Chesapeake Charter School

Saint Mary's County (18:0813)

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	**94.0**	≥ 95.0	**94.8**	≥ 95.0	**95.0**	95.4
High	*	*	**93.4**	94.0	**92.4**	92.7

Cohort Graduation Rate%						
Class of 2014 (4-Year Rate)		*		93.46		86.39
Class of 2014 (5-Year Rate)	*		**94.79**		**88.70**	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**21.7**	21.7	**20.6**	20.9	**27.4**	27.2
Advanced Professional	**69.6**	73.9	**76.9**	74.9	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.1**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.4**	0.2	**1.5**	1.0
% of classes NOT taught by highly qualified teachers						
All Quartiles	**1.1**	1.1	**3.3**	3.7	**8.4**	7.6
Elementary Low Poverty	*	*	**0.8**	2.3	**2.9**	3.0
Elementary High Poverty	*	*	**0.0**	0.0	**10.5**	11.4
Secondary Low Poverty	*	*	**4.2**	5.6	**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.

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.

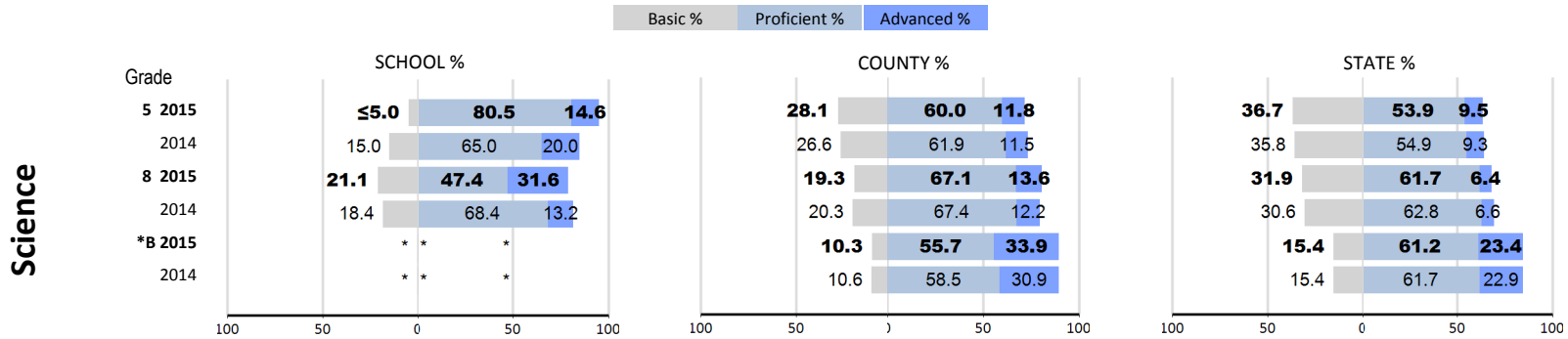
School Progress and Annual Measurable Objectives (AMOs)

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.

Chesapeake Charter School

MSA Proficiency Levels



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

Maryland School Assessment (MSA)

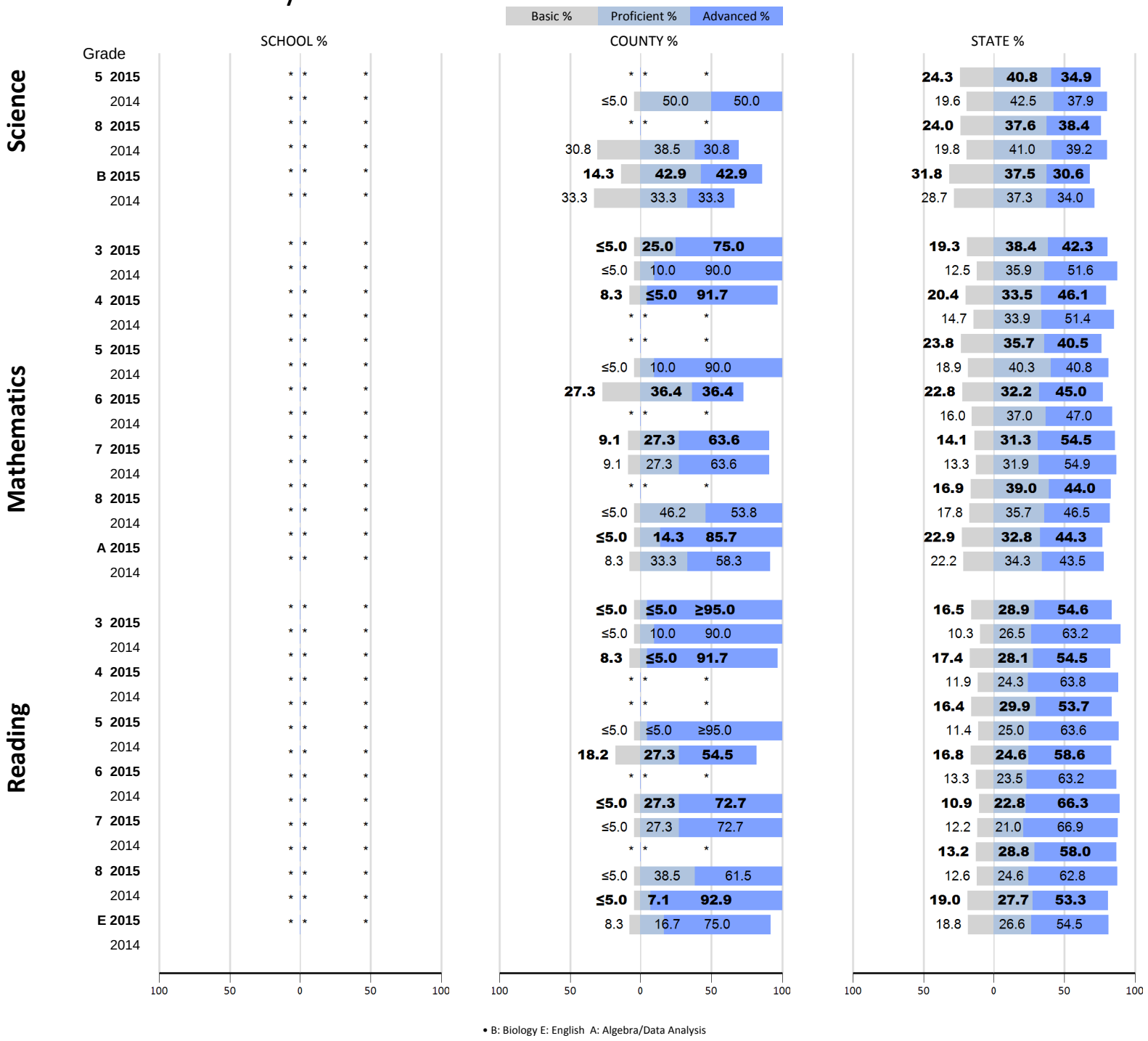
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Chesapeake Charter School

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.

Chesapeake Charter 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	%
English/Language Arts 3	State	65088	13108	20.1	12816	19.7	14322	22.0	21951	33.7	2891	4.4
	County	1306	276	21.1	256	19.6	305	23.4	428	32.8	*	≤5.0
	School	41	*	≤5.0	6	14.6	4	9.8	25	61.0	4	9.8
English/Language Arts 4	State	63792	8012	12.6	12855	20.2	17329	27.2	20718	32.5	4878	7.6
	County	1359	169	12.4	260	19.1	391	28.8	465	34.2	74	5.4
	School	39	*	≤5.0	6	15.4	6	15.4	25	64.1	*	≤5.0
English/Language Arts 5	State	63331	7528	11.9	13204	20.8	17245	27.2	23353	36.9	2001	3.2
	County	1268	128	10.1	238	18.8	354	27.9	521	41.1	*	≤5.0
	School	40	*	≤5.0	*	≤5.0	8	20.0	30	75.0	*	≤5.0
English/Language Arts 6	State	62055	7353	11.8	13429	21.6	18848	30.4	19893	32.1	2532	4.1
	County	1280	158	12.3	251	19.6	379	29.6	445	34.8	*	≤5.0
	School	40	*	≤5.0	*	≤5.0	*	≤5.0	28	70.0	8	20.0
English/Language Arts 7	State	61200	10536	17.2	11686	19.1	15297	25.0	17718	29.0	5963	9.7
	County	1273	177	13.9	224	17.6	362	28.4	394	31.0	116	9.1
	School	33	*	≤5.0	*	≤5.0	3	9.1	18	54.5	11	33.3
English/Language Arts 8	State	59335	10111	17.0	10969	18.5	14240	24.0	19839	33.4	4176	7.0
	County	1215	177	14.6	194	16.0	322	26.5	434	35.7	88	7.2
	School	37	3	8.1	5	13.5	6	16.2	15	40.5	8	21.6
Mathematics 3	State	65594	9748	14.9	14771	22.5	17224	26.3	19600	29.9	4251	6.5
	County	1311	185	14.1	245	18.7	349	26.6	440	33.6	92	7.0
	School	41	7	17.1	6	14.6	8	19.5	15	36.6	5	12.2
Mathematics 4	State	64290	8870	13.8	18133	28.2	17579	27.3	17957	27.9	1751	2.7
	County	1361	146	10.7	316	23.2	410	30.1	441	32.4	*	≤5.0
	School	39	2	5.1	7	17.9	12	30.8	16	41.0	2	5.1
Mathematics 5	State	63828	8337	13.1	18491	29.0	17946	28.1	16441	25.8	2613	4.1
	County	1272	132	10.4	273	21.5	365	28.7	435	34.2	67	5.3
	School	40	*	≤5.0	10	25.0	5	12.5	20	50.0	5	12.5
Mathematics 6	State	62194	8473	13.6	17837	28.7	17552	28.2	16345	26.3	1987	3.2
	County	1283	97	7.6	250	19.5	386	30.1	481	37.5	69	5.4
	School	40	*	≤5.0	3	7.5	6	15.0	20	50.0	11	27.5
Mathematics 7	State	55010	7181	13.1	17630	32.0	18528	33.7	11036	20.1	635	1.2
	County	1225	90	7.3	244	19.9	429	35.0	427	34.9	*	≤5.0
	School	33	*	≤5.0	3	9.1	9	27.3	20	60.6	*	≤5.0
Mathematics 8	State	41166	11971	29.1	11126	27.0	8530	20.7	8056	19.6	1483	3.6
	County	868	124	14.3	205	23.6	261	30.1	259	29.8	*	≤5.0
	School	17	3	17.6	4	23.5	4	23.5	6	35.3	*	≤5.0
Algebra I	State	61842	8047	13.0	17712	28.6	16757	27.1	18194	29.4	1132	1.8
	County	884	61	6.9	176	19.9	229	25.9	386	43.7	*	≤5.0
	School	20	*	≤5.0	*	≤5.0	*	≤5.0	16	80.0	4	20.0

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