

# Maryland Report Card

## Wicomico County **2015 Progress Report**

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.0	94.5	95.0	95.4
High	92.7	93.6	92.4	92.7

Cohort Graduation Rate%	County	State
Class of 2014 (4-Year Rate)	84.44	86.39
Class of 2014 (5-Year Rate)	86.14	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
<b>% of certificates:</b>				
Standard Professional	32.2	31.3	27.4	27.2
Advanced Professional	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	2.3	1.2	1.5	1.0

% of classes NOT taught by highly qualified teachers				
All Quartiles	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	53.7	6.7	6.0
Secondary High Poverty	11.9	7.7	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.

## 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

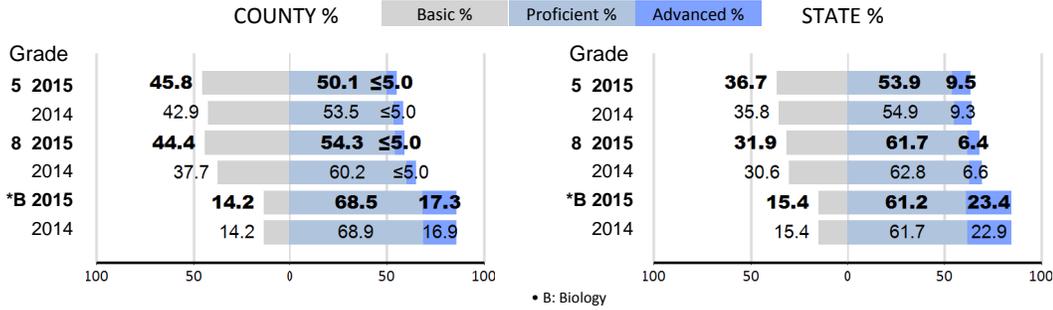
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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.

# Wicomico County

## MSA Proficiency Levels

Science



### Maryland School Assessment (MSA)

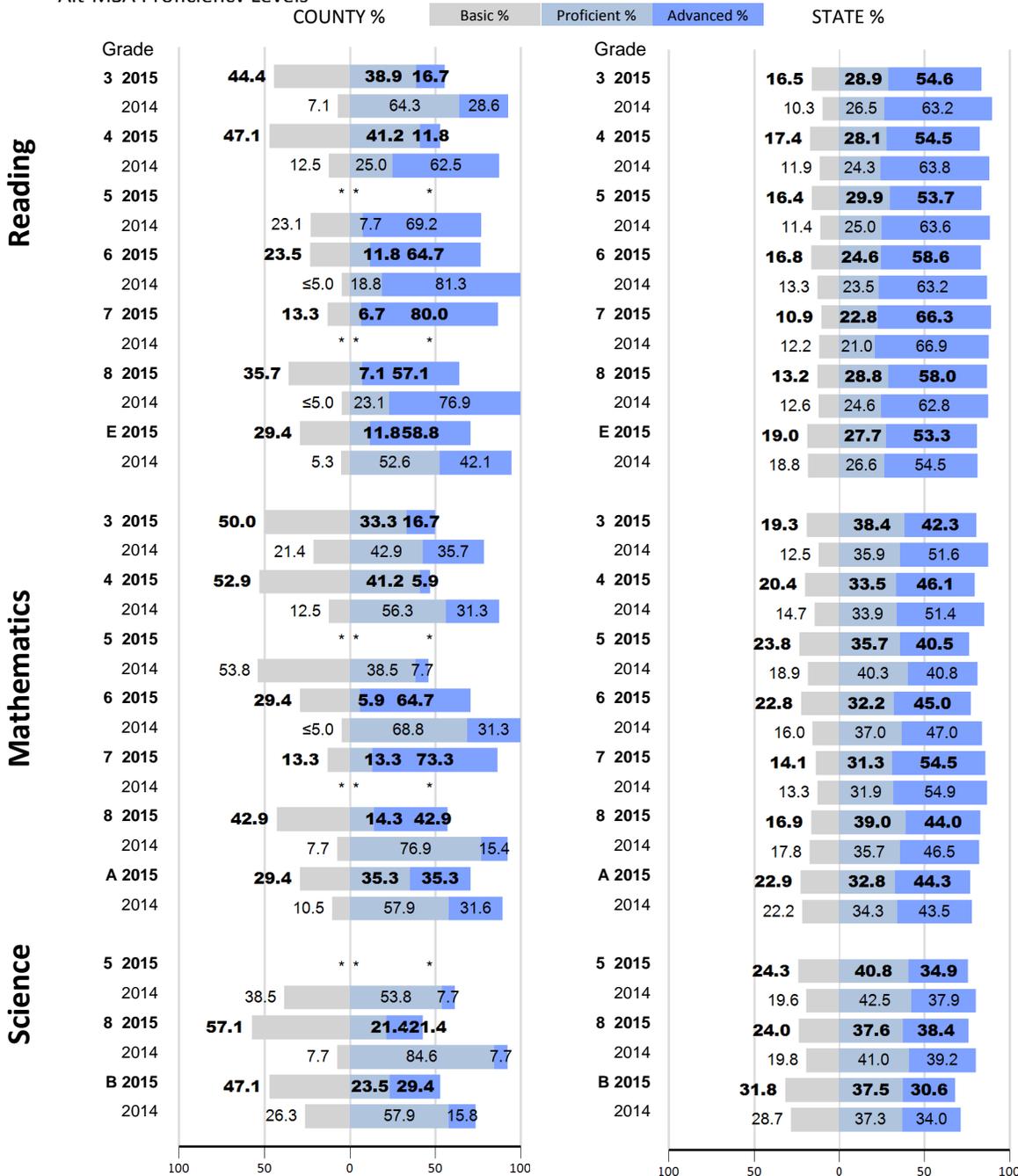
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

### Description of Proficiency Levels

Proficiency Level	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.

# Wicomico County

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.

\*Applies to Alt MSA only

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

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	*Mathematics: 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.	*Algebra/Data Analysis: Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	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 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.

# Wicomico County

## 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		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	
<b>English/Language Arts 3</b>	1093	65088	273	13108	25.0	20.1	263	12816	24.1	19.7	271	14322	24.8	22.0	271	21951	24.8	33.7	*	2891	≤5.0	4.4
<b>English/Language Arts 4</b>	1124	63792	154	8012	13.7	12.6	281	12855	25.0	20.2	347	17329	30.9	27.2	295	20718	26.2	32.5	*	4878	≤5.0	7.6
<b>English/Language Arts 5</b>	950	63331	121	7528	12.7	11.9	256	13204	26.9	20.8	279	17245	29.4	27.2	270	23353	28.4	36.9	*	2001	≤5.0	3.2
<b>English/Language Arts 6</b>	979	62055	154	7353	15.7	11.8	251	13429	25.6	21.6	324	18848	33.1	30.4	218	19893	22.3	32.1	*	2532	≤5.0	4.1
<b>English/Language Arts 7</b>	958	61200	207	10536	21.6	17.2	220	11686	23.0	19.1	237	15297	24.7	25.0	244	17718	25.5	29.0	50	5963	5.2	9.7
<b>English/Language Arts 8</b>	968	59335	241	10111	24.9	17.0	224	10969	23.1	18.5	223	14240	23.0	24.0	248	19839	25.6	33.4	*	4176	≤5.0	7.0
<b>English/Language Arts 10</b>	1020	55651	316	11886	31.0	21.4	195	10044	19.1	18.0	193	11628	18.9	20.9	238	15650	23.3	28.1	78	6443	7.6	11.6
<b>Mathematics 3</b>	1098	65594	161	9748	14.7	14.9	281	14771	25.6	22.5	325	17224	29.6	26.3	293	19600	26.7	29.9	*	4251	≤5.0	6.5
<b>Mathematics 4</b>	1130	64290	160	8870	14.2	13.8	347	18133	30.7	28.2	359	17579	31.8	27.3	254	17957	22.5	27.9	*	1751	≤5.0	2.7
<b>Mathematics 5</b>	956	63828	136	8337	14.2	13.1	346	18491	36.2	29.0	284	17946	29.7	28.1	177	16441	18.5	25.8	*	2613	≤5.0	4.1
<b>Mathematics 6</b>	985	62194	155	8473	15.7	13.6	335	17837	34.0	28.7	291	17552	29.5	28.2	196	16345	19.9	26.3	*	1987	≤5.0	3.2
<b>Mathematics 7</b>	963	55010	121	7181	12.6	13.1	292	17630	30.3	32.0	342	18528	35.5	33.7	196	11036	20.4	20.1	*	635	≤5.0	1.2
<b>Mathematics 8</b>	710	41166	213	11971	30.0	29.1	229	11126	32.3	27.0	185	8530	26.1	20.7	83	8056	11.7	19.6	*	1483	≤5.0	3.6
<b>Algebra I</b>	699	61842	157	8047	22.5	13.0	282	17712	40.3	28.6	221	16757	31.6	27.1	39	18194	5.6	29.4	*	1132	≤5.0	1.8
<b>Algebra II</b>	485	40580	153	13057	31.5	32.2	145	10917	29.9	26.9	112	8430	23.1	20.8	75	7820	15.5	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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.1	94.8	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	51.7	39.3	32.2	31.3	27.4	27.2
Advanced Professional	48.3	57.1	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Beaver Run 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	%	

### 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	93.3	94.4	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.0	26.3	32.2	31.3	27.4	27.2
Advanced Professional	73.3	71.9	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	6.7	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	15.7	8.9	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	51.6	47.5	≤5.0	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	41.9	56.2	≤5.0	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

	Performance Level										
	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	%
<i>English/Language Arts 6</i>	323	57	17.6	74	22.9	109	33.7	73	22.6	*	≤5.0
<i>English/Language Arts 7</i>	318	94	29.6	83	26.1	68	21.4	62	19.5	*	≤5.0
<i>English/Language Arts 8</i>	313	96	30.7	86	27.5	72	23.0	54	17.3	*	≤5.0
<i>Mathematics 6</i>	329	62	18.8	92	28.0	99	30.1	71	21.6	*	≤5.0
<i>Mathematics 7</i>	327	53	16.2	111	33.9	98	30.0	57	17.4	*	≤5.0
<i>Mathematics 8</i>	224	75	33.5	83	37.1	51	22.8	15	6.7	*	≤5.0
<i>Algebra II</i>	95	8	8.4	23	24.2	33	34.7	31	32.6	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	<b>94.9</b>	≥ 95.0	≥ <b>95.0</b>	≥ 95.0	<b>95.4</b>	95.7
Middle	*	*	<b>94.0</b>	94.5	<b>95.0</b>	95.4
High	*	*	<b>92.7</b>	93.6	<b>92.4</b>	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
<b>% of certificates:</b>						
Standard Professional	<b>50.0</b>	42.9	<b>32.2</b>	31.3	<b>27.4</b>	27.2
Advanced Professional	<b>50.0</b>	47.6	<b>64.2</b>	66.2	<b>65.2</b>	65.5
Resident Teacher	<b>0.0</b>	0.0	<b>0.0</b>	0.0	<b>1.1</b>	0.7
Conditional Teacher	<b>0.0</b>	0.0	<b>2.3</b>	1.2	<b>1.5</b>	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		<b>86.14</b>		<b>88.70</b>	

% of classes NOT taught by highly qualified teachers						
All Quartiles	<b>0.0</b>	0.0	<b>8.3</b>	5.9	<b>8.4</b>	7.6
Elementary Low Poverty	*	*	*	*	<b>2.9</b>	3.0
Elementary High Poverty	*	*	<b>0.0</b>	2.2	<b>10.5</b>	11.4
Secondary Low Poverty	*	*	*	53.7	<b>6.7</b>	6.0
Secondary High Poverty	*	*	<b>11.9</b>	7.7	<b>17.7</b>	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	<b>45.8</b>	<b>50.1</b>	<b>≤5.0</b>	<b>36.7</b>	<b>53.9</b>	<b>9.5</b>
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
<b>8 2015</b>	*	*	*	<b>44.4</b>	<b>54.3</b>	<b>≤5.0</b>	<b>31.9</b>	<b>61.7</b>	<b>6.4</b>
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
<b>*B 2015</b>	*	*	*	<b>14.2</b>	<b>68.5</b>	<b>17.3</b>	<b>15.4</b>	<b>61.2</b>	<b>23.4</b>
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	*	*	*	<b>24.3</b>	<b>40.8</b>	<b>34.9</b>
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
<b>8 2015</b>	*	*	*	<b>57.1</b>	<b>21.4</b>	<b>21.4</b>	<b>24.0</b>	<b>37.6</b>	<b>38.4</b>
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
<b>B 2015</b>	*	*	*	<b>47.1</b>	<b>23.5</b>	<b>29.4</b>	<b>31.8</b>	<b>37.5</b>	<b>30.6</b>
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

<b>3 2015</b>	*	*	*	<b>50.0</b>	<b>33.3</b>	<b>16.7</b>	<b>19.3</b>	<b>38.4</b>	<b>42.3</b>
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
<b>4 2015</b>	*	*	*	<b>52.9</b>	<b>41.2</b>	<b>5.9</b>	<b>20.4</b>	<b>33.5</b>	<b>46.1</b>
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
<b>5 2015</b>	*	*	*	*	*	*	<b>23.8</b>	<b>35.7</b>	<b>40.5</b>
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
<b>6 2015</b>	*	*	*	<b>29.4</b>	<b>5.9</b>	<b>64.7</b>	<b>22.8</b>	<b>32.2</b>	<b>45.0</b>
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
<b>7 2015</b>	*	*	*	<b>13.3</b>	<b>13.3</b>	<b>73.3</b>	<b>14.1</b>	<b>31.3</b>	<b>54.5</b>
2014	*	*	*	*	*	*	13.3	31.9	54.9
<b>8 2015</b>	*	*	*	<b>42.9</b>	<b>14.3</b>	<b>42.9</b>	<b>16.9</b>	<b>39.0</b>	<b>44.0</b>
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
<b>A 2015</b>	*	*	*	<b>29.4</b>	<b>35.3</b>	<b>35.3</b>	<b>22.9</b>	<b>32.8</b>	<b>44.3</b>
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

<b>3 2015</b>	*	*	*	<b>44.4</b>	<b>38.9</b>	<b>16.7</b>	<b>16.5</b>	<b>28.9</b>	<b>54.6</b>
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
<b>4 2015</b>	*	*	*	<b>47.1</b>	<b>41.2</b>	<b>11.8</b>	<b>17.4</b>	<b>28.1</b>	<b>54.5</b>
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
<b>5 2015</b>	*	*	*	*	*	*	<b>16.4</b>	<b>29.9</b>	<b>53.7</b>
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
<b>6 2015</b>	*	*	*	<b>23.5</b>	<b>11.8</b>	<b>64.7</b>	<b>16.8</b>	<b>24.6</b>	<b>58.6</b>
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
<b>7 2015</b>	*	*	*	<b>13.3</b>	<b>6.7</b>	<b>80.0</b>	<b>10.9</b>	<b>22.8</b>	<b>66.3</b>
2014	*	*	*	*	*	*	12.2	21.0	66.9
<b>8 2015</b>	*	*	*	<b>35.7</b>	<b>7.1</b>	<b>57.1</b>	<b>13.2</b>	<b>28.8</b>	<b>58.0</b>
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
<b>E 2015</b>	*	*	*	<b>29.4</b>	<b>11.8</b>	<b>58.8</b>	<b>19.0</b>	<b>27.7</b>	<b>53.3</b>
2014	*	*	*	5.3	52.6	42.1	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

# Charles H. Chipman Elementary

## PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1			Level 2		Level 3		Level 4		Level 5		
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

### 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.6	94.7	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	45.0	50.0	32.2	31.3	27.4	27.2
Advanced Professional	55.0	50.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	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	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

	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	%	
<i>English/Language Arts 3</i>	143	27	18.9	34	23.8	43	30.1	39	27.3	*	≤5.0
<i>English/Language Arts 4</i>	153	13	8.5	40	26.1	39	25.5	52	34.0	9	5.9
<i>Mathematics 3</i>	144	15	10.4	32	22.2	49	34.0	45	31.3	*	≤5.0
<i>Mathematics 4</i>	153	9	5.9	43	28.1	52	34.0	48	31.4	*	≤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.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	56.0	62.5	32.2	31.3	27.4	27.2
Advanced Professional	44.0	37.5	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	1.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	65.4	34.6	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	59.2	40.0	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# East Salisbury Elementary

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	140	45	32.1	33	23.6	32	22.9	30	21.4	*	≤5.0
<i>English/Language Arts 4</i>	147	35	23.8	51	34.7	41	27.9	20	13.6	*	≤5.0
<i>English/Language Arts 5</i>	131	24	18.3	46	35.1	42	32.1	18	13.7	*	≤5.0
<i>Mathematics 3</i>	140	17	12.1	40	28.6	53	37.9	30	21.4	*	≤5.0
<i>Mathematics 4</i>	149	35	23.5	52	34.9	49	32.9	13	8.7	*	≤5.0
<i>Mathematics 5</i>	131	25	19.1	61	46.6	37	28.2	8	6.1	*	≤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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.1	33.3	32.2	31.3	27.4	27.2
Advanced Professional	65.2	66.7	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.3	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.9	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	42.6	55.1	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	31.5	67.7	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Fruitland Intermediate

## 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	%	
<i>English/Language Arts 3</i>	121	28	23.1	26	21.5	33	27.3	34	28.1	*	≤5.0
<i>English/Language Arts 4</i>	141	19	13.5	44	31.2	43	30.5	33	23.4	*	≤5.0
<i>English/Language Arts 5</i>	136	16	11.8	29	21.3	43	31.6	45	33.1	*	≤5.0
<i>Mathematics 3</i>	121	23	19.0	28	23.1	36	29.8	31	25.6	*	≤5.0
<i>Mathematics 4</i>	141	30	21.3	50	35.5	46	32.6	15	10.6	*	≤5.0
<i>Mathematics 5</i>	136	19	14.0	48	35.3	44	32.4	24	17.6	*	≤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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	32.0	20.0	32.2	31.3	27.4	27.2
Advanced Professional	68.0	80.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

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2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

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	%	

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

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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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	62.5	55.6	32.2	31.3	27.4	27.2
Advanced Professional	37.5	38.9	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	5.6	2.3	1.2	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	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	66.3	33.7	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	49.1	50.9	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Glen Avenue 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	%	
<i>English/Language Arts 3</i>	98	28	28.6	35	35.7	20	20.4	13	13.3	*	≤5.0
<i>English/Language Arts 4</i>	73	11	15.1	18	24.7	22	30.1	22	30.1	*	≤5.0
<i>English/Language Arts 5</i>	86	12	14.0	35	40.7	30	34.9	9	10.5	*	≤5.0
<i>Mathematics 3</i>	101	25	24.8	33	32.7	28	27.7	14	13.9	*	≤5.0
<i>Mathematics 4</i>	74	11	14.9	28	37.8	28	37.8	7	9.5	*	≤5.0
<i>Mathematics 5</i>	87	13	14.9	32	36.8	32	36.8	10	11.5	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	93.4	94.5	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.4	21.6	32.2	31.3	27.4	27.2
Advanced Professional	77.8	78.4	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	2.8	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		87.24		84.44		86.39
Class of 2014 (5-Year Rate)	92.02		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	8.8	7.2	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

### MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	13.2	69.3	17.5	14.2	68.5	17.3	15.4	61.2	23.4
2014	14.0	65.8	20.2	14.2	68.9	16.9	15.4	61.7	22.9

### Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# James M. Bennett High

## 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	%
<i>English/Language Arts 10</i>	357	122	34.2	66	18.5	55	15.4	90	25.2	24	6.7
<i>Algebra I</i>	258	57	22.1	101	39.1	83	32.2	17	6.6	*	≤5.0
<i>Algebra II</i>	62	34	54.8	20	32.3	5	8.1	*	≤5.0	*	≤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 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.7	≥ 95.0	94.0	94.5	95.0	95.4
High	94.1	94.5	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.4	22.2	32.2	31.3	27.4	27.2
Advanced Professional	75.0	75.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	5.6	2.8	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		93.02		84.44		86.39
Class of 2014 (5-Year Rate)	93.10		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
	School	County	State			
	2015	2014	2015	2014	2015	2014
All Quartiles	8.5	6.2	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	16.3	82.7	≤5.0	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	24.7	71.1	≤5.0	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	9.8	73.2	17.1	14.2	68.5	17.3	15.4	61.2	23.4
2014	8.5	75.6	15.9	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Mardela Middle & High

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	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	%
<i>English/Language Arts 6</i>	86	5	5.8	16	18.6	27	31.4	31	36.0	7	8.1
<i>English/Language Arts 7</i>	94	*	≤5.0	6	6.4	25	26.6	44	46.8	16	17.0
<i>English/Language Arts 8</i>	105	6	5.7	10	9.5	33	31.4	52	49.5	*	≤5.0
<i>English/Language Arts 10</i>	96	7	7.3	21	21.9	22	22.9	27	28.1	19	19.8
<i>Mathematics 6</i>	86	*	≤5.0	30	34.9	31	36.0	21	24.4	*	≤5.0
<i>Mathematics 7</i>	94	*	≤5.0	23	24.5	43	45.7	25	26.6	*	≤5.0
<i>Mathematics 8</i>	70	9	12.9	13	18.6	31	44.3	17	24.3	*	≤5.0
<i>Algebra I</i>	51	6	11.8	28	54.9	14	27.5	3	5.9	*	≤5.0
<i>Algebra II</i>	66	23	34.8	34	51.5	8	12.1	*	≤5.0	*	≤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 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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	20.0	35.7	32.2	31.3	27.4	27.2
Advanced Professional	76.7	64.3	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	3.3	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	2.9	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	31.0	53.8	15.2	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	35.5	55.5	9.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# North Salisbury Elementary

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	126	23	18.3	21	16.7	23	18.3	46	36.5	13	10.3
<i>English/Language Arts 4</i>	161	9	5.6	29	18.0	45	28.0	61	37.9	17	10.6
<i>English/Language Arts 5</i>	156	*	≤5.0	29	18.6	31	19.9	75	48.1	15	9.6
<i>Mathematics 3</i>	126	8	6.3	28	22.2	28	22.2	41	32.5	21	16.7
<i>Mathematics 4</i>	162	*	≤5.0	29	17.9	42	25.9	80	49.4	*	≤5.0
<i>Mathematics 5</i>	159	11	6.9	28	17.6	43	27.0	66	41.5	11	6.9

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

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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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	29.4	31.3	32.2	31.3	27.4	27.2
Advanced Professional	64.7	68.8	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	5.9	0.0	2.3	1.2	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	2.8	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	27.5	66.7	5.9	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	32.0	66.0	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Northwestern Elementary

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	48	11	22.9	14	29.2	11	22.9	12	25.0	*	≤5.0
<i>English/Language Arts 4</i>	43	*	≤5.0	4	9.3	13	30.2	20	46.5	5	11.6
<i>English/Language Arts 5</i>	51	*	≤5.0	6	11.8	18	35.3	25	49.0	*	≤5.0
<i>Mathematics 3</i>	48	5	10.4	18	37.5	14	29.2	10	20.8	*	≤5.0
<i>Mathematics 4</i>	43	3	7.0	14	32.6	15	34.9	11	25.6	*	≤5.0
<i>Mathematics 5</i>	51	5	9.8	14	27.5	18	35.3	14	27.5	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	93.6	93.7	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	24.6	22.8	32.2	31.3	27.4	27.2
Advanced Professional	71.9	71.9	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.8	1.8	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			89.39		84.44	86.39
Class of 2014 (5-Year Rate)	91.19		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	10.6	11.7	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	8.2	65.7	26.1	14.2	68.5	17.3	15.4	61.2	23.4
2014	11.9	66.0	22.1	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

		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	%
<i>English/Language Arts 10</i>	291	84	28.9	48	16.5	69	23.7	67	23.0	23	7.9
<i>Algebra I</i>	176	33	18.8	65	36.9	67	38.1	11	6.3	*	≤5.0
<i>Algebra II</i>	55	33	60.0	16	29.1	5	9.1	*	≤5.0	*	≤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 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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	19.4	20.6	32.2	31.3	27.4	27.2
Advanced Professional	80.6	79.4	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic %   Proficient %   Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	53.6	46.4	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	40.0	49.5	10.5	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Pemberton Elementary

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	73	19	26.0	16	21.9	21	28.8	17	23.3	*	≤5.0
<i>English/Language Arts 4</i>	67	11	16.4	16	23.9	29	43.3	10	14.9	*	≤5.0
<i>English/Language Arts 5</i>	55	10	18.2	19	34.5	16	29.1	10	18.2	*	≤5.0
<i>Mathematics 3</i>	73	9	12.3	22	30.1	16	21.9	24	32.9	*	≤5.0
<i>Mathematics 4</i>	68	18	26.5	27	39.7	20	29.4	*	≤5.0	*	≤5.0
<i>Mathematics 5</i>	56	11	19.6	27	48.2	12	21.4	6	10.7	*	≤5.0

### 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

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	43.8	46.9	32.2	31.3	27.4	27.2
Advanced Professional	53.1	50.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	8.6	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	36.4	60.6	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	41.5	50.8	7.7	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	50.0	50.0	≤5.0	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	60.0	40.0	≤5.0	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

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2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	30.0	10.0	60.0	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

	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	%	
<i>English/Language Arts 3</i>	64	20	31.3	19	29.7	16	25.0	9	14.1	*	≤5.0
<i>English/Language Arts 4</i>	70	16	22.9	24	34.3	18	25.7	12	17.1	*	≤5.0
<i>English/Language Arts 5</i>	66	9	13.6	21	31.8	21	31.8	13	19.7	*	≤5.0
<i>Mathematics 3</i>	64	12	18.8	16	25.0	20	31.3	16	25.0	*	≤5.0
<i>Mathematics 4</i>	70	11	15.7	27	38.6	22	31.4	10	14.3	*	≤5.0
<i>Mathematics 5</i>	66	16	24.2	25	37.9	13	19.7	12	18.2	*	≤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
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.9	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.5	93.4	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	12.0	12.9	32.2	31.3	27.4	27.2
Advanced Professional	84.0	87.1	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.0	0.0	2.3	1.2	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School	County	State			
	2015	2014	2015	2014	2015	2014
All Quartiles	6.3	1.8	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	43.4	53.9	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	39.7	60.3	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	36.7	63.3	≤5.0	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	32.9	67.1	≤5.0	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Pittsville Elementary & Middle

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
		Level 1		Level 2		Level 3		Level 4		Level 5	
	TESTED	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 4</i>	75	7	9.3	12	16.0	33	44.0	19	25.3	4	5.3
<i>English/Language Arts 5</i>	75	9	12.0	20	26.7	24	32.0	22	29.3	*	≤5.0
<i>English/Language Arts 6</i>	78	10	12.8	18	23.1	26	33.3	21	26.9	*	≤5.0
<i>English/Language Arts 7</i>	80	10	12.5	14	17.5	29	36.3	26	32.5	*	≤5.0
<i>English/Language Arts 8</i>	79	9	11.4	23	29.1	22	27.8	22	27.8	*	≤5.0
<i>Mathematics 4</i>	75	9	12.0	18	24.0	26	34.7	22	29.3	*	≤5.0
<i>Mathematics 5</i>	74	12	16.2	33	44.6	20	27.0	9	12.2	*	≤5.0
<i>Mathematics 6</i>	78	6	7.7	17	21.8	28	35.9	27	34.6	*	≤5.0
<i>Mathematics 7</i>	80	*	≤5.0	13	16.3	36	45.0	29	36.3	*	≤5.0
<i>Mathematics 8</i>	55	9	16.4	18	32.7	18	32.7	10	18.2	*	≤5.0
<i>Algebra II</i>	24	*	≤5.0	10	41.7	12	50.0	2	8.3	*	≤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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	52.9	58.1	32.2	31.3	27.4	27.2
Advanced Professional	47.1	41.9	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	52.6	47.4	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	65.8	34.2	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0
3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5
3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Prince Street School

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	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	%
<i>English/Language Arts 3</i>	92	32	34.8	25	27.2	20	21.7	15	16.3	*	≤5.0
<i>English/Language Arts 4</i>	101	23	22.8	24	23.8	35	34.7	18	17.8	*	≤5.0
<i>English/Language Arts 5</i>	73	15	20.5	23	31.5	19	26.0	16	21.9	*	≤5.0
<i>Mathematics 3</i>	94	23	24.5	28	29.8	29	30.9	12	12.8	*	≤5.0
<i>Mathematics 4</i>	102	23	22.5	36	35.3	31	30.4	12	11.8	*	≤5.0
<i>Mathematics 5</i>	75	9	12.0	37	49.3	24	32.0	5	6.7	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.6	≥ 95.0	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	31.3	28.1	32.2	31.3	27.4	27.2
Advanced Professional	59.4	68.8	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	6.3	3.1	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	18.8	11.5	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic %   Proficient %   Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	40.1	57.6	≤5.0	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	32.3	64.9	≤5.0	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

	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	%	
<i>English/Language Arts 6</i>	271	49	18.1	66	24.4	91	33.6	58	21.4	*	≤5.0
<i>English/Language Arts 7</i>	253	62	24.5	62	24.5	60	23.7	56	22.1	13	5.1
<i>English/Language Arts 8</i>	258	61	23.6	50	19.4	55	21.3	82	31.8	*	≤5.0
<i>Mathematics 6</i>	271	55	20.3	104	38.4	72	26.6	37	13.7	*	≤5.0
<i>Mathematics 7</i>	250	42	16.8	84	33.6	81	32.4	42	16.8	*	≤5.0
<i>Mathematics 8</i>	180	47	26.1	52	28.9	50	27.8	31	17.2	*	≤5.0
<i>Algebra II</i>	78	*	≤5.0	13	16.7	33	42.3	30	38.5	*	≤5.0

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- Level 4: Met expectations
- Level 5: Exceeded expectations

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.7	31.3	32.2	31.3	27.4	27.2
Advanced Professional	73.3	62.5	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	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	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# West Salisbury Elementary

## PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1			Level 2		Level 3		Level 4		Level 5		
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

### 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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	12.0	4.0	32.2	31.3	27.4	27.2
Advanced Professional	84.0	92.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.9	3.9	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic %   Proficient %   Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	39.5	56.5	≤5.0	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	37.5	59.4	≤5.0	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Westside Intermediate

## 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	%	
<i>English/Language Arts 3</i>	103	20	19.4	22	21.4	29	28.2	32	31.1	*	≤5.0
<i>English/Language Arts 4</i>	93	9	9.7	19	20.4	29	31.2	28	30.1	8	8.6
<i>English/Language Arts 5</i>	121	19	15.7	28	23.1	35	28.9	37	30.6	*	≤5.0
<i>Mathematics 3</i>	103	12	11.7	23	22.3	29	28.2	36	35.0	*	≤5.0
<i>Mathematics 4</i>	93	6	6.5	23	24.7	28	30.1	33	35.5	*	≤5.0
<i>Mathematics 5</i>	121	15	12.4	41	33.9	41	33.9	23	19.0	*	≤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 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

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	*	*	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	16.7	15.4	32.2	31.3	27.4	27.2
Advanced Professional	83.3	84.6	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

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	%	

### 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	67.9	79.2	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	26.7	16.7	32.2	31.3	27.4	27.2
Advanced Professional	53.3	50.0	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	13.3	25.0	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		25.58		84.44		86.39
Class of 2014 (5-Year Rate)	38.71		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	46.9	53.7	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	40.5	57.1	≤5.0	14.2	68.5	17.3	15.4	61.2	23.4
2014	50.0	46.2	≤5.0	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

# Wicomico County Evening High

## 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	%
<i>English/Language Arts 10</i>	10	8	80.0	*	≤5.0	2	20.0	*	≤5.0	*	≤5.0
<i>Algebra I</i>	*	*	*	*	*	*	*	*	*	*	*

### 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.0	94.5	95.0	95.4
High	91.3	92.3	92.7	93.6	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)	82.69	84.44	86.39	82.69	86.14	88.70
Class of 2014 (5-Year Rate)	82.69	86.14	88.70			

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	36.9	34.4	32.2	31.3	27.4	27.2
Advanced Professional	55.4	62.3	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.6	1.6	2.3	1.2	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	13.9	9.3	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	13.7	76.8	9.5	14.2	68.5	17.3	15.4	61.2	23.4
2014	13.3	78.1	8.6	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	30.0	20.0	50.0	47.1	23.5	29.4	31.8	37.5	30.6
2014	14.3	64.3	21.4	26.3	57.9	15.8	28.7	37.3	34.0

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	30.0	10.0	60.0	29.4	35.3	35.3	22.9	32.8	44.3
2014	14.3	42.9	42.9	10.5	57.9	31.6	22.2	34.3	43.5

3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	30.0	≤5.0	70.0	29.4	11.8	58.8	19.0	27.7	53.3
2014	7.1	35.7	57.1	5.3	52.6	42.1	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

# Wicomico High

## 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	%
<i>English/Language Arts 10</i>	266	95	35.7	60	22.6	45	16.9	54	20.3	*	≤5.0
<i>Algebra I</i>	202	55	27.2	84	41.6	55	27.2	*	≤5.0	*	≤5.0
<i>Algebra II</i>	73	50	68.5	20	27.4	*	≤5.0	*	≤5.0	*	≤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 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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	93.7	94.1	94.0	94.5	95.0	95.4
High	*	*	92.7	93.6	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	40.0	34.0	32.2	31.3	27.4	27.2
Advanced Professional	53.3	61.7	64.2	66.2	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.4	4.3	2.3	1.2	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		86.14		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	9.4	5.8	8.3	5.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	0.0	2.2	10.5	11.4
Secondary Low Poverty	*	*	*	53.7	6.7	6.0
Secondary High Poverty	*	*	11.9	7.7	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	45.8	50.1	≤5.0	36.7	53.9	9.5
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
8 2015	54.9	43.7	≤5.0	44.4	54.3	≤5.0	31.9	61.7	6.4
2014	46.9	52.1	≤5.0	37.7	60.2	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	14.2	68.5	17.3	15.4	61.2	23.4
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
8 2015	*	*	*	57.1	21.4	21.4	24.0	37.6	38.4
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
B 2015	*	*	*	47.1	23.5	29.4	31.8	37.5	30.6
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	50.0	33.3	16.7	19.3	38.4	42.3
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
4 2015	*	*	*	52.9	41.2	5.9	20.4	33.5	46.1
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
6 2015	*	*	*	29.4	5.9	64.7	22.8	32.2	45.0
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
7 2015	*	*	*	13.3	13.3	73.3	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	42.9	14.3	42.9	16.9	39.0	44.0
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
A 2015	*	*	*	29.4	35.3	35.3	22.9	32.8	44.3
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5
3 2015	*	*	*	44.4	38.9	16.7	16.5	28.9	54.6
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
4 2015	*	*	*	47.1	41.2	11.8	17.4	28.1	54.5
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
6 2015	*	*	*	23.5	11.8	64.7	16.8	24.6	58.6
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
7 2015	*	*	*	13.3	6.7	80.0	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	35.7	7.1	57.1	13.2	28.8	58.0
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
E 2015	*	*	*	29.4	11.8	58.8	19.0	27.7	53.3
2014	*	*	*	5.3	52.6	42.1	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

	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	%	
<i>English/Language Arts 6</i>	220	33	15.0	76	34.5	71	32.3	35	15.9	*	≤5.0
<i>English/Language Arts 7</i>	210	35	16.7	55	26.2	55	26.2	56	26.7	*	≤5.0
<i>English/Language Arts 8</i>	212	68	32.1	55	25.9	41	19.3	38	17.9	*	≤5.0
<i>Mathematics 6</i>	220	28	12.7	91	41.4	61	27.7	40	18.2	*	≤5.0
<i>Mathematics 7</i>	209	21	10.0	59	28.2	84	40.2	43	20.6	*	≤5.0
<i>Mathematics 8</i>	180	72	40.0	63	35.0	35	19.4	10	5.6	*	≤5.0
<i>Algebra II</i>	32	3	9.4	9	28.1	13	40.6	7	21.9	*	≤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

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	<b>94.7</b>	94.5	≥ 95.0	≥ 95.0	<b>95.4</b>	95.7
Middle	*	*	<b>94.0</b>	94.5	<b>95.0</b>	95.4
High	*	*	<b>92.7</b>	93.6	<b>92.4</b>	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	<b>36.8</b>	26.7	<b>32.2</b>	31.3	<b>27.4</b>	27.2
Advanced Professional	<b>57.9</b>	73.3	<b>64.2</b>	66.2	<b>65.2</b>	65.5
Resident Teacher	<b>0.0</b>	0.0	<b>0.0</b>	0.0	<b>1.1</b>	0.7
Conditional Teacher	<b>5.3</b>	0.0	<b>2.3</b>	1.2	<b>1.5</b>	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		84.44		86.39
Class of 2014 (5-Year Rate)	*		<b>86.14</b>		<b>88.70</b>	

% of classes NOT taught by highly qualified teachers						
All Quartiles	<b>4.1</b>	0.0	<b>8.3</b>	5.9	<b>8.4</b>	7.6
Elementary Low Poverty	*	*	*	*	<b>2.9</b>	3.0
Elementary High Poverty	*	*	<b>0.0</b>	2.2	<b>10.5</b>	11.4
Secondary Low Poverty	*	*	*	53.7	<b>6.7</b>	6.0
Secondary High Poverty	*	*	<b>11.9</b>	7.7	<b>17.7</b>	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	<b>45.8</b>	<b>50.1</b>	<b>≤5.0</b>	<b>36.7</b>	<b>53.9</b>	<b>9.5</b>
2014	*	*	*	42.9	53.5	≤5.0	35.8	54.9	9.3
<b>8 2015</b>	*	*	*	<b>44.4</b>	<b>54.3</b>	<b>≤5.0</b>	<b>31.9</b>	<b>61.7</b>	<b>6.4</b>
2014	*	*	*	37.7	60.2	≤5.0	30.6	62.8	6.6
<b>*B 2015</b>	*	*	*	<b>14.2</b>	<b>68.5</b>	<b>17.3</b>	<b>15.4</b>	<b>61.2</b>	<b>23.4</b>
2014	*	*	*	14.2	68.9	16.9	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	*	*	*	<b>24.3</b>	<b>40.8</b>	<b>34.9</b>
2014	*	*	*	38.5	53.8	7.7	19.6	42.5	37.9
<b>8 2015</b>	*	*	*	<b>57.1</b>	<b>21.4</b>	<b>21.4</b>	<b>24.0</b>	<b>37.6</b>	<b>38.4</b>
2014	*	*	*	7.7	84.6	7.7	19.8	41.0	39.2
<b>B 2015</b>	*	*	*	<b>47.1</b>	<b>23.5</b>	<b>29.4</b>	<b>31.8</b>	<b>37.5</b>	<b>30.6</b>
2014	*	*	*	26.3	57.9	15.8	28.7	37.3	34.0

Science

Mathematics

Reading

<b>3 2015</b>	*	*	*	<b>50.0</b>	<b>33.3</b>	<b>16.7</b>	<b>19.3</b>	<b>38.4</b>	<b>42.3</b>
2014	*	*	*	21.4	42.9	35.7	12.5	35.9	51.6
<b>4 2015</b>	*	*	*	<b>52.9</b>	<b>41.2</b>	<b>5.9</b>	<b>20.4</b>	<b>33.5</b>	<b>46.1</b>
2014	*	*	*	12.5	56.3	31.3	14.7	33.9	51.4
<b>5 2015</b>	*	*	*	*	*	*	<b>23.8</b>	<b>35.7</b>	<b>40.5</b>
2014	*	*	*	53.8	38.5	7.7	18.9	40.3	40.8
<b>6 2015</b>	*	*	*	<b>29.4</b>	<b>5.9</b>	<b>64.7</b>	<b>22.8</b>	<b>32.2</b>	<b>45.0</b>
2014	*	*	*	≤5.0	68.8	31.3	16.0	37.0	47.0
<b>7 2015</b>	*	*	*	<b>13.3</b>	<b>13.3</b>	<b>73.3</b>	<b>14.1</b>	<b>31.3</b>	<b>54.5</b>
2014	*	*	*	*	*	*	13.3	31.9	54.9
<b>8 2015</b>	*	*	*	<b>42.9</b>	<b>14.3</b>	<b>42.9</b>	<b>16.9</b>	<b>39.0</b>	<b>44.0</b>
2014	*	*	*	7.7	76.9	15.4	17.8	35.7	46.5
<b>A 2015</b>	*	*	*	<b>29.4</b>	<b>35.3</b>	<b>35.3</b>	<b>22.9</b>	<b>32.8</b>	<b>44.3</b>
2014	*	*	*	10.5	57.9	31.6	22.2	34.3	43.5

<b>3 2015</b>	*	*	*	<b>44.4</b>	<b>38.9</b>	<b>16.7</b>	<b>16.5</b>	<b>28.9</b>	<b>54.6</b>
2014	*	*	*	7.1	64.3	28.6	10.3	26.5	63.2
<b>4 2015</b>	*	*	*	<b>47.1</b>	<b>41.2</b>	<b>11.8</b>	<b>17.4</b>	<b>28.1</b>	<b>54.5</b>
2014	*	*	*	12.5	25.0	62.5	11.9	24.3	63.8
<b>5 2015</b>	*	*	*	*	*	*	<b>16.4</b>	<b>29.9</b>	<b>53.7</b>
2014	*	*	*	23.1	7.7	69.2	11.4	25.0	63.6
<b>6 2015</b>	*	*	*	<b>23.5</b>	<b>11.8</b>	<b>64.7</b>	<b>16.8</b>	<b>24.6</b>	<b>58.6</b>
2014	*	*	*	≤5.0	18.8	81.3	13.3	23.5	63.2
<b>7 2015</b>	*	*	*	<b>13.3</b>	<b>6.7</b>	<b>80.0</b>	<b>10.9</b>	<b>22.8</b>	<b>66.3</b>
2014	*	*	*	*	*	*	12.2	21.0	66.9
<b>8 2015</b>	*	*	*	<b>35.7</b>	<b>7.1</b>	<b>57.1</b>	<b>13.2</b>	<b>28.8</b>	<b>58.0</b>
2014	*	*	*	≤5.0	23.1	76.9	12.6	24.6	62.8
<b>E 2015</b>	*	*	*	<b>29.4</b>	<b>11.8</b>	<b>58.8</b>	<b>19.0</b>	<b>27.7</b>	<b>53.3</b>
2014	*	*	*	5.3	52.6	42.1	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

# Willards Elementary

## PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 3</i>	85	20	23.5	18	21.2	23	27.1	24	28.2	*	≤5.0
<i>Mathematics 3</i>	84	12	14.3	13	15.5	23	27.4	34	40.5	*	≤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