts 7</i>	161	22	13.7	31	19.3	51	31.7	46	28.6	11	6.8
<i>English/Language Arts 8</i>	168	41	24.4	33	19.6	48	28.6	42	25.0	*	≤5.0
<i>Mathematics 6</i>	152	16	10.5	46	30.3	47	30.9	36	23.7	*	≤5.0
<i>Mathematics 7</i>	161	9	5.6	52	32.3	51	31.7	46	28.6	*	≤5.0
<i>Mathematics 8</i>	92	36	39.1	38	41.3	17	18.5	*	≤5.0	*	≤5.0
<i>Algebra I</i>	75	*	≤5.0	*	≤5.0	22	29.3	47	62.7	*	≤5.0
<i>Algebra II</i>	*	*	*	*	*	*	*	*	*	*	*

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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	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	21.7	17.4	27.2	26.4	27.4	27.2
Advanced Professional	78.3	78.3	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	4.3	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	28.0	63.4	8.6	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	36.5	59.5	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	79	16	20.3	17	21.5	23	29.1	21	26.6	*	≤5.0
<i>English/Language Arts 4</i>	73	6	8.2	16	21.9	25	34.2	26	35.6	*	≤5.0
<i>English/Language Arts 5</i>	92	7	7.6	12	13.0	31	33.7	39	42.4	*	≤5.0
<i>Mathematics 3</i>	79	10	12.7	18	22.8	26	32.9	23	29.1	*	≤5.0
<i>Mathematics 4</i>	73	7	9.6	17	23.3	24	32.9	25	34.2	*	≤5.0
<i>Mathematics 5</i>	92	5	5.4	21	22.8	36	39.1	26	28.3	*	≤5.0

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Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	27.2	26.4	27.4	27.2
Advanced Professional	*	*	70.3	70.3	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Cecil County School of Technology

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	94.7	94.8	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	38.5	30.8	27.2	26.4	27.4	27.2
Advanced Professional	61.5	69.2	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	55.7	42.6	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	60.3	38.2	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Cecil Manor Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	71	18	25.4	23	32.4	13	18.3	16	22.5	*	≤5.0
<i>English/Language Arts 4</i>	67	20	29.9	15	22.4	17	25.4	14	20.9	*	≤5.0
<i>English/Language Arts 5</i>	59	13	22.0	18	30.5	13	22.0	14	23.7	*	≤5.0
<i>Mathematics 3</i>	71	14	19.7	19	26.8	22	31.0	16	22.5	*	≤5.0
<i>Mathematics 4</i>	69	14	20.3	20	29.0	22	31.9	13	18.8	*	≤5.0
<i>Mathematics 5</i>	60	9	15.0	21	35.0	14	23.3	13	21.7	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.7	20.0	27.2	26.4	27.4	27.2
Advanced Professional	66.7	80.0	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	47.1	52.9	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	38.6	56.1	5.3	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Cecilton Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	47	10	21.3	8	17.0	17	36.2	11	23.4	*	≤5.0
<i>English/Language Arts 4</i>	47	*	≤5.0	5	10.6	11	23.4	26	55.3	3	6.4
<i>English/Language Arts 5</i>	50	4	8.0	18	36.0	15	30.0	13	26.0	*	≤5.0
<i>Mathematics 3</i>	47	4	8.5	11	23.4	12	25.5	18	38.3	*	≤5.0
<i>Mathematics 4</i>	47	*	≤5.0	9	19.1	13	27.7	23	48.9	*	≤5.0
<i>Mathematics 5</i>	50	9	18.0	16	32.0	18	36.0	6	12.0	*	≤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	94.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	22.2	16.7	27.2	26.4	27.4	27.2
Advanced Professional	77.8	83.3	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	50.0	47.8	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	21.9	65.6	12.5	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Charlestown Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	70	8	11.4	12	17.1	15	21.4	34	48.6	*	≤5.0
<i>English/Language Arts 4</i>	50	*	≤5.0	13	26.0	11	22.0	19	38.0	6	12.0
<i>English/Language Arts 5</i>	46	4	8.7	10	21.7	18	39.1	13	28.3	*	≤5.0
<i>Mathematics 3</i>	70	7	10.0	8	11.4	29	41.4	24	34.3	*	≤5.0
<i>Mathematics 4</i>	50	3	6.0	11	22.0	14	28.0	19	38.0	3	6.0
<i>Mathematics 5</i>	46	3	6.5	21	45.7	14	30.4	7	15.2	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	93.5	94.0	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.7	26.1	27.2	26.4	27.4	27.2
Advanced Professional	79.3	73.9	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.6	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	37.3	62.0	≤5.0	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	32.9	65.8	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Cherry 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	%	
<i>English/Language Arts 6</i>	132	11	8.3	22	16.7	50	37.9	42	31.8	7	5.3
<i>English/Language Arts 7</i>	149	30	20.1	24	16.1	55	36.9	37	24.8	*	≤5.0
<i>English/Language Arts 8</i>	142	43	30.3	27	19.0	29	20.4	39	27.5	*	≤5.0
<i>Mathematics 6</i>	133	9	6.8	35	26.3	32	24.1	50	37.6	7	5.3
<i>Mathematics 7</i>	149	13	8.7	38	25.5	54	36.2	43	28.9	*	≤5.0
<i>Mathematics 8</i>	98	34	34.7	30	30.6	29	29.6	5	5.1	*	≤5.0
<i>Algebra I</i>	43	*	≤5.0	*	≤5.0	7	16.3	34	79.1	*	≤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	≥ 95.0	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	6.3	6.7	27.2	26.4	27.4	27.2
Advanced Professional	93.8	86.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	6.7	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	27.7	70.8	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	43.1	54.9	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Chesapeake City Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	38	2	5.3	12	31.6	11	28.9	13	34.2	*	≤5.0
<i>English/Language Arts 4</i>	67	5	7.5	14	20.9	18	26.9	25	37.3	5	7.5
<i>English/Language Arts 5</i>	65	*	≤5.0	12	18.5	21	32.3	28	43.1	*	≤5.0
<i>Mathematics 3</i>	38	2	5.3	11	28.9	10	26.3	14	36.8	*	≤5.0
<i>Mathematics 4</i>	67	4	6.0	21	31.3	24	35.8	18	26.9	*	≤5.0
<i>Mathematics 5</i>	65	7	10.8	15	23.1	17	26.2	26	40.0	*	≤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	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.8	23.1	27.2	26.4	27.4	27.2
Advanced Professional	79.2	76.9	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	29.9	64.9	5.2	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	23.2	72.0	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Conowingo Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	77	17	22.1	13	16.9	17	22.1	30	39.0	*	≤5.0
<i>English/Language Arts 4</i>	75	8	10.7	24	32.0	20	26.7	23	30.7	*	≤5.0
<i>English/Language Arts 5</i>	77	5	6.5	23	29.9	29	37.7	18	23.4	*	≤5.0
<i>Mathematics 3</i>	77	7	9.1	15	19.5	28	36.4	23	29.9	4	5.2
<i>Mathematics 4</i>	75	7	9.3	23	30.7	24	32.0	21	28.0	*	≤5.0
<i>Mathematics 5</i>	78	9	11.5	26	33.3	27	34.6	16	20.5	*	≤5.0

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

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Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	10.0	26.3	27.2	26.4	27.4	27.2
Advanced Professional	90.0	73.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	33.3	60.0	6.7	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	22.7	68.2	9.1	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Elk Neck Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	74	11	14.9	19	25.7	21	28.4	23	31.1	*	≤5.0
<i>English/Language Arts 4</i>	68	*	≤5.0	14	20.6	20	29.4	28	41.2	*	≤5.0
<i>English/Language Arts 5</i>	60	6	10.0	16	26.7	13	21.7	25	41.7	*	≤5.0
<i>Mathematics 3</i>	74	7	9.5	14	18.9	30	40.5	18	24.3	5	6.8
<i>Mathematics 4</i>	68	6	8.8	15	22.1	28	41.2	19	27.9	*	≤5.0
<i>Mathematics 5</i>	59	4	6.8	13	22.0	21	35.6	21	35.6	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	90.2	90.1	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	37.7	38.2	27.2	26.4	27.4	27.2
Advanced Professional	60.4	56.4	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			88.77		88.62	86.39
Class of 2014 (5-Year Rate)	89.58		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.3	5.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	14.6	69.5	15.9	12.4	68.0	19.6	15.4	61.2	23.4
2014	15.7	66.9	17.3	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	250	63	25.2	57	22.8	58	23.2	62	24.8	*	≤5.0
<i>Algebra I</i>	94	11	11.7	44	46.8	35	37.2	*	≤5.0	*	≤5.0
<i>Algebra II</i>	167	54	32.3	58	34.7	37	22.2	18	10.8	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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

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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	92.8	93.1	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	36.8	33.3	27.2	26.4	27.4	27.2
Advanced Professional	55.3	63.3	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	12.9	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	59.4	40.0	≤5.0	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	51.2	48.8	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	189	51	27.0	66	34.9	48	25.4	22	11.6	*	≤5.0
<i>English/Language Arts 7</i>	157	58	36.9	45	28.7	37	23.6	16	10.2	*	≤5.0
<i>English/Language Arts 8</i>	173	65	37.6	42	24.3	31	17.9	34	19.7	*	≤5.0
<i>Mathematics 6</i>	189	42	22.2	68	36.0	54	28.6	24	12.7	*	≤5.0
<i>Mathematics 7</i>	161	24	14.9	67	41.6	52	32.3	17	10.6	*	≤5.0
<i>Mathematics 8</i>	117	63	53.8	42	35.9	8	6.8	*	≤5.0	*	≤5.0
<i>Algebra I</i>	57	*	≤5.0	11	19.3	20	35.1	25	43.9	*	≤5.0
<i>Algebra II</i>	*	*	*	*	*	*	*	*	*	*	*

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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.2	94.4	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	61.9	66.7	27.2	26.4	27.4	27.2
Advanced Professional	33.3	33.3	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	64.4	35.6	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	63.4	33.8	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Gilpin Manor Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	58	21	36.2	12	20.7	11	19.0	14	24.1	*	≤5.0
<i>English/Language Arts 4</i>	59	5	8.5	17	28.8	21	35.6	16	27.1	*	≤5.0
<i>English/Language Arts 5</i>	46	13	28.3	15	32.6	11	23.9	6	13.0	*	≤5.0
<i>Mathematics 3</i>	59	12	20.3	21	35.6	16	27.1	6	10.2	4	6.8
<i>Mathematics 4</i>	61	12	19.7	20	32.8	16	26.2	13	21.3	*	≤5.0
<i>Mathematics 5</i>	46	13	28.3	23	50.0	7	15.2	3	6.5	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.4	94.8	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	17.2	32.1	27.2	26.4	27.4	27.2
Advanced Professional	79.3	67.9	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	36.7	62.0	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	49.4	49.4	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Holly Hall Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	103	34	33.0	18	17.5	30	29.1	20	19.4	*	≤5.0
<i>English/Language Arts 4</i>	93	20	21.5	27	29.0	30	32.3	14	15.1	*	≤5.0
<i>English/Language Arts 5</i>	79	5	6.3	15	19.0	39	49.4	18	22.8	*	≤5.0
<i>Mathematics 3</i>	103	20	19.4	25	24.3	32	31.1	24	23.3	*	≤5.0
<i>Mathematics 4</i>	93	17	18.3	28	30.1	32	34.4	15	16.1	*	≤5.0
<i>Mathematics 5</i>	79	7	8.9	14	17.7	32	40.5	23	29.1	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	35.3	35.3	27.2	26.4	27.4	27.2
Advanced Professional	58.8	64.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	34.6	61.5	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	33.3	62.5	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Kenmore Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	57	9	15.8	13	22.8	17	29.8	17	29.8	*	≤5.0
<i>English/Language Arts 4</i>	52	7	13.5	17	32.7	12	23.1	12	23.1	4	7.7
<i>English/Language Arts 5</i>	53	*	≤5.0	7	13.2	22	41.5	22	41.5	*	≤5.0
<i>Mathematics 3</i>	57	5	8.8	6	10.5	25	43.9	20	35.1	*	≤5.0
<i>Mathematics 4</i>	52	5	9.6	11	21.2	24	46.2	11	21.2	*	≤5.0
<i>Mathematics 5</i>	53	*	≤5.0	12	22.6	19	35.8	20	37.7	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	33.3	33.3	27.2	26.4	27.4	27.2
Advanced Professional	66.7	66.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	50.0	48.1	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	40.0	58.3	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Leeds Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	44	9	20.5	11	25.0	9	20.5	13	29.5	*	≤5.0
<i>English/Language Arts 4</i>	58	5	8.6	14	24.1	19	32.8	19	32.8	*	≤5.0
<i>English/Language Arts 5</i>	52	6	11.5	17	32.7	16	30.8	13	25.0	*	≤5.0
<i>Mathematics 3</i>	44	4	9.1	13	29.5	14	31.8	12	27.3	*	≤5.0
<i>Mathematics 4</i>	58	5	8.6	22	37.9	20	34.5	11	19.0	*	≤5.0
<i>Mathematics 5</i>	52	5	9.6	24	46.2	16	30.8	7	13.5	*	≤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	94.4	94.4	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	36.0	28.0	27.2	26.4	27.4	27.2
Advanced Professional	60.0	64.0	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	38.5	60.0	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	55.1	44.9	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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 East Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	76	22	28.9	16	21.1	16	21.1	22	28.9	*	≤5.0
<i>English/Language Arts 4</i>	74	14	18.9	22	29.7	20	27.0	18	24.3	*	≤5.0
<i>English/Language Arts 5</i>	65	9	13.8	21	32.3	21	32.3	14	21.5	*	≤5.0
<i>Mathematics 3</i>	77	16	20.8	23	29.9	21	27.3	15	19.5	*	≤5.0
<i>Mathematics 4</i>	74	13	17.6	27	36.5	20	27.0	14	18.9	*	≤5.0
<i>Mathematics 5</i>	65	9	13.8	31	47.7	16	24.6	9	13.8	*	≤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	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	91.3	91.2	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.5	28.0	27.2	26.4	27.4	27.2
Advanced Professional	68.6	72.0	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			85.06		88.62	86.39
Class of 2014 (5-Year Rate)	85.82		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.8	1.1	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	8.5	67.7	23.8	12.4	68.0	19.6	15.4	61.2	23.4
2014	6.8	71.2	22.1	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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North East High

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	228	35	15.4	59	25.9	48	21.1	66	28.9	20	8.8
<i>Algebra I</i>	150	*	≤5.0	29	19.3	93	62.0	21	14.0	*	≤5.0
<i>Algebra II</i>	149	31	20.8	44	29.5	32	21.5	42	28.2	*	≤5.0

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	93.0	92.9	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	25.6	21.1	27.2	26.4	27.4	27.2
Advanced Professional	74.4	73.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.3	5.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	36.4	61.5	≤5.0	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	28.7	69.7	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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North East Middle

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 6</i>	243	48	19.8	70	28.8	84	34.6	40	16.5	*	≤5.0
<i>English/Language Arts 7</i>	246	53	21.5	65	26.4	65	26.4	56	22.8	*	≤5.0
<i>English/Language Arts 8</i>	246	52	21.1	61	24.8	60	24.4	61	24.8	*	≤5.0
<i>Mathematics 6</i>	241	33	13.7	64	26.6	86	35.7	52	21.6	*	≤5.0
<i>Mathematics 7</i>	246	31	12.6	67	27.2	90	36.6	56	22.8	*	≤5.0
<i>Mathematics 8</i>	194	58	29.9	68	35.1	48	24.7	20	10.3	*	≤5.0
<i>Algebra I</i>	54	*	≤5.0	*	≤5.0	4	7.4	47	87.0	3	5.6

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PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	91.1	91.9	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	13.0	13.3	27.2	26.4	27.4	27.2
Advanced Professional	80.4	82.2	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.2	2.2	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			86.39		88.62	86.39
Class of 2014 (5-Year Rate)	87.43		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	5.2	6.8	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	22.2	64.9	12.9	12.4	68.0	19.6	15.4	61.2	23.4
2014	12.9	63.2	24.0	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Perryville High

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	215	62	28.8	47	21.9	43	20.0	55	25.6	*	≤5.0
<i>Algebra I</i>	131	19	14.5	63	48.1	41	31.3	8	6.1	*	≤5.0
<i>Algebra II</i>	144	44	30.6	57	39.6	36	25.0	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	94.1	94.3	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	31.0	26.7	27.2	26.4	27.4	27.2
Advanced Professional	65.5	66.7	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.0	4.6	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	27.4	69.6	≤5.0	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	33.1	65.7	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Mathematics

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

Reading

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

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	172	18	10.5	49	28.5	63	36.6	42	24.4	*	≤5.0
<i>English/Language Arts 7</i>	209	42	20.1	49	23.4	60	28.7	51	24.4	*	≤5.0
<i>English/Language Arts 8</i>	165	25	15.2	35	21.2	47	28.5	51	30.9	*	≤5.0
<i>Mathematics 6</i>	172	15	8.7	41	23.8	69	40.1	44	25.6	*	≤5.0
<i>Mathematics 7</i>	210	15	7.1	71	33.8	78	37.1	46	21.9	*	≤5.0
<i>Mathematics 8</i>	119	24	20.2	40	33.6	39	32.8	16	13.4	*	≤5.0
<i>Algebra I</i>	46	*	≤5.0	*	≤5.0	6	13.0	38	82.6	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.4	≥ 95.0	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	23.3	24.1	27.2	26.4	27.4	27.2
Advanced Professional	76.7	69.0	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	37.9	60.9	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	41.4	55.6	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	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	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Rising Sun Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	114	25	21.9	30	26.3	22	19.3	32	28.1	*	≤5.0
<i>English/Language Arts 4</i>	97	7	7.2	18	18.6	35	36.1	32	33.0	5	5.2
<i>English/Language Arts 5</i>	87	10	11.5	20	23.0	33	37.9	23	26.4	*	≤5.0
<i>Mathematics 3</i>	113	13	11.5	34	30.1	33	29.2	30	26.5	*	≤5.0
<i>Mathematics 4</i>	97	5	5.2	29	29.9	39	40.2	24	24.7	*	≤5.0
<i>Mathematics 5</i>	88	15	17.0	29	33.0	31	35.2	11	12.5	*	≤5.0

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

Level 1: Did not yet meet expectations

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Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	93.1	92.9	91.6	91.7	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	23.6	24.5	27.2	26.4	27.4	27.2
Advanced Professional	74.5	75.5	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			90.07		88.62	86.39
Class of 2014 (5-Year Rate)	92.41		89.90		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.4	1.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	≤5.0	66.9	28.7	12.4	68.0	19.6	15.4	61.2	23.4
2014	5.6	66.7	27.7	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Rising Sun High

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	288	57	19.8	34	11.8	60	20.8	103	35.8	34	11.8
<i>Algebra I</i>	164	10	6.1	40	24.4	84	51.2	30	18.3	*	≤5.0
<i>Algebra II</i>	174	26	14.9	43	24.7	53	30.5	52	29.9	*	≤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	*	*	94.8	≥ 95.0	95.4	95.7
Middle	94.0	94.2	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*	88.62		86.39	
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	18.2	18.2	27.2	26.4	27.4	27.2
Advanced Professional	72.7	75.8	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	2.6	2.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	0.0	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	*	*	*	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	22.3	72.3	5.4	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	28.2	69.0	≤5.0	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
4 2015	*	*	*	21.4	7.1	71.4	17.4	28.1	54.5
2014	*	*	*	30.0	20.0	50.0	11.9	24.3	63.8
5 2015	*	*	*	20.0	30.0	50.0	16.4	29.9	53.7
2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	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

Rising Sun 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>	209	20	9.6	44	21.1	84	40.2	58	27.8	*	≤5.0
<i>English/Language Arts 7</i>	235	24	10.2	38	16.2	57	24.3	88	37.4	28	11.9
<i>English/Language Arts 8</i>	223	37	16.6	45	20.2	69	30.9	65	29.1	*	≤5.0
<i>Mathematics 6</i>	210	13	6.2	39	18.6	78	37.1	77	36.7	*	≤5.0
<i>Mathematics 7</i>	235	*	≤5.0	52	22.1	77	32.8	87	37.0	*	≤5.0
<i>Mathematics 8</i>	165	25	15.2	46	27.9	59	35.8	35	21.2	*	≤5.0
<i>Algebra I</i>	57	*	≤5.0	*	≤5.0	*	≤5.0	54	94.7	3	5.3

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	94.1	94.3	94.8	≥ 95.0	95.4	95.7
Middle	*	*	93.6	93.8	95.0	95.4
High	*	*	91.6	91.7	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		88.62		86.39
Class of 2014 (5-Year Rate)	*		89.90		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	48.1	41.7	27.2	26.4	27.4	27.2
Advanced Professional	51.9	58.3	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	3.4	1.0	6.7	6.0
Secondary High Poverty	*	*	12.9	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	60.5	38.2	≤5.0	41.7	55.4	≤5.0	36.7	53.9	9.5
2014	56.8	41.9	≤5.0	43.0	54.0	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	35.2	62.0	≤5.0	31.9	61.7	6.4
2014	*	*	*	33.2	65.1	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	12.4	68.0	19.6	15.4	61.2	23.4
2014	*	*	*	10.8	68.2	21.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	40.0	60.0	≤5.0	24.3	40.8	34.9
2014	*	*	*	20.0	40.0	40.0	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	20.0	30.0	50.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	20.0	20.0	60.0	12.5	35.9	51.6
4 2015	*	*	*	21.4	50.0	28.6	20.4	33.5	46.1
2014	*	*	*	30.0	20.0	50.0	14.7	33.9	51.4
5 2015	*	*	*	50.0	30.0	20.0	23.8	35.7	40.5
2014	*	*	*	40.0	20.0	40.0	18.9	40.3	40.8
6 2015	*	*	*	50.0	20.0	30.0	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	*	*	*	10.0	40.0	50.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	20.0	30.0	50.0	10.3	26.5	63.2
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2014	*	*	*	20.0	20.0	60.0	11.4	25.0	63.6
6 2015	*	*	*	40.0	10.0	50.0	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	*	*	*	10.0	30.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Thomson Estates Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	65	18	27.7	16	24.6	11	16.9	19	29.2	*	≤5.0
<i>English/Language Arts 4</i>	71	14	19.7	20	28.2	23	32.4	12	16.9	*	≤5.0
<i>English/Language Arts 5</i>	76	8	10.5	24	31.6	33	43.4	11	14.5	*	≤5.0
<i>Mathematics 3</i>	65	10	15.4	17	26.2	23	35.4	12	18.5	*	≤5.0
<i>Mathematics 4</i>	71	15	21.1	24	33.8	22	31.0	9	12.7	*	≤5.0
<i>Mathematics 5</i>	76	10	13.2	32	42.1	30	39.5	4	5.3	*	≤5.0

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