Imagine Andrews Public Charter

Prince George's County (16:0917)

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	**95.0**	95.4
High	*	*	**92.3**	92.4	**92.4**	92.7

Cohort Graduation Rate%						
Class of 2014 (4-Year Rate)		*		76.59		86.39
Class of 2014 (5-Year Rate)	*		**80.97**		**88.70**	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**47.4**	43.8	**27.8**	27.0	**27.4**	27.2
Advanced Professional	**36.8**	43.8	**60.6**	63.4	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**1.9**	2.8	**1.1**	0.7
Conditional Teacher	**5.3**	6.3	**3.6**	2.3	**1.5**	1.0
% of classes NOT taught by highly qualified teachers						
All Quartiles	**25.0**	20.8	**14.0**	11.9	**8.4**	7.6
Elementary Low Poverty	*	*	**14.4**	14.9	**2.9**	3.0
Elementary High Poverty	*	*	**7.5**	6.8	**10.5**	11.4
Secondary Low Poverty	*	*	**29.0**	20.1	**6.7**	6.0
Secondary High Poverty	*	*	**15.9**	14.7	**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.

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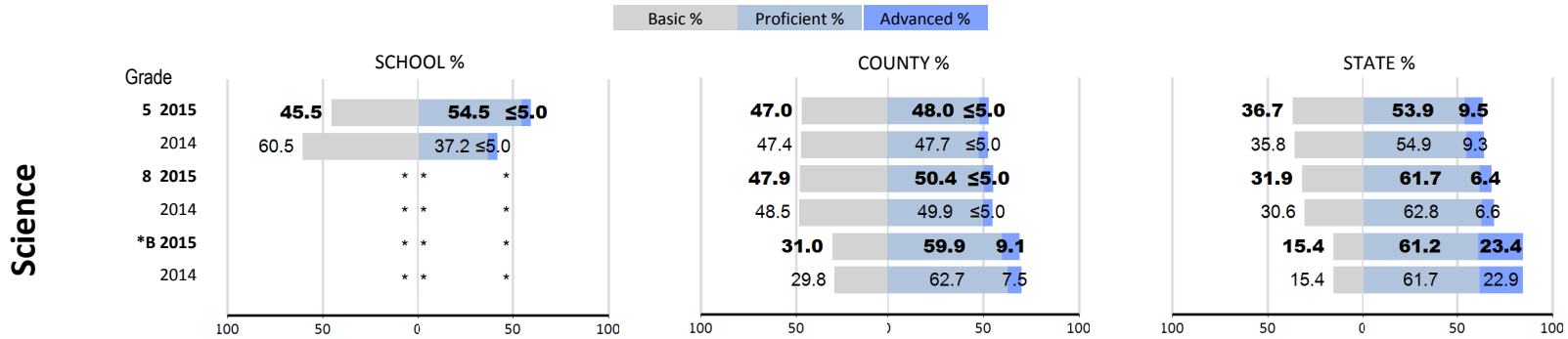
MSA Proficiency Levels



"*" 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.

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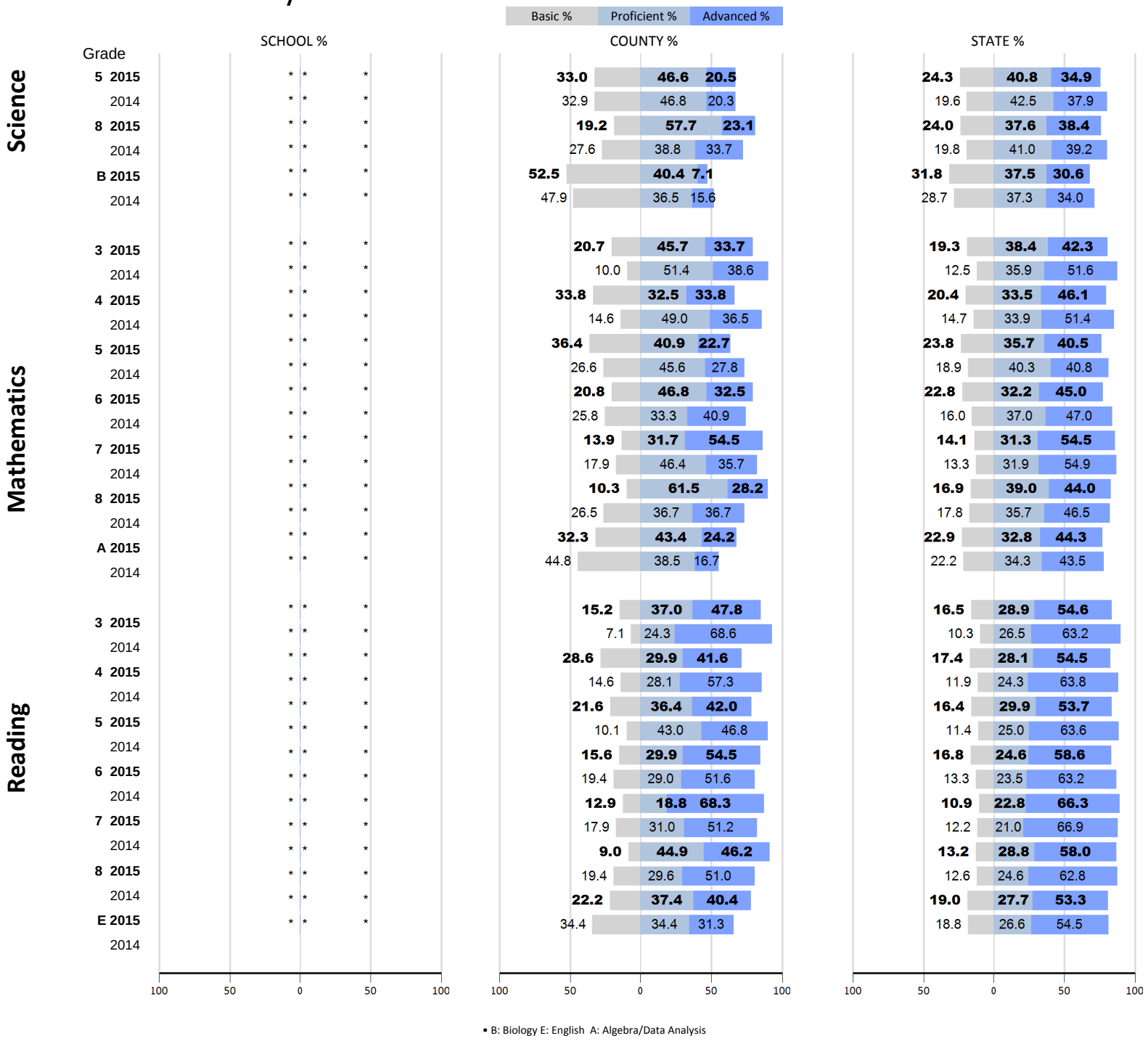
Alt-MSA Proficiency Levels



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.

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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	9509	3028	31.8	2361	24.8	2158	22.7	1866	19.6	*	≤5.0
	School	49	9	18.4	16	32.7	14	28.6	10	20.4	*	≤5.0
English/Language Arts 4	State	63792	8012	12.6	12855	20.2	17329	27.2	20718	32.5	4878	7.6
	County	9190	1791	19.5	2537	27.6	2769	30.1	1888	20.5	*	≤5.0
	School	47	3	6.4	14	29.8	9	19.1	19	40.4	*	≤5.0
English/Language Arts 5	State	63331	7528	11.9	13204	20.8	17245	27.2	23353	36.9	2001	3.2
	County	9053	1653	18.3	2565	28.3	2685	29.7	2077	22.9	*	≤5.0
	School	44	3	6.8	7	15.9	13	29.5	20	45.5	*	≤5.0
English/Language Arts 6	State	62055	7353	11.8	13429	21.6	18848	30.4	19893	32.1	2532	4.1
	County	8774	1501	17.1	2354	26.8	2671	30.4	2062	23.5	*	≤5.0
	School	47	5	10.6	17	36.2	14	29.8	11	23.4	*	≤5.0
English/Language Arts 7	State	61200	10536	17.2	11686	19.1	15297	25.0	17718	29.0	5963	9.7
	County	8634	2108	24.4	1991	23.1	2147	24.9	1932	22.4	456	5.3
	School	43	8	18.6	19	44.2	12	27.9	4	9.3	*	≤5.0
Mathematics 3	State	65594	9748	14.9	14771	22.5	17224	26.3	19600	29.9	4251	6.5
	County	9642	2524	26.2	2846	29.5	2480	25.7	1653	17.1	*	≤5.0
	School	49	*	≤5.0	10	20.4	23	46.9	12	24.5	*	≤5.0
Mathematics 4	State	64290	8870	13.8	18133	28.2	17579	27.3	17957	27.9	1751	2.7
	County	9281	2107	22.7	3361	36.2	2427	26.2	1354	14.6	*	≤5.0
	School	47	3	6.4	14	29.8	14	29.8	15	31.9	*	≤5.0
Mathematics 5	State	63828	8337	13.1	18491	29.0	17946	28.1	16441	25.8	2613	4.1
	County	9195	1796	19.5	3462	37.7	2514	27.3	1341	14.6	*	≤5.0
	School	44	3	6.8	5	11.4	21	47.7	15	34.1	*	≤5.0
Mathematics 6	State	62194	8473	13.6	17837	28.7	17552	28.2	16345	26.3	1987	3.2
	County	8681	1938	22.3	3261	37.6	2327	26.8	1106	12.7	*	≤5.0
	School	47	4	8.5	18	38.3	14	29.8	10	21.3	*	≤5.0
Mathematics 7	State	55010	7181	13.1	17630	32.0	18528	33.7	11036	20.1	635	1.2
	County	8512	1697	19.9	3196	37.5	2554	30.0	1021	12.0	*	≤5.0
	School	43	4	9.3	21	48.8	15	34.9	3	7.0	*	≤5.0

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

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