Maryland Report Card

Kent County
2015 Progress Report

Kent County

Attendance Rate %	County		State	
	2015	2014	**2015**	2014
Elementary	**≥ 95.0**	≥ 95.0	**95.4**	95.7
Middle	**≥ 95.0**	≥ 95.0	**95.0**	95.4
High	**93.6**	94.1	**92.4**	92.7

Cohort Graduation Rate%

	County		State	
Class of 2014 (4-Year Rate)		89.74		86.39
Class of 2014 (5-Year Rate)	**89.81**		**88.70**	

Teacher Qualifications	County		State	
	2015	2014	**2015**	2014
% of certificates:				
Standard Professional	**36.9**	29.7	**27.4**	27.2
Advanced Professional	**61.3**	69.5	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.9**	0.0	**1.5**	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	**3.7**	2.1	**8.4**	7.6
Elementary Low Poverty	*	*	**2.9**	3.0
Elementary High Poverty	*	*	**10.5**	11.4
Secondary Low Poverty	*	*	**6.7**	6.0
Secondary High Poverty	*	*	**17.7**	15.7

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

Attendance Rate

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

Teacher Qualifications

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

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

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

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

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

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

Cohort Graduation Rate

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

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

Kent County
MSA Proficiency Levels

COUNTY %   Basic %   Proficient %   Advanced %   STATE %

Science

Grade		Basic %	Proficient %	Advanced %
5	2015	33.8	58.8	7.4
	2014	28.4	55.5	16.1
8	2015	26.7	63.7	9.6
	2014	25.0	69.2	5.8
*B	2015	17.3	66.7	16.0
	2014	23.9	66.2	9.9

Grade		Basic %	Proficient %	Advanced %
5	2015	36.7	53.9	9.5
	2014	35.8	54.9	9.3
8	2015	31.9	61.7	6.4
	2014	30.6	62.8	6.6
*B	2015	15.4	61.2	23.4
	2014	15.4	61.7	22.9

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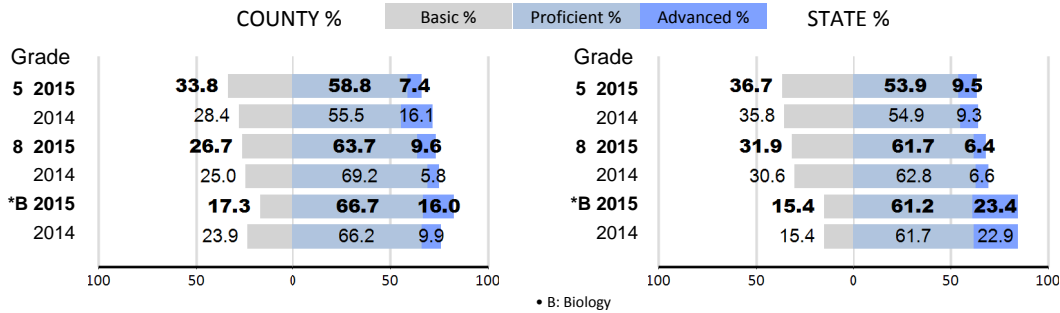
• B: Biology

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

Basic %

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 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.
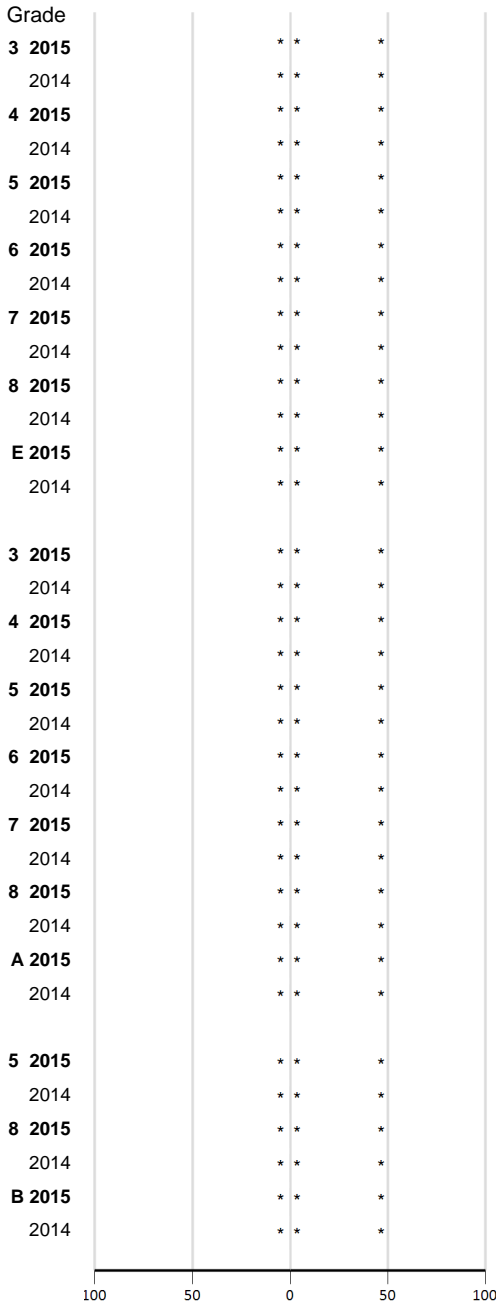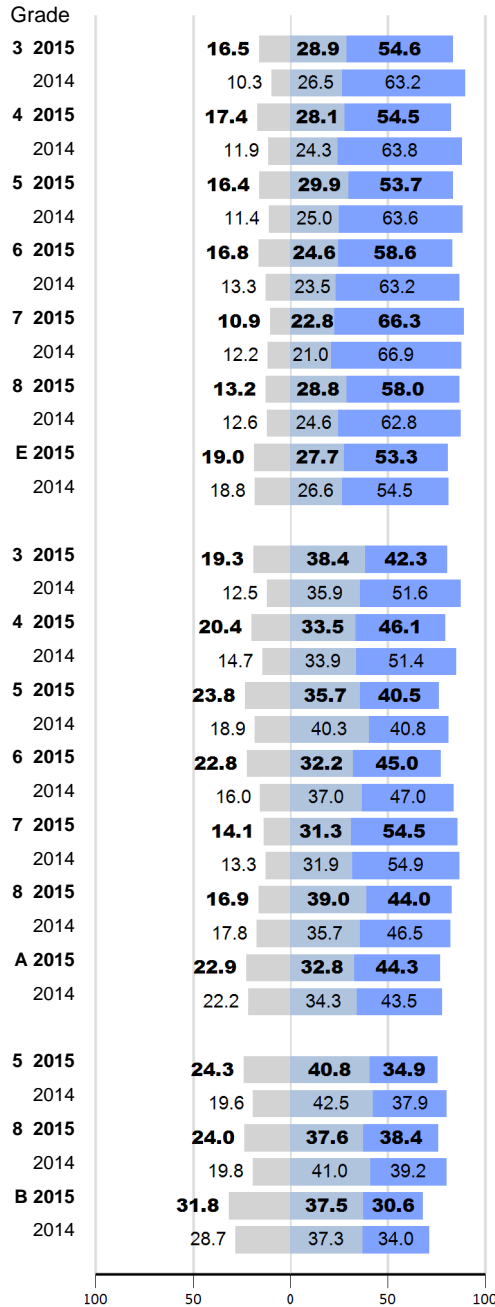
Kent County

Alt-MSA Proficiency Levels

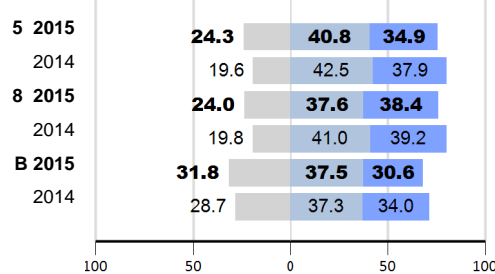COUNTY % | Basic % | Proficient % | Advanced % | STATE %

Reading

Grade	COUNTY %			Grade	STATE % Basic	Proficient	Advanced
3 2015	*	*	*	3 2015	16.5	28.9	54.6
2014	*	*	*	2014	10.3	26.5	63.2
4 2015	*	*	*	4 2015	17.4	28.1	54.5
2014	*	*	*	2014	11.9	24.3	63.8
5 2015	*	*	*	5 2015	16.4	29.9	53.7
2014	*	*	*	2014	11.4	25.0	63.6
6 2015	*	*	*	6 2015	16.8	24.6	58.6
2014	*	*	*	2014	13.3	23.5	63.2
7 2015	*	*	*	7 2015	10.9	22.8	66.3
2014	*	*	*	2014	12.2	21.0	66.9
8 2015	*	*	*	8 2015	13.2	28.8	58.0
2014	*	*	*	2014	12.6	24.6	62.8
E 2015	*	*	*	E 2015	19.0	27.7	53.3
2014	*	*	*	2014	18.8	26.6	54.5

Mathematics

Grade	COUNTY %			Grade	STATE % Basic	Proficient	Advanced
3 2015	*	*	*	3 2015	19.3	38.4	42.3
2014	*	*	*	2014	12.5	35.9	51.6
4 2015	*	*	*	4 2015	20.4	33.5	46.1
2014	*	*	*	2014	14.7	33.9	51.4
5 2015	*	*	*	5 2015	23.8	35.7	40.5
2014	*	*	*	2014	18.9	40.3	40.8
6 2015	*	*	*	6 2015	22.8	32.2	45.0
2014	*	*	*	2014	16.0	37.0	47.0
7 2015	*	*	*	7 2015	14.1	31.3	54.5
2014	*	*	*	2014	13.3	31.9	54.9
8 2015	*	*	*	8 2015	16.9	39.0	44.0
2014	*	*	*	2014	17.8	35.7	46.5
A 2015	*	*	*	A 2015	22.9	32.8	44.3
2014	*	*	*	2014	22.2	34.3	43.5

Science

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

Scale: 100 50 0 50 100 (County)   100 50 0 50 100 (State)

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.

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*Applies to Alt MSA only

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

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

Visit Reportcard.msde.maryland.gov for up-to-date and disaggregated information. For definitions, see school system report pages.

Kent County

PARCC Assessment Performance Results Summary - 2015

	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		%	
	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	170	65088	59	13108	34.7	20.1	34	12816	20.0	19.7	44	14322	25.9	22.0	33	21951	19.4	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	135	63792	25	8012	18.5	12.6	36	12855	26.7	20.2	43	17329	31.9	27.2	29	20718	21.5	32.5	*	4878	≤5.0	7.6
English/Language Arts 5	149	63331	21	7528	14.1	11.9	27	13204	18.1	20.8	57	17245	38.3	27.2	44	23353	29.5	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	146	62055	28	7353	19.2	11.8	44	13429	30.1	21.6	45	18848	30.8	30.4	28	19893	19.2	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	143	61200	42	10536	29.4	17.2	36	11686	25.2	19.1	38	15297	26.6	25.0	22	17718	15.4	29.0	*	5963	≤5.0	9.7
English/Language Arts 8	136	59335	25	10111	18.4	17.0	33	10969	24.3	18.5	35	14240	25.7	24.0	41	19839	30.1	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	138	55651	23	11886	16.7	21.4	27	10044	19.6	18.0	43	11628	31.2	20.9	33	15650	23.9	28.1	12	6443	8.7	11.6
Mathematics 3	170	65594	31	9748	18.2	14.9	53	14771	31.2	22.5	47	17224	27.6	26.3	36	19600	21.2	29.9	*	4251	≤5.0	6.5
Mathematics 4	135	64290	23	8870	17.0	13.8	48	18133	35.6	28.2	42	17579	31.1	27.3	21	17957	15.6	27.9	*	1751	≤5.0	2.7
Mathematics 5	149	63828	21	8337	14.1	13.1	30	18491	20.1	29.0	50	17946	33.6	28.1	45	16441	30.2	25.8	*	2613	≤5.0	4.1
Mathematics 6	146	62194	23	8473	15.8	13.6	53	17837	36.3	28.7	42	17552	28.8	28.2	27	16345	18.5	26.3	*	1987	≤5.0	3.2
Mathematics 7	143	55010	26	7181	18.2	13.1	55	17630	38.5	32.0	42	18528	29.4	33.7	20	11036	14.0	20.1	*	635	≤5.0	1.2
Mathematics 8	103	41166	28	11971	27.2	29.1	32	11126	31.1	27.0	27	8530	26.2	20.7	15	8056	14.6	19.6	*	1483	≤5.0	3.6
Algebra I	140	61842	21	8047	15.0	13.0	41	17712	29.3	28.6	43	16757	30.7	27.1	34	18194	24.3	29.4	*	1132	≤5.0	1.8
Algebra II	66	40580	23	13057	34.8	32.2	31	10917	47.0	26.9	10	8430	15.2	20.8	*	7820	≤5.0	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

Galena Elementary School

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	94.9	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	93.6	94.1	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	10.0	9.1	36.9	29.7	27.4	27.2
Advanced Professional	90.0	90.9	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

Cohort Graduation Rate	School	County	State
Class of 2014 (4-Year Rate)	*	89.74	86.39
Class of 2014 (5-Year Rate)	*	89.81	88.70

% of classes NOT taught by highly qualified teachers	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	0.0	0.0	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Legend: Basic % | Proficient % | Advanced %

MSA Proficiency Levels

Science

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2015	28.1	65.6	6.3	33.8	58.8	7.4	36.7	53.9	9.5
	2014	12.9	67.7	19.4	28.4	55.5	16.1	35.8	54.9	9.3
8	2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
	2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
*B	2015	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
	2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

Science

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

Mathematics

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	*	*	*	12.5	35.9	51.6
4	2015	*	*	*	*	*	*	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
5	2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
6	2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	16.0	37.0	47.0
7	2015	*	*	*	*	*	*	14.1	31.3	54.5
	2014	*	*	*	*	*	*	13.3	31.9	54.9
8	2015	*	*	*	*	*	*	16.9	39.0	44.0
	2014	*	*	*	*	*	*	17.8	35.7	46.5
A	2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	*	*	*	10.3	26.5	63.2
4	2015	*	*	*	*	*	*	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
5	2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
6	2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	13.3	23.5	63.2
7	2015	*	*	*	*	*	*	10.9	22.8	66.3
	2014	*	*	*	*	*	*	12.2	21.0	66.9
8	2015	*	*	*	*	*	*	13.2	28.8	58.0
	2014	*	*	*	*	*	*	12.6	24.6	62.8
E	2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

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

Galena Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3 — 27	4	14.8	4	14.8	11	40.7	8	29.6	*	≤5.0
English/Language Arts 4 — 25	5	20.0	8	32.0	6	24.0	6	24.0	*	≤5.0
English/Language Arts 5 — 32	4	12.5	4	12.5	15	46.9	9	28.1	*	≤5.0
Mathematics 3 — 27	*	≤5.0	6	22.2	14	51.9	5	18.5	*	≤5.0
Mathematics 4 — 25	4	16.0	13	52.0	6	24.0	2	8.0	*	≤5.0
Mathematics 5 — 32	2	6.3	5	15.6	12	37.5	12	37.5	*	≤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

H. H. Garnett Elementary

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

Cohort Graduation Rate

	School	County	State
Class of 2014 (4-Year Rate)	*	89.74	86.39
Class of 2014 (5-Year Rate)	*	89.81	88.70

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	30.8	26.7	36.9	29.7	27.4	27.2
Advanced Professional	69.2	73.3	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	6.2	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Legend: Basic %, Proficient %, Advanced %

MSA Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2015	43.8	50.0	6.3	33.8	58.8	7.4	36.7	53.9	9.5
	2014	36.8	42.1	21.1	28.4	55.5	16.1	35.8	54.9	9.3
8	2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
	2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
*B	2015	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
	2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Science

Mathematics

Reading

Alt-MSA Proficiency Levels

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

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

H. H. Garnett Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
		Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	35	16	45.7	7	20.0	8	22.9	4	11.4	*	≤5.0
English/Language Arts 4	36	10	27.8	9	25.0	10	27.8	7	19.4	*	≤5.0
English/Language Arts 5	17	1	5.9	6	35.3	7	41.2	3	17.6	*	≤5.0
Mathematics 3	35	9	25.7	9	25.7	7	20.0	9	25.7	*	≤5.0
Mathematics 4	36	9	25.0	11	30.6	11	30.6	5	13.9	*	≤5.0
Mathematics 5	17	2	11.8	3	17.6	8	47.1	4	23.5	*	≤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

Kent County High

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

Cohort Graduation Rate

	School	County	State
Class of 2014 (4-Year Rate)		89.74	89.74	86.39
Class of 2014 (5-Year Rate)	89.81	89.81	88.70

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	33.3	25.0	36.9	29.7	27.4	27.2
Advanced Professional	66.7	75.0	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	9.6	3.9	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Basic % — Proficient % — Advanced %

Science

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2015	*	*	*	33.8	58.8	7.4	36.7	53.9	9.5
	2014	*	*	*	28.4	55.5	16.1	35.8	54.9	9.3
8	2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
	2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
*B	2015	16.2	67.5	16.2	17.3	66.7	16.0	15.4	61.2	23.4
	2014	21.3	68.4	10.3	23.9	66.2	9.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

Science

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

Mathematics

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	*	*	*	12.5	35.9	51.6
4	2015	*	*	*	*	*	*	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
5	2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
6	2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	16.0	37.0	47.0
7	2015	*	*	*	*	*	*	14.1	31.3	54.5
	2014	*	*	*	*	*	*	13.3	31.9	54.9
8	2015	*	*	*	*	*	*	16.9	39.0	44.0
	2014	*	*	*	*	*	*	17.8	35.7	46.5
A	2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	*	*	*	10.3	26.5	63.2
4	2015	*	*	*	*	*	*	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
5	2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
6	2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	13.3	23.5	63.2
7	2015	*	*	*	*	*	*	10.9	22.8	66.3
	2014	*	*	*	*	*	*	12.2	21.0	66.9
8	2015	*	*	*	*	*	*	13.2	28.8	58.0
	2014	*	*	*	*	*	*	12.6	24.6	62.8
E	2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

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

Kent County High

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	138	23	16.7	27	19.6	43	31.2	33	23.9	12	8.7
Algebra I	108	20	18.5	41	38.0	37	34.3	10	9.3	*	≤5.0
Algebra II	66	23	34.8	31	47.0	10	15.2	*	≤5.0	*	≤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

Kent County Middle School

0402

Attendance Rate %

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	93.6	94.1	92.4	92.7

Cohort Graduation Rate

	School	County	State
Class of 2014 (4-Year Rate)	*	89.74	86.39
Class of 2014 (5-Year Rate)	*	89.81	88.70

Teacher Qualifications

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	63.0	48.1	36.9	29.7	27.4	27.2
Advanced Professional	33.3	51.9	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.7	0.0	0.9	0.0	1.5	1.0
% of classes NOT taught by highly qualified teachers						
All Quartiles	3.3	0.8	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Legend: Basic % | Proficient % | Advanced %

Science

MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	33.8	58.8	7.4	36.7	53.9	9.5
2014	*	*	*	28.4	55.5	16.1	35.8	54.9	9.3
8 2015	26.7	63.7	9.6	26.7	63.7	9.6	31.9	61.7	6.4
2014	25.0	69.2	5.8	25.0	69.2	5.8	30.6	62.8	6.6
*B 2015	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

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

Mathematics

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Kent County Middle School

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6 146	28	19.2	44	30.1	45	30.8	28	19.2	*	≤5.0
English/Language Arts 7 143	42	29.4	36	25.2	38	26.6	22	15.4	*	≤5.0
English/Language Arts 8 136	25	18.4	33	24.3	35	25.7	41	30.1	*	≤5.0
Mathematics 6 146	23	15.8	53	36.3	42	28.8	27	18.5	*	≤5.0
Mathematics 7 143	26	18.2	55	38.5	42	29.4	20	14.0	*	≤5.0
Mathematics 8 103	28	27.2	32	31.1	27	26.2	15	14.6	*	≤5.0
Algebra I 32	*	≤5.0	*	≤5.0	6	18.8	24	75.0	*	≤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

Millington Elementary

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

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)		*	89.74	86.39
Class of 2014 (5-Year Rate)	*	89.81	88.70	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	20.0	20.0	36.9	29.7	27.4	27.2
Advanced Professional	80.0	80.0	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	0.0	0.0	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Legend: Basic % | Proficient % | Advanced %

MSA Proficiency Levels

Science

GRADE		SCHOOL %			COUNTY %			STATE %	
5 2015	23.3	70.0	6.7	33.8	58.8	7.4	36.7	53.9	9.5
2014	25.0	66.7	8.3	28.4	55.5	16.1	35.8	54.9	9.3
8 2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
*B 2015	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

Science

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

Mathematics

GRADE		SCHOOL %			COUNTY %			STATE %	
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading

GRADE		SCHOOL %			COUNTY %			STATE %	
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

Millington Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level									
	Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	36	16	44.4	4	11.1	9	25.0	7	19.4	*	≤5.0
English/Language Arts 4	17	2	11.8	5	29.4	5	29.4	4	23.5	1	5.9
English/Language Arts 5	30	4	13.3	2	6.7	16	53.3	8	26.7	*	≤5.0
Mathematics 3	36	8	22.2	12	33.3	7	19.4	8	22.2	*	≤5.0
Mathematics 4	17	2	11.8	3	17.6	6	35.3	6	35.3	*	≤5.0
Mathematics 5	30	4	13.3	4	13.3	7	23.3	13	43.3	2	6.7

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

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PARCC Performance Level Descriptors (PLD)

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Level 1: Did not yet meet expectations
Level 2: Partially met expectations
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Rock Hall Elementary

Attendance Rate %

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	94.7	≥95.0	≥ 95.0	≥95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥95.0	95.0	95.4
High	*	*	93.6	94.1	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		*	89.74	86.39
Class of 2014 (5-Year Rate)	*	89.81	88.70	

Teacher Qualifications

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	18.2	9.1	36.9	29.7	27.4	27.2
Advanced Professional	81.8	90.9	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	0.0	0.0	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

MSA Proficiency Levels

Legend: Basic % | Proficient % | Advanced %

GRADE	SCHOOL % Basic	SCHOOL % Prof	SCHOOL % Adv	COUNTY % Basic	COUNTY % Prof	COUNTY % Adv	STATE % Basic	STATE % Prof	STATE % Adv
5 2015	55.6	41.7	≤5.0	33.8	58.8	7.4	36.7	53.9	9.5
2014	35.3	52.9	11.8	28.4	55.5	16.1	35.8	54.9	9.3
8 2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
***B 2015**	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Science

Alt-MSA Proficiency Levels

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

Mathematics (Alt-MSA)

GRADE	SCHOOL % Basic	SCHOOL % Prof	SCHOOL % Adv	COUNTY % Basic	COUNTY % Prof	COUNTY % Adv	STATE % Basic	STATE % Prof	STATE % Adv
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

Reading (Alt-MSA)

GRADE	SCHOOL % Basic	SCHOOL % Prof	SCHOOL % Adv	COUNTY % Basic	COUNTY % Prof	COUNTY % Adv	STATE % Basic	STATE % Prof	STATE % Adv
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

Rock Hall Elementary

PARCC Assessment Performance Results Summary - 2015

		Performance Level								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	25	4	16.0	7	28.0	8	32.0	6	24.0	*	≤5.0
English/Language Arts 4	21	*	≤5.0	8	38.1	6	28.6	5	23.8	*	≤5.0
English/Language Arts 5	36	9	25.0	10	27.8	8	22.2	9	25.0	*	≤5.0
Mathematics 3	25	3	12.0	9	36.0	6	24.0	7	28.0	*	≤5.0
Mathematics 4	21	*	≤5.0	11	52.4	6	28.6	3	14.3	*	≤5.0
Mathematics 5	36	6	16.7	11	30.6	12	33.3	7	19.4	*	≤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.

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Level 4: Met expectations
Level 5: Exceeded expectations

Worton Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	94.5	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	93.6	94.1	92.4	92.7

Cohort Graduation Rate

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Class of 2014 (4-Year Rate)		*		89.74		86.39
Class of 2014 (5-Year Rate)	*		89.81		88.70	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	41.2	43.8	36.9	29.7	27.4	27.2
Advanced Professional	52.9	50.0	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	0.0	0.0	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

Legend: Basic % | Proficient % | Advanced %

MSA Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2015	21.2	63.6	15.2	33.8	58.8	7.4	36.7	53.9	9.5
	2014	31.1	53.3	15.6	28.4	55.5	16.1	35.8	54.9	9.3
8	2015	*	*	*	26.7	63.7	9.6	31.9	61.7	6.4
	2014	*	*	*	25.0	69.2	5.8	30.6	62.8	6.6
*B	2015	*	*	*	17.3	66.7	16.0	15.4	61.2	23.4
	2014	*	*	*	23.9	66.2	9.9	15.4	61.7	22.9

Science (row label for above section)

Alt-MSA Proficiency Levels

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

Science

Mathematics (Alt-MSA)

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	19.3	38.4	42.3
	2014	*	*	*	*	*	*	12.5	35.9	51.6
4	2015	*	*	*	*	*	*	20.4	33.5	46.1
	2014	*	*	*	*	*	*	14.7	33.9	51.4
5	2015	*	*	*	*	*	*	23.8	35.7	40.5
	2014	*	*	*	*	*	*	18.9	40.3	40.8
6	2015	*	*	*	*	*	*	22.8	32.2	45.0
	2014	*	*	*	*	*	*	16.0	37.0	47.0
7	2015	*	*	*	*	*	*	14.1	31.3	54.5
	2014	*	*	*	*	*	*	13.3	31.9	54.9
8	2015	*	*	*	*	*	*	16.9	39.0	44.0
	2014	*	*	*	*	*	*	17.8	35.7	46.5
A	2015	*	*	*	*	*	*	22.9	32.8	44.3
	2014	*	*	*	*	*	*	22.2	34.3	43.5

Mathematics

Reading (Alt-MSA)

GRADE		SCHOOL %			COUNTY %			STATE %		
3	2015	*	*	*	*	*	*	16.5	28.9	54.6
	2014	*	*	*	*	*	*	10.3	26.5	63.2
4	2015	*	*	*	*	*	*	17.4	28.1	54.5
	2014	*	*	*	*	*	*	11.9	24.3	63.8
5	2015	*	*	*	*	*	*	16.4	29.9	53.7
	2014	*	*	*	*	*	*	11.4	25.0	63.6
6	2015	*	*	*	*	*	*	16.8	24.6	58.6
	2014	*	*	*	*	*	*	13.3	23.5	63.2
7	2015	*	*	*	*	*	*	10.9	22.8	66.3
	2014	*	*	*	*	*	*	12.2	21.0	66.9
8	2015	*	*	*	*	*	*	13.2	28.8	58.0
	2014	*	*	*	*	*	*	12.6	24.6	62.8
E	2015	*	*	*	*	*	*	19.0	27.7	53.3
	2014	*	*	*	*	*	*	18.8	26.6	54.5

Reading

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Worton Elementary

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	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	47	19	40.4	12	25.5	8	17.0	8	17.0	*	≤5.0
English/Language Arts 4	36	7	19.4	6	16.7	16	44.4	7	19.4	*	≤5.0
English/Language Arts 5	33	3	9.1	5	15.2	10	30.3	15	45.5	*	≤5.0
Mathematics 3	47	10	21.3	17	36.2	13	27.7	7	14.9	*	≤5.0
Mathematics 4	36	7	19.4	10	27.8	13	36.1	5	13.9	*	≤5.0
Mathematics 5	33	7	21.2	6	18.2	11	33.3	9	27.3	*	≤5.0

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