Bel Air Elementary

Harford County (12:0314)

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	**≥ 95.0**	≥ 95.0	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	*	*	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	*	*	**94.1**	94.4	**92.4**	92.7

Cohort Graduation Rate%						
Class of 2014 (4-Year Rate)		*		89.83		86.39
Class of 2014 (5-Year Rate)	*		**91.27**		**88.70**	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**25.9**	7.7	**21.5**	24.4	**27.4**	27.2
Advanced Professional	**66.7**	80.8	**72.2**	73.9	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.4**	0.1	**1.5**	1.0
% of classes NOT taught by highly qualified teachers						
All Quartiles	**0.0**	0.0	**4.6**	4.6	**8.4**	7.6
Elementary Low Poverty	*	*	**2.3**	1.0	**2.9**	3.0
Elementary High Poverty	*	*	**1.9**	0.0	**10.5**	11.4
Secondary Low Poverty	*	*	**5.7**	5.2	**6.7**	6.0
Secondary High Poverty	*	*	**9.1**	1.3	**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.

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.

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.

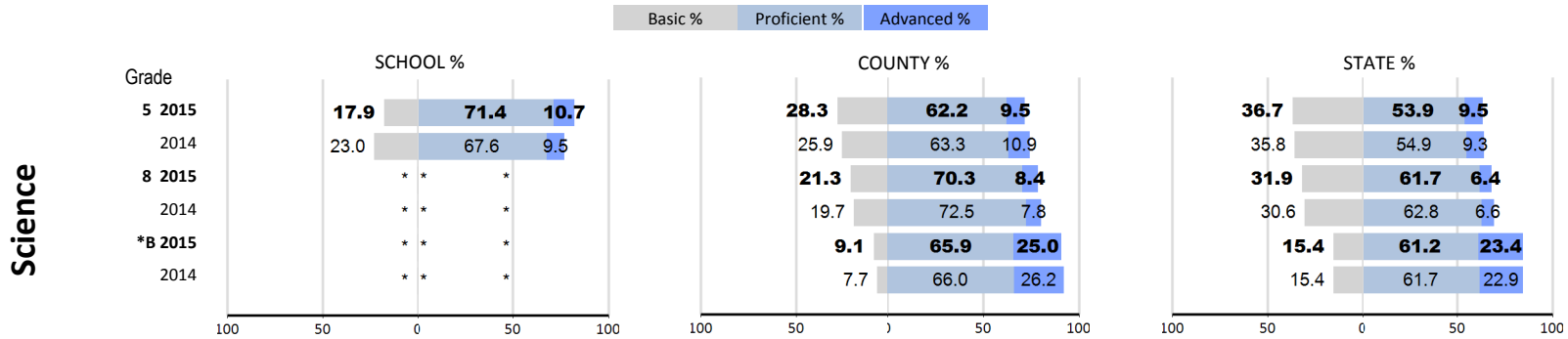
School Progress and Annual Measurable Objectives (AMOs)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA). In accordance with the U.S. Department of Education's (USED) authority to ensure an orderly transition to ESSA, USED will not require States to identify AMOs for school years 2014-2015 or 2015-2016 for USED's review and approval, nor will USED require States to report performance against AMOs for the 2014-2015 or 2015-2016 school years.

Due to this direction, Maryland will not measure LEAs and schools against AMOs.

Bel Air Elementary

MSA Proficiency Levels



"*" indicates no students or fewer than 10 students in category. ***B**: Biology

Maryland School Assessment (MSA)

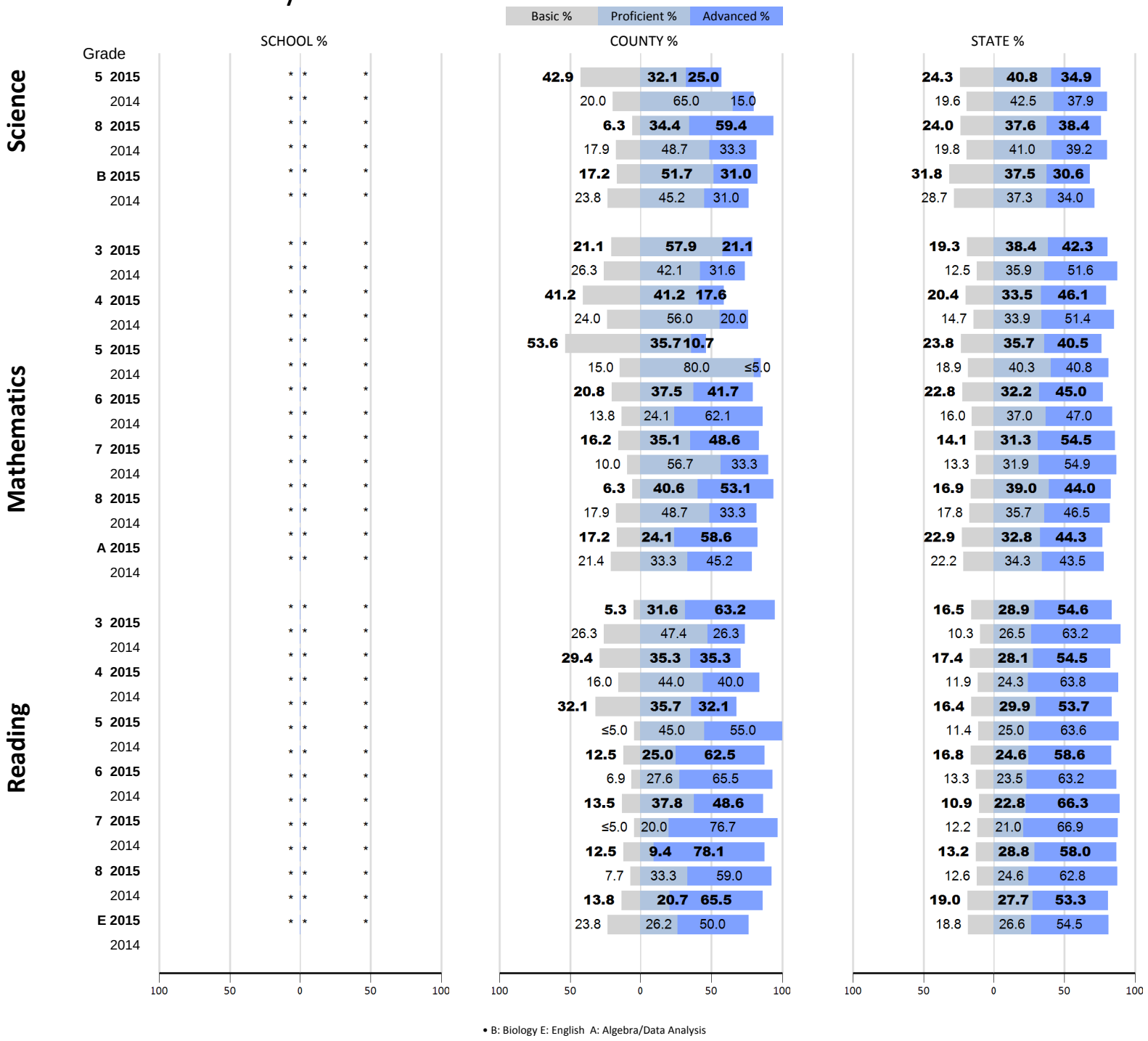
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Description of Proficiency Levels

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

Bel Air Elementary

Alt-MSA Proficiency Levels



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

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.

Bel Air Elementary

PARCC Assessment Performance Results Summary - 2015

			Performance Level									
			Level 1		Level 2		Level 3		Level 4		Level 5	
			Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	State	65088	13108	20.1	12816	19.7	14322	22.0	21951	33.7	2891	4.4
	County	2813	304	10.8	345	12.3	578	20.5	1364	48.5	222	7.9
	School	82	*	≤5.0	9	11.0	13	15.9	54	65.9	*	≤5.0
English/Language Arts 4	State	63792	8012	12.6	12855	20.2	17329	27.2	20718	32.5	4878	7.6
	County	2772	*	≤5.0	344	12.4	692	25.0	1247	45.0	357	12.9
	School	72	4	5.6	7	9.7	10	13.9	42	58.3	9	12.5
English/Language Arts 5	State	63331	7528	11.9	13204	20.8	17245	27.2	23353	36.9	2001	3.2
	County	2844	*	≤5.0	387	13.6	749	26.3	1448	50.9	*	≤5.0
	School	84	*	≤5.0	6	7.1	15	17.9	55	65.5	5	6.0
Mathematics 3	State	65594	9748	14.9	14771	22.5	17224	26.3	19600	29.9	4251	6.5
	County	2823	223	7.9	423	15.0	741	26.2	1169	41.4	267	9.5
	School	82	*	≤5.0	10	12.2	22	26.8	37	45.1	11	13.4
Mathematics 4	State	64290	8870	13.8	18133	28.2	17579	27.3	17957	27.9	1751	2.7
	County	2786	190	6.8	617	22.1	817	29.3	1053	37.8	*	≤5.0
	School	72	5	6.9	6	8.3	27	37.5	32	44.4	*	≤5.0
Mathematics 5	State	63828	8337	13.1	18491	29.0	17946	28.1	16441	25.8	2613	4.1
	County	2849	170	6.0	618	21.7	879	30.9	1034	36.3	148	5.2
	School	83	5	6.0	9	10.8	27	32.5	34	41.0	8	9.6

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 1(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