Maryland Report Card

Talbot County
2015 Progress Report

LEA: 20

Talbot 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	93.4	93.7	92.4	92.7

Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		91.76		86.39
Class of 2014 (5-Year Rate)	92.33		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	36.7	39.0	27.4	27.2
Advanced Professional	62.4	59.6	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.4	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	2.2	0.1	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.

Talbot County

MSA Proficiency Levels

Science

COUNTY %

Grade		Basic	Proficient	Advanced
5	2015	34.6	57.5	7.9
	2014	29.4	60.0	10.6
8	2015	32.5	60.5	7.0
	2014	27.8	65.9	6.3
*B	2015	10.8	65.2	24.0
	2014	14.8	56.2	29.0

STATE %

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
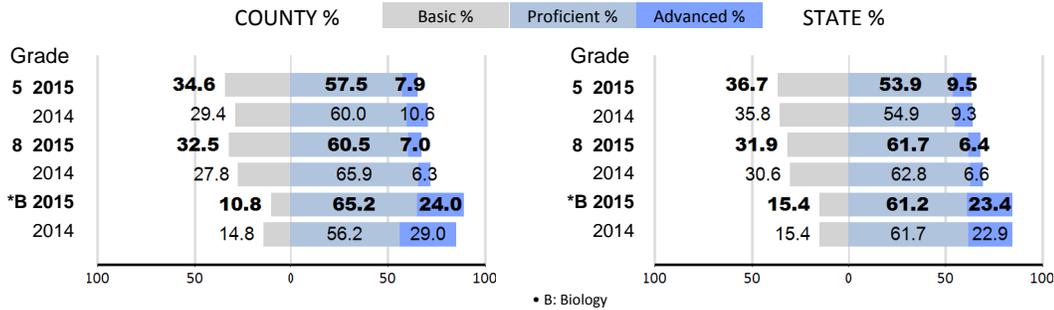
• B: Biology

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.
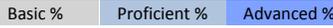
Description of Proficiency Levels

Science:

Basic %
Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.

Proficient %
Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Advanced %
Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

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.

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.

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.
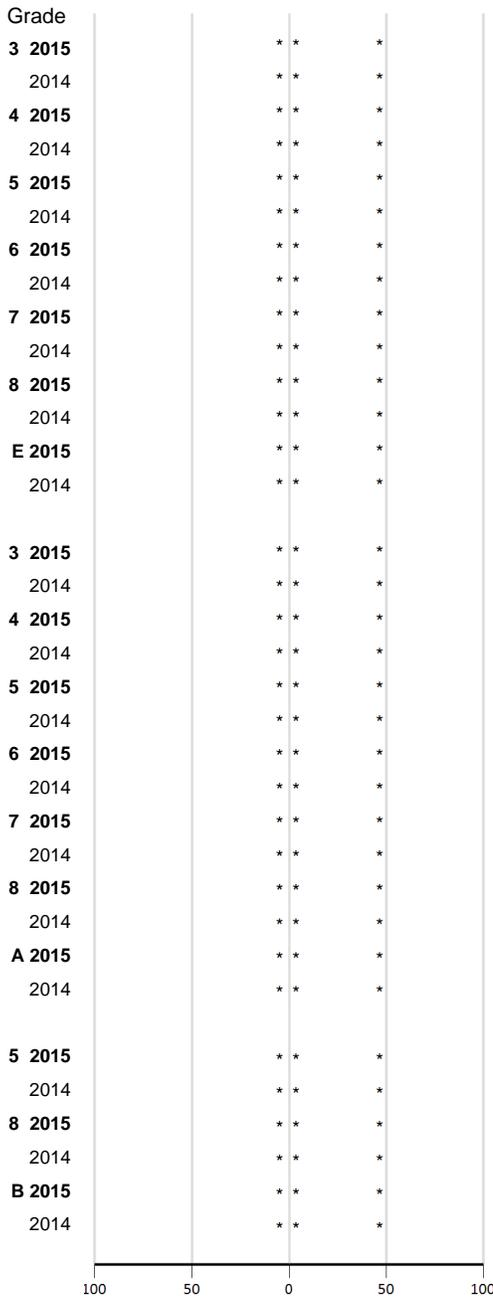
Talbot County

Alt-MSA Proficiency Levels

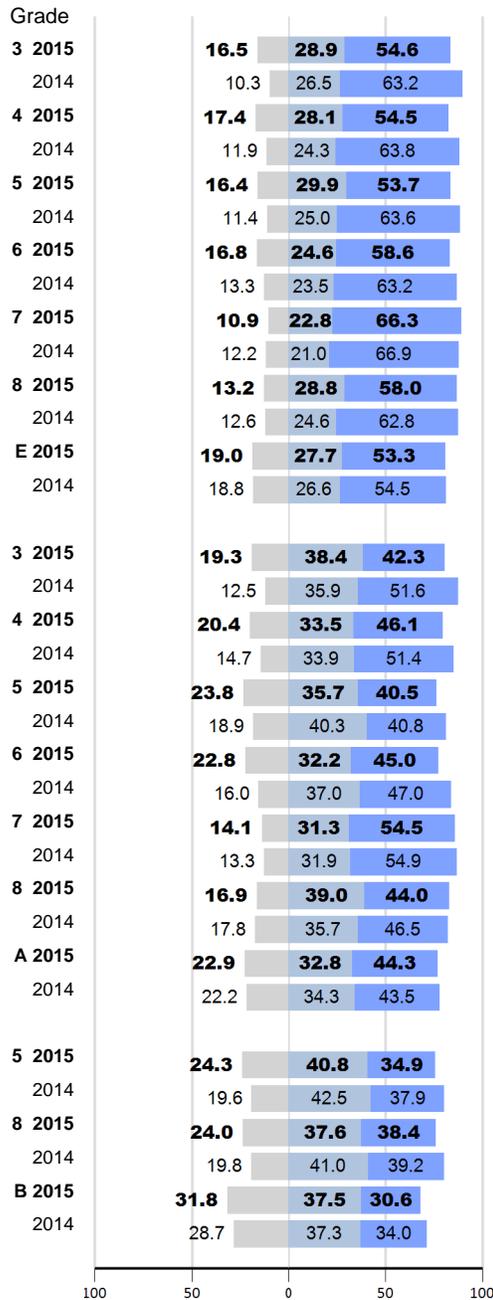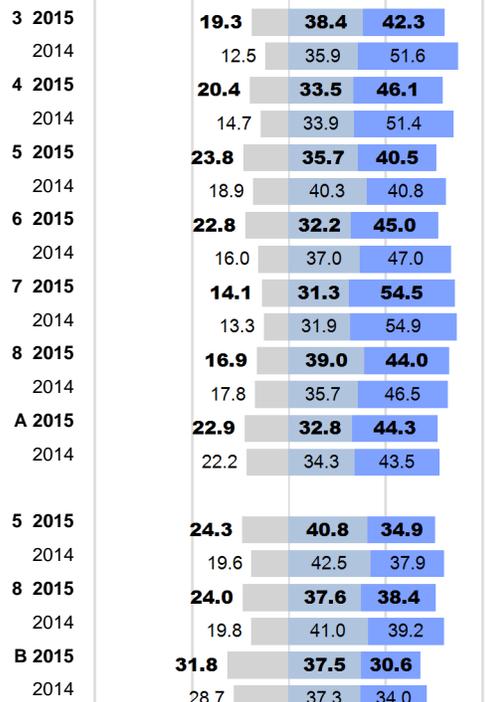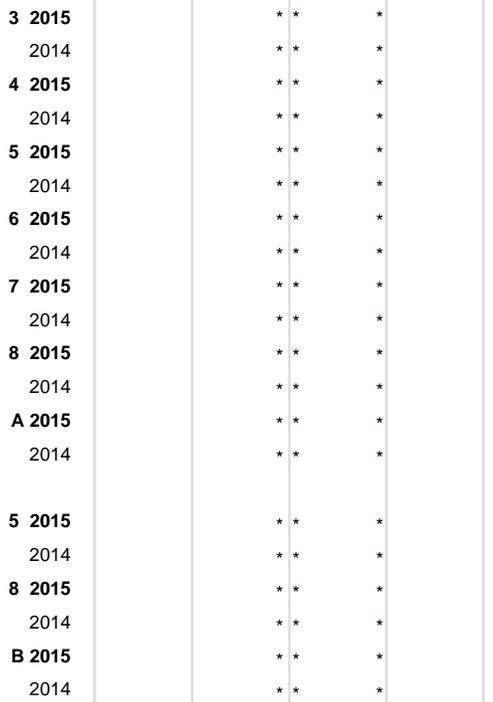| COUNTY %	Basic %	Proficient %	Advanced %	STATE %

Reading

Grade (County)	Basic	Proficient	Advanced		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)	Basic	Proficient	Advanced		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)	Basic	Proficient	Advanced		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

County % axis: 100 50 0 50 100
State % axis: 100 50 0 50 100

*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.

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Talbot 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	337	65088	66	13108	19.6	20.1	65	12816	19.3	19.7	72	14322	21.4	22.0	119	21951	35.3	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	318	63792	40	8012	12.6	12.6	68	12855	21.4	20.2	92	17329	28.9	27.2	102	20718	32.1	32.5	*	4878	≤5.0	7.6
English/Language Arts 5	315	63331	37	7528	11.7	11.9	61	13204	19.4	20.8	111	17245	35.2	27.2	100	23353	31.7	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	325	62055	37	7353	11.4	11.8	70	13429	21.5	21.6	127	18848	39.1	30.4	86	19893	26.5	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	344	61200	49	10536	14.2	17.2	64	11686	18.6	19.1	88	15297	25.6	25.0	123	17718	35.8	29.0	20	5963	5.8	9.7
English/Language Arts 8	320	59335	67	10111	20.9	17.0	60	10969	18.8	18.5	77	14240	24.1	24.0	107	19839	33.4	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	297	55651	82	11886	27.6	21.4	49	10044	16.5	18.0	62	11628	20.9	20.9	72	15650	24.2	28.1	32	6443	10.8	11.6
Mathematics 3	339	65594	34	9748	10.0	14.9	72	14771	21.2	22.5	105	17224	31.0	26.3	115	19600	33.9	29.9	*	4251	≤5.0	6.5
Mathematics 4	323	64290	30	8870	9.3	13.8	90	18133	27.9	28.2	110	17579	34.1	27.3	90	17957	27.9	27.9	*	1751	≤5.0	2.7
Mathematics 5	317	63828	29	8337	9.1	13.1	94	18491	29.7	29.0	106	17946	33.4	28.1	85	16441	26.8	25.8	*	2613	≤5.0	4.1
Mathematics 6	326	62194	40	8473	12.3	13.6	103	17837	31.6	28.7	127	17552	39.0	28.2	55	16345	16.9	26.3	*	1987	≤5.0	3.2
Mathematics 7	347	55010	26	7181	7.5	13.1	95	17630	27.4	32.0	144	18528	41.5	33.7	82	11036	23.6	20.1	*	635	≤5.0	1.2
Mathematics 8	220	41166	79	11971	35.9	29.1	71	11126	32.3	27.0	54	8530	24.5	20.7	16	8056	7.3	19.6	*	1483	≤5.0	3.6
Algebra I	350	61842	41	8047	11.7	13.0	115	17712	32.9	28.6	103	16757	29.4	27.1	91	18194	26.0	29.4	*	1132	≤5.0	1.8
Algebra II	218	40580	87	13057	39.9	32.2	70	10917	32.1	26.9	40	8430	18.3	20.8	19	7820	8.7	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

Chapel District 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	*	*	93.4	93.7	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	25.0	21.1	36.7	39.0	27.4	27.2
Advanced Professional	75.0	78.9	62.4	59.6	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.4	1.5	1.0

Cohort Graduation Rate	School	County	State
Class of 2014 (4-Year Rate)	*	91.76	86.39
Class of 2014 (5-Year Rate)	*	92.33	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	2.2	0.1	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 % Basic	Proficient	Advanced	COUNTY % Basic	Proficient	Advanced	STATE % Basic	Proficient	Advanced
5 2015	11.3	64.2	24.5	34.6	57.5	7.9	36.7	53.9	9.5
2014	16.4	61.8	21.8	29.4	60.0	10.6	35.8	54.9	9.3
8 2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
*B 2015	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
2014	*	*	*	14.8	56.2	29.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

Science

GRADE	SCHOOL % Basic	Proficient	Advanced	COUNTY % Basic	Proficient	Advanced	STATE % Basic	Proficient	Advanced
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 % Basic	Proficient	Advanced	COUNTY % Basic	Proficient	Advanced	STATE % Basic	Proficient	Advanced
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 % Basic	Proficient	Advanced	COUNTY % Basic	Proficient	Advanced	STATE % Basic	Proficient	Advanced
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

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Chapel District 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	49	8	16.3	5	10.2	15	30.6	21	42.9	*	≤5.0
English/Language Arts 4	50	*	≤5.0	13	26.0	15	30.0	19	38.0	*	≤5.0
English/Language Arts 5	52	3	5.8	11	21.2	19	36.5	18	34.6	*	≤5.0
Mathematics 3	49	3	6.1	10	20.4	15	30.6	19	38.8	*	≤5.0
Mathematics 4	50	*	≤5.0	14	28.0	21	42.0	14	28.0	*	≤5.0
Mathematics 5	52	3	5.8	14	26.9	23	44.2	11	21.2	*	≤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
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Level 4: Met expectations
Level 5: Exceeded expectations

Easton Elementary

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	*	*	93.4	93.7	92.4	92.7

Cohort Graduation Rate	School	County	State
Class of 2014 (4-Year Rate)	*	91.76	86.39
Class of 2014 (5-Year Rate)	*	92.33	88.70

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**41.2**	47.1	**36.7**	39.0	**27.4**	27.2
Advanced Professional	**56.9**	51.0	**62.4**	59.6	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.0**	0.4	**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	1.9	0.0	2.2	0.1	**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 % Proficient	SCHOOL % Advanced	COUNTY % Basic	COUNTY % Proficient	COUNTY % Advanced	STATE % Basic	STATE % Proficient	STATE % Advanced
5	**2015**	45.7	50.7	≤5.0	34.6	57.5	7.9	36.7	53.9	9.5
	2014	36.3	56.7	7.0	29.4	60.0	10.6	35.8	54.9	9.3
8	**2015**	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
	2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
***B**	**2015**	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
	2014	*	*	*	14.8	56.2	29.0	15.4	61.7	22.9

Science

Mathematics

Reading

Alt-MSA Proficiency Levels

GRADE		SCHOOL % Basic	SCHOOL % Proficient	SCHOOL % Advanced	COUNTY % Basic	COUNTY % Proficient	COUNTY % Advanced	STATE % Basic	STATE % Proficient	STATE % Advanced
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

Easton 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	163	43	26.4	33	20.2	33	20.2	47	28.8	*	≤5.0
English/Language Arts 4	161	30	18.6	35	21.7	41	25.5	49	30.4	*	≤5.0
English/Language Arts 5	140	23	16.4	31	22.1	46	32.9	37	26.4	*	≤5.0
Mathematics 3	166	26	15.7	40	24.1	48	28.9	49	29.5	*	≤5.0
Mathematics 4	164	24	14.6	53	32.3	49	29.9	38	23.2	*	≤5.0
Mathematics 5	141	15	10.6	53	37.6	43	30.5	29	20.6	*	≤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

Easton High

Attendance Rate %	School 2015	2014	County 2015	2014	State 2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	93.7	93.8	93.4	93.7	92.4	92.7

Teacher Qualifications	School 2015	2014	County 2015	2014	State 2015	2014
% of certificates:						
Standard Professional	**38.8**	41.2	**36.7**	39.0	**27.4**	27.2
Advanced Professional	**61.2**	58.8	**62.4**	59.6	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.0**	0.4	**1.5**	1.0

Cohort Graduation Rate	School		County		State	
Class of 2014 (4-Year Rate)		91.93		91.76		86.39
Class of 2014 (5-Year Rate)	92.63		92.33		88.70	

% of classes NOT taught by highly qualified teachers	School 2015	2014	County 2015	2014	State 2015	2014
All Quartiles	2.7	0.0	2.2	0.1	**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	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
	2014	*	*	*	29.4	60.0	10.6	35.8	54.9	9.3
8	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
	2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
*B	2015	10.9	63.3	25.8	10.8	65.2	24.0	15.4	61.2	23.4
	2014	15.3	55.6	29.1	14.8	56.2	29.0	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

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

Easton High

PARCC Assessment Performance Results Summary - 2015

		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 10	229	79	34.5	43	18.8	49	21.4	44	19.2	14	6.1
Algebra I	206	36	17.5	83	40.3	63	30.6	24	11.7	*	≤5.0
Algebra II	171	75	43.9	44	25.7	31	18.1	19	11.1	*	≤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

Easton Middle

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	*	*	93.4	93.7	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)		*		91.76		86.39
Class of 2014 (5-Year Rate)	*		92.33		88.70	

Teacher Qualifications

	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	30.6	34.1	36.7	39.0	27.4	27.2
Advanced Professional	69.4	63.4	62.4	59.6	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	2.4	0.0	0.4	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	2.2	0.1	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 %			COUNTY %			STATE %		
5 2015	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
2014	*	*	*	29.4	60.0	10.6	35.8	54.9	9.3
8 2015	33.7	60.5	5.8	32.5	60.5	7.0	31.9	61.7	6.4
2014	28.3	65.7	6.0	27.8	65.9	6.3	30.6	62.8	6.6
***B 2015**	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
2014	*	*	*	14.8	56.2	29.0	15.4	61.7	22.9

Science — MSA Proficiency Levels (above)

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

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Easton Middle

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	257	29	11.3	55	21.4	105	40.9	65	25.3	*	≤5.0
English/Language Arts 7	286	40	14.0	55	19.2	76	26.6	100	35.0	15	5.2
English/Language Arts 8	263	55	20.9	49	18.6	65	24.7	87	33.1	*	≤5.0
Mathematics 6	258	34	13.2	80	31.0	104	40.3	39	15.1	*	≤5.0
Mathematics 7	289	19	6.6	85	29.4	120	41.5	65	22.5	*	≤5.0
Mathematics 8	185	62	33.5	60	32.4	47	25.4	16	8.6	*	≤5.0
Algebra I	76	*	≤5.0	4	5.3	19	25.0	53	69.7	*	≤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

St. Michaels Elementary

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	≥ 95.0	94.8	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4
High	*	*	93.4	93.7	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**36.8**	35.0	**36.7**	39.0	**27.4**	27.2
Advanced Professional	**63.2**	65.0	**62.4**	59.6	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.0**	0.4	**1.5**	1.0

Cohort Graduation Rate				
Class of 2014 (4-Year Rate)		*	91.76	86.39
Class of 2014 (5-Year Rate)	*	92.33	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	**2.2**	0.1	**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 %

GRADE		SCHOOL % Basic	SCHOOL % Prof	SCHOOL % Adv	COUNTY % Basic	COUNTY % Prof	COUNTY % Adv	STATE % Basic	STATE % Prof	STATE % Adv
Science										
5	2015	35.7	58.9	5.4	34.6	57.5	7.9	36.7	53.9	9.5
	2014	28.3	60.9	10.9	29.4	60.0	10.6	35.8	54.9	9.3
8	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
	2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
*B	2015	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
	2014	*	*	*	14.8	56.2	29.0	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE		SCHOOL % Basic	SCHOOL % Prof	SCHOOL % Adv	COUNTY % Basic	COUNTY % Prof	COUNTY % Adv	STATE % Basic	STATE % Prof	STATE % Adv
Science										
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										
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										
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

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St. Michaels 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	53	9	17.0	12	22.6	13	24.5	16	30.2	3	5.7
English/Language Arts 4	36	4	11.1	5	13.9	7	19.4	15	41.7	5	13.9
English/Language Arts 5	57	6	10.5	7	12.3	24	42.1	19	33.3	*	≤5.0
Mathematics 3	52	*	≤5.0	14	26.9	16	30.8	17	32.7	3	5.8
Mathematics 4	36	3	8.3	8	22.2	13	36.1	10	27.8	2	5.6
Mathematics 5	59	7	11.9	17	28.8	24	40.7	11	18.6	*	≤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

St. Michaels Middle/High School

0202

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.1	93.9	≥ 95.0	≥ 95.0	95.0	95.4
High	92.1	93.3	93.4	93.7	92.4	92.7

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	44.8	50.0	36.7	39.0	27.4	27.2
Advanced Professional	51.7	50.0	62.4	59.6	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.4	1.5	1.0

Cohort Graduation Rate	School	County	State
Class of 2014 (4-Year Rate)		91.04	91.76	86.39
Class of 2014 (5-Year Rate)	91.04	92.33	88.70

% of classes NOT taught by highly qualified teachers	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
All Quartiles	8.5	0.9	2.2	0.1	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	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
	2014	*	*	*	29.4	60.0	10.6	35.8	54.9	9.3
8	2015	26.8	60.7	12.5	32.5	60.5	7.0	31.9	61.7	6.4
	2014	25.4	67.2	7.5	27.8	65.9	6.3	30.6	62.8	6.6
*B	2015	7.3	74.5	18.2	10.8	65.2	24.0	15.4	61.2	23.4
	2014	6.9	62.1	31.0	14.8	56.2	29.0	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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St. Michaels Middle/High 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	68	8	11.8	15	22.1	22	32.4	21	30.9	*	≤5.0
English/Language Arts 7	58	9	15.5	9	15.5	12	20.7	23	39.7	5	8.6
English/Language Arts 8	56	11	19.6	11	19.6	12	21.4	20	35.7	*	≤5.0
English/Language Arts 10	67	*	≤5.0	6	9.0	12	17.9	28	41.8	18	26.9
Mathematics 6	68	6	8.8	23	33.8	23	33.8	16	23.5	*	≤5.0
Mathematics 7	58	7	12.1	10	17.2	24	41.4	17	29.3	*	≤5.0
Mathematics 8	34	16	47.1	11	32.4	7	20.6	*	≤5.0	*	≤5.0
Algebra I	68	5	7.4	28	41.2	21	30.9	14	20.6	*	≤5.0
Algebra II	47	12	25.5	26	55.3	9	19.1	*	≤5.0	*	≤5.0

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Level 4: Met expectations
Level 5: Exceeded expectations

Tilghman Elementary

0501

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	*	*	93.4	93.7	92.4	92.7

Cohort Graduation Rate	School	County	State
Class of 2014 (4-Year Rate)	*	91.76	86.39
Class of 2014 (5-Year Rate)	*	92.33	88.70

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**50.0**	42.9	**36.7**	39.0	**27.4**	27.2
Advanced Professional	**50.0**	42.9	**62.4**	59.6	**65.2**	65.5
Resident Teacher	**0.0**	0.0	**0.0**	0.0	**1.1**	0.7
Conditional Teacher	**0.0**	0.0	**0.0**	0.4	**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	**2.2**	0.1	**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

Basic % Proficient % Advanced %

MSA Proficiency Levels

Science

GRADE		SCHOOL %			COUNTY %			STATE %	
5 2015	18.2	72.7	9.1	34.6	57.5	7.9	36.7	53.9	9.5
2014	25.0	62.5	12.5	29.4	60.0	10.6	35.8	54.9	9.3
8 2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
*B 2015	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
2014	*	*	*	14.8	56.2	29.0	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

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Tilghman 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	13	1	7.7	4	30.8	3	23.1	5	38.5	*	≤5.0
English/Language Arts 4	20	*	≤5.0	5	25.0	9	45.0	4	20.0	*	≤5.0
English/Language Arts 5	11	*	≤5.0	2	18.2	*	≤5.0	8	72.7	1	9.1
Mathematics 3	13	*	≤5.0	2	15.4	7	53.8	3	23.1	1	7.7
Mathematics 4	20	*	≤5.0	6	30.0	10	50.0	4	20.0	*	≤5.0
Mathematics 5	11	*	≤5.0	2	18.2	1	9.1	8	72.7	*	≤5.0

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White Marsh Elementary

Attendance Rate %	School 2015	2014	County 2015	2014	State 2015	2014
Elementary	94.8	≥95.0	≥95.0	≥95.0	95.4	95.7
Middle	*	*	≥95.0	≥95.0	95.0	95.4
High	*	*	93.4	93.7	92.4	92.7

Cohort Graduation Rate	School 2015	2014	County 2015	2014	State 2015	2014
Class of 2014 (4-Year Rate)		*		91.76		86.39
Class of 2014 (5-Year Rate)	*		92.33		88.70	

Teacher Qualifications	School 2015	2014	County 2015	2014	State 2015	2014
% of certificates:						
Standard Professional	26.3	27.8	36.7	39.0	27.4	27.2
Advanced Professional	73.7	72.2	62.4	59.6	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.0	0.4	1.5	1.0

% of classes NOT taught by highly qualified teachers	School 2015	2014	County 2015	2014	State 2015	2014
All Quartiles	0.0	0.0	2.2	0.1	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	30.9	63.6	5.5	34.6	57.5	7.9	36.7	53.9	9.5
	2014	18.8	71.9	9.4	29.4	60.0	10.6	35.8	54.9	9.3
8	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4
	2014	*	*	*	27.8	65.9	6.3	30.6	62.8	6.6
*B	2015	*	*	*	10.8	65.2	24.0	15.4	61.2	23.4
	2014	*	*	*	14.8	56.2	29.0	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
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	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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White Marsh 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	59	5	8.5	11	18.6	8	13.6	30	50.8	5	8.5
English/Language Arts 4	51	4	7.8	10	19.6	20	39.2	15	29.4	*	≤5.0
English/Language Arts 5	55	5	9.1	10	18.2	22	40.0	18	32.7	*	≤5.0
Mathematics 3	59	3	5.1	6	10.2	19	32.2	27	45.8	4	6.8
Mathematics 4	53	*	≤5.0	9	17.0	17	32.1	24	45.3	*	≤5.0
Mathematics 5	54	4	7.4	8	14.8	15	27.8	26	48.1	*	≤5.0

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