

# Maryland Report Card

## Worcester County **2015 Progress Report**

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.5	94.9	95.0	95.4
High	92.4	93.0	92.4	92.7

Cohort Graduation Rate%				
Class of 2014 (4-Year Rate)		91.15		86.39
Class of 2014 (5-Year Rate)	91.75		88.70	

Teacher Qualifications	County		State	
	2015	2014	2015	2014
<b>% of certificates:</b>				
Standard Professional	24.3	20.8	27.4	27.2
Advanced Professional	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.7	0.0	1.5	1.0
<b>% of classes NOT taught by highly qualified teachers</b>				
All Quartiles	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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

## Attendance Rate

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

## Teacher Qualifications

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

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

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

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

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

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

## Cohort Graduation Rate

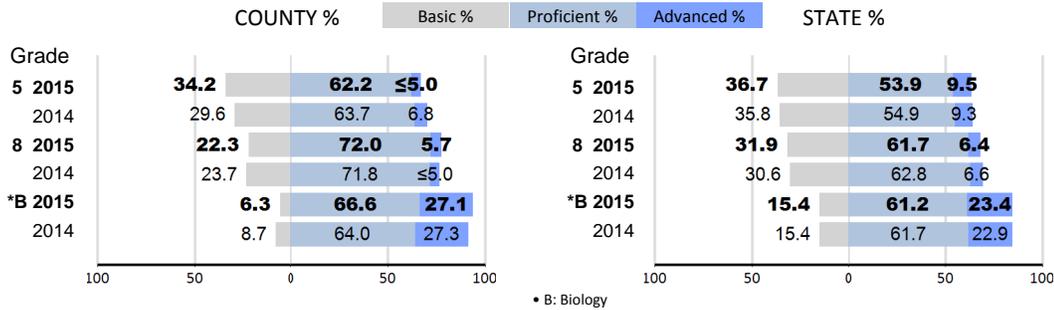
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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

# Worcester County

## MSA Proficiency Levels

Science



### Maryland School Assessment (MSA)

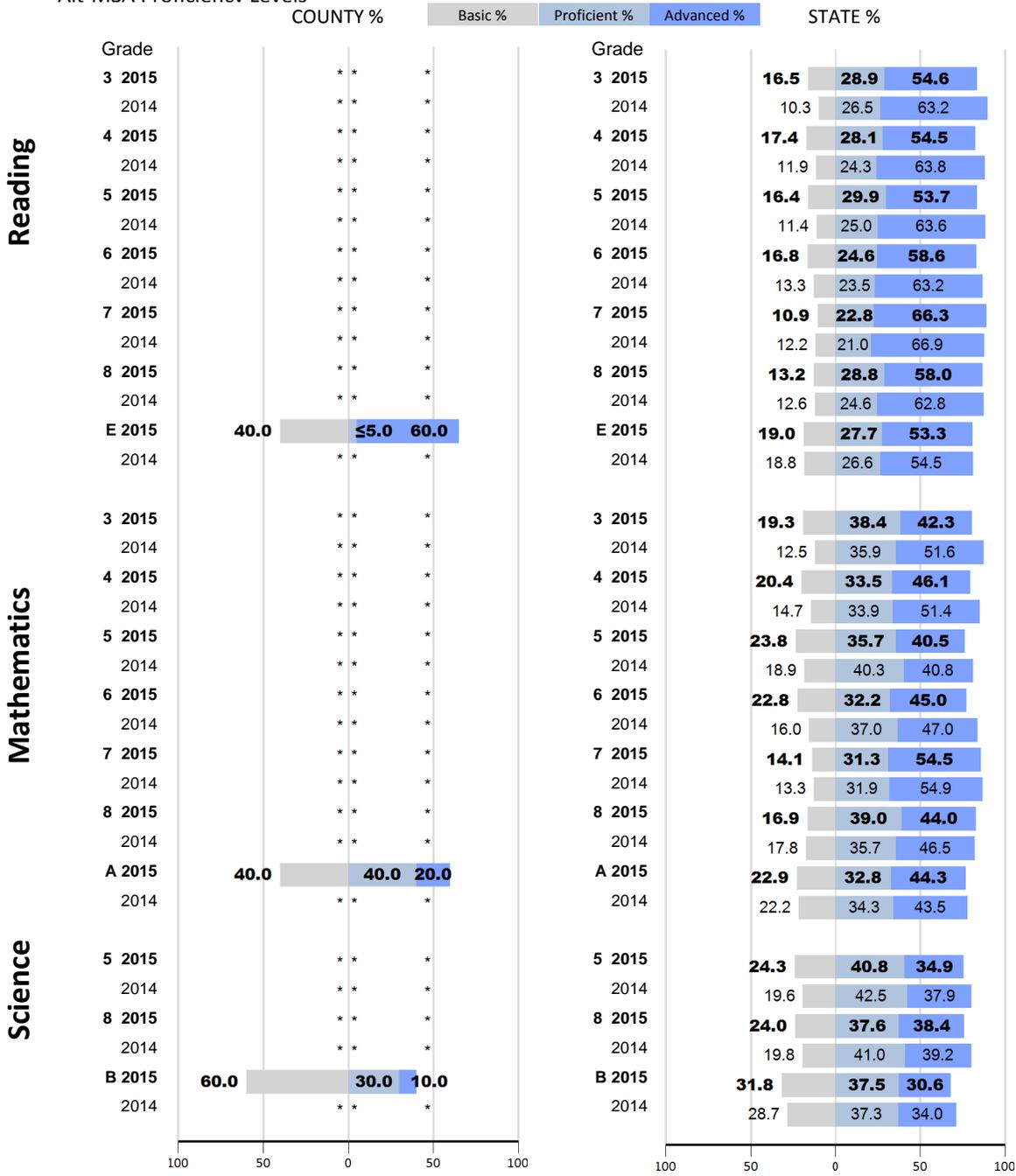
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

# Worcester 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 written.	*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.

# Worcester 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>	428	65088	25	13108	5.8	20.1	67	12816	15.7	19.7	90	14322	21.0	22.0	206	21951	48.1	33.7	40	2891	9.3	4.4
<b>English/Language Arts 4</b>	478	63792	35	8012	7.3	12.6	57	12855	11.9	20.2	144	17329	30.1	27.2	193	20718	40.4	32.5	49	4878	10.3	7.6
<b>English/Language Arts 5</b>	464	63331	31	7528	6.7	11.9	77	13204	16.6	20.8	142	17245	30.6	27.2	203	23353	43.8	36.9	*	2001	≤5.0	3.2
<b>English/Language Arts 6</b>	495	62055	29	7353	5.9	11.8	65	13429	13.1	21.6	145	18848	29.3	30.4	224	19893	45.3	32.1	32	2532	6.5	4.1
<b>English/Language Arts 7</b>	427	61200	33	10536	7.7	17.2	59	11686	13.8	19.1	96	15297	22.5	25.0	162	17718	37.9	29.0	77	5963	18.0	9.7
<b>English/Language Arts 8</b>	508	59335	32	10111	6.3	17.0	67	10969	13.2	18.5	99	14240	19.5	24.0	230	19839	45.3	33.4	80	4176	15.7	7.0
<b>English/Language Arts 10</b>	506	55651	56	11886	11.1	21.4	50	10044	9.9	18.0	104	11628	20.6	20.9	199	15650	39.3	28.1	97	6443	19.2	11.6
<b>Mathematics 3</b>	429	65594	*	9748	≤5.0	14.9	47	14771	11.0	22.5	104	17224	24.2	26.3	210	19600	49.0	29.9	57	4251	13.3	6.5
<b>Mathematics 4</b>	479	64290	32	8870	6.7	13.8	107	18133	22.3	28.2	158	17579	33.0	27.3	175	17957	36.5	27.9	*	1751	≤5.0	2.7
<b>Mathematics 5</b>	467	63828	52	8337	11.1	13.1	123	18491	26.3	29.0	153	17946	32.8	28.1	135	16441	28.9	25.8	*	2613	≤5.0	4.1
<b>Mathematics 6</b>	495	62194	42	8473	8.5	13.6	97	17837	19.6	28.7	187	17552	37.8	28.2	150	16345	30.3	26.3	*	1987	≤5.0	3.2
<b>Mathematics 7</b>	426	55010	*	7181	≤5.0	13.1	71	17630	16.7	32.0	146	18528	34.3	33.7	172	11036	40.4	20.1	*	635	≤5.0	1.2
<b>Mathematics 8</b>	342	41166	32	11971	9.4	29.1	84	11126	24.6	27.0	95	8530	27.8	20.7	127	8056	37.1	19.6	*	1483	≤5.0	3.6
<b>Algebra I</b>	281	61842	20	8047	7.1	13.0	57	17712	20.3	28.6	45	16757	16.0	27.1	137	18194	48.8	29.4	22	1132	7.8	1.8

### 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	94.9	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	12.2	10.0	24.3	20.8	27.4	27.2
Advanced Professional	85.4	90.0	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.0	0.0	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	34.6	63.2	≤5.0	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	26.9	67.1	6.0	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	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	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Berlin 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 4</i>	125	*	≤5.0	7	5.6	31	24.8	65	52.0	16	12.8
<i>English/Language Arts 5</i>	312	*	≤5.0	45	14.4	87	27.9	157	50.3	*	≤5.0
<i>English/Language Arts 6</i>	330	17	5.2	33	10.0	87	26.4	171	51.8	22	6.7
<i>Mathematics 4</i>	125	7	5.6	23	18.4	44	35.2	50	40.0	*	≤5.0
<i>Mathematics 5</i>	315	32	10.2	71	22.5	108	34.3	102	32.4	*	≤5.0
<i>Mathematics 6</i>	331	21	6.3	53	16.0	119	36.0	122	36.9	*	≤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	*	*	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	12.5	16.7	24.3	20.8	27.4	27.2
Advanced Professional	83.3	79.2	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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# Buckingham 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>	77	6	7.8	18	23.4	15	19.5	33	42.9	5	6.5
<i>English/Language Arts 4</i>	83	12	14.5	15	18.1	24	28.9	28	33.7	*	≤5.0
<i>Mathematics 3</i>	78	*	≤5.0	10	12.8	17	21.8	40	51.3	9	11.5
<i>Mathematics 4</i>	83	5	6.0	24	28.9	27	32.5	27	32.5	*	≤5.0

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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	<b>90.9</b>	88.6	≥ 95.0	≥ 95.0	<b>95.4</b>	95.7
Middle	<b>90.7</b>	91.8	<b>94.5</b>	94.9	<b>95.0</b>	95.4
High	<b>89.0</b>	85.3	<b>92.4</b>	93.0	<b>92.4</b>	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
<b>% of certificates:</b>						
Standard Professional	<b>22.2</b>	11.1	<b>24.3</b>	20.8	<b>27.4</b>	27.2
Advanced Professional	<b>77.8</b>	88.9	<b>73.8</b>	75.0	<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>0.7</b>	0.0	<b>1.5</b>	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		<b>91.75</b>		<b>88.70</b>	

% of classes NOT taught by highly qualified teachers						
All Quartiles	<b>58.6</b>	55.2	<b>3.6</b>	3.9	<b>8.4</b>	7.6
Elementary Low Poverty	*	*	*	*	<b>2.9</b>	3.0
Elementary High Poverty	*	*	*	*	<b>10.5</b>	11.4
Secondary Low Poverty	*	*	*	*	<b>6.7</b>	6.0
Secondary High Poverty	*	*	*	*	<b>17.7</b>	15.7

## MSA Proficiency Levels

Basic %   Proficient %   Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	<b>34.2</b>	<b>62.2</b>	<b>≤5.0</b>	<b>36.7</b>	<b>53.9</b>	<b>9.5</b>
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
<b>8 2015</b>	*	*	*	<b>22.3</b>	<b>72.0</b>	<b>5.7</b>	<b>31.9</b>	<b>61.7</b>	<b>6.4</b>
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
<b>*B 2015</b>	*	*	*	<b>6.3</b>	<b>66.6</b>	<b>27.1</b>	<b>15.4</b>	<b>61.2</b>	<b>23.4</b>
2014	*	*	*	8.7	64.0	27.3	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	*	*	*	*	*	*	19.6	42.5	37.9
<b>8 2015</b>	*	*	*	*	*	*	<b>24.0</b>	<b>37.6</b>	<b>38.4</b>
2014	*	*	*	*	*	*	19.8	41.0	39.2
<b>B 2015</b>	*	*	*	<b>60.0</b>	<b>30.0</b>	<b>10.0</b>	<b>31.8</b>	<b>37.5</b>	<b>30.6</b>
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

<b>3 2015</b>	*	*	*	*	*	*	<b>19.3</b>	<b>38.4</b>	<b>42.3</b>
2014	*	*	*	*	*	*	12.5	35.9	51.6
<b>4 2015</b>	*	*	*	*	*	*	<b>20.4</b>	<b>33.5</b>	<b>46.1</b>
2014	*	*	*	*	*	*	14.7	33.9	51.4
<b>5 2015</b>	*	*	*	*	*	*	<b>23.8</b>	<b>35.7</b>	<b>40.5</b>
2014	*	*	*	*	*	*	18.9	40.3	40.8
<b>6 2015</b>	*	*	*	*	*	*	<b>22.8</b>	<b>32.2</b>	<b>45.0</b>
2014	*	*	*	*	*	*	16.0	37.0	47.0
<b>7 2015</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>16.9</b>	<b>39.0</b>	<b>44.0</b>
2014	*	*	*	*	*	*	17.8	35.7	46.5
<b>A 2015</b>	*	*	*	<b>40.0</b>	<b>40.0</b>	<b>20.0</b>	<b>22.9</b>	<b>32.8</b>	<b>44.3</b>
2014	*	*	*	*	*	*	22.2	34.3	43.5

<b>3 2015</b>	*	*	*	*	*	*	<b>16.5</b>	<b>28.9</b>	<b>54.6</b>
2014	*	*	*	*	*	*	10.3	26.5	63.2
<b>4 2015</b>	*	*	*	*	*	*	<b>17.4</b>	<b>28.1</b>	<b>54.5</b>
2014	*	*	*	*	*	*	11.9	24.3	63.8
<b>5 2015</b>	*	*	*	*	*	*	<b>16.4</b>	<b>29.9</b>	<b>53.7</b>
2014	*	*	*	*	*	*	11.4	25.0	63.6
<b>6 2015</b>	*	*	*	*	*	*	<b>16.8</b>	<b>24.6</b>	<b>58.6</b>
2014	*	*	*	*	*	*	13.3	23.5	63.2
<b>7 2015</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>13.2</b>	<b>28.8</b>	<b>58.0</b>
2014	*	*	*	*	*	*	12.6	24.6	62.8
<b>E 2015</b>	*	*	*	<b>40.0</b>	<b>≤5.0</b>	<b>60.0</b>	<b>19.0</b>	<b>27.7</b>	<b>53.3</b>
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Cedar Chapel Special 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	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	36.4	33.3	24.3	20.8	27.4	27.2
Advanced Professional	63.6	60.6	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Ocean City 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>	117	6	5.1	15	12.8	23	19.7	63	53.8	10	8.5
<i>English/Language Arts 4</i>	106	*	≤5.0	*	≤5.0	25	23.6	51	48.1	25	23.6
<i>Mathematics 3</i>	117	*	≤5.0	14	12.0	24	20.5	55	47.0	23	19.7
<i>Mathematics 4</i>	107	*	≤5.0	6	5.6	28	26.2	65	60.7	6	5.6

### 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>94.5</b>	94.9	<b>95.0</b>	95.4
High	*	*	<b>92.4</b>	93.0	<b>92.4</b>	92.7

Cohort Graduation Rate						
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		<b>91.75</b>		<b>88.70</b>	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	<b>28.6</b>	31.8	<b>24.3</b>	20.8	<b>27.4</b>	27.2
Advanced Professional	<b>71.4</b>	68.2	<b>73.8</b>	75.0	<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>0.7</b>	0.0	<b>1.5</b>	1.0

% of classes NOT taught by highly qualified teachers						
	2015	2014	2015	2014	2015	2014
All Quartiles	<b>0.0</b>	4.0	<b>3.6</b>	3.9	<b>8.4</b>	7.6
Elementary Low Poverty	*	*	*	*	<b>2.9</b>	3.0
Elementary High Poverty	*	*	*	*	<b>10.5</b>	11.4
Secondary Low Poverty	*	*	*	*	<b>6.7</b>	6.0
Secondary High Poverty	*	*	*	*	<b>17.7</b>	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	<b>34.2</b>	<b>62.2</b>	≤ <b>5.0</b>	<b>36.7</b>	<b>53.9</b>	<b>9.5</b>
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	<b>22.3</b>	<b>72.0</b>	<b>5.7</b>	<b>31.9</b>	<b>61.7</b>	<b>6.4</b>
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	<b>6.3</b>	<b>66.6</b>	<b>27.1</b>	<b>15.4</b>	<b>61.2</b>	<b>23.4</b>
2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	<b>24.3</b>	<b>40.8</b>	<b>34.9</b>
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	<b>24.0</b>	<b>37.6</b>	<b>38.4</b>
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	<b>60.0</b>	<b>30.0</b>	<b>10.0</b>	<b>31.8</b>	<b>37.5</b>	<b>30.6</b>
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	<b>19.3</b>	<b>38.4</b>	<b>42.3</b>
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	<b>20.4</b>	<b>33.5</b>	<b>46.1</b>
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	<b>23.8</b>	<b>35.7</b>	<b>40.5</b>
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	<b>22.8</b>	<b>32.2</b>	<b>45.0</b>
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	<b>14.1</b>	<b>31.3</b>	<b>54.5</b>
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	<b>16.9</b>	<b>39.0</b>	<b>44.0</b>
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	<b>40.0</b>	<b>40.0</b>	<b>20.0</b>	<b>22.9</b>	<b>32.8</b>	<b>44.3</b>
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	<b>16.5</b>	<b>28.9</b>	<b>54.6</b>
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	<b>17.4</b>	<b>28.1</b>	<b>54.5</b>
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	<b>16.4</b>	<b>29.9</b>	<b>53.7</b>
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	<b>16.8</b>	<b>24.6</b>	<b>58.6</b>
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	<b>10.9</b>	<b>22.8</b>	<b>66.3</b>
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	<b>13.2</b>	<b>28.8</b>	<b>58.0</b>
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	<b>40.0</b>	≤ <b>5.0</b>	<b>60.0</b>	<b>19.0</b>	<b>27.7</b>	<b>53.3</b>
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Pocomoke 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>	63	*	≤5.0	11	17.5	23	36.5	21	33.3	5	7.9
<i>Mathematics 3</i>	63	*	≤5.0	5	7.9	20	31.7	32	50.8	6	9.5

### 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	95.4	95.7
Middle	*	*	94.5	94.9	95.0	95.4
High	92.0	93.6	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	16.0	20.0	24.3	20.8	27.4	27.2
Advanced Professional	84.0	76.0	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			84.93		91.15	86.39
Class of 2014 (5-Year Rate)	87.67		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	6.7	9.2	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	≤5.0	81.1	15.8	6.3	66.6	27.1	15.4	61.2	23.4
2014	13.1	60.7	26.2	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Pocomoke 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>	75	8	10.7	10	13.3	16	21.3	25	33.3	16	21.3
<i>Algebra I</i>	28	*	≤5.0	14	50.0	12	42.9	*	≤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	94.8	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.1	≥ 95.0	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	23.5	28.6	24.3	20.8	27.4	27.2
Advanced Professional	76.5	68.6	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	3.4	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	25.3	68.4	6.3	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	34.8	59.6	5.6	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	32.9	61.2	5.9	22.3	72.0	5.7	31.9	61.7	6.4
2014	36.0	64.0	≤5.0	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	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	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Pocomoke Middle

## 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 4</i>	93	10	10.8	22	23.7	34	36.6	26	28.0	*	≤5.0
<i>English/Language Arts 5</i>	78	11	14.1	16	20.5	30	38.5	19	24.4	*	≤5.0
<i>English/Language Arts 6</i>	88	5	5.7	19	21.6	33	37.5	26	29.5	5	5.7
<i>English/Language Arts 7</i>	86	17	19.8	14	16.3	18	20.9	25	29.1	12	14.0
<i>English/Language Arts 8</i>	85	6	7.1	13	15.3	22	25.9	33	38.8	11	12.9
<i>Mathematics 4</i>	93	11	11.8	29	31.2	33	35.5	20	21.5	*	≤5.0
<i>Mathematics 5</i>	78	8	10.3	26	33.3	26	33.3	16	20.5	*	≤5.0
<i>Mathematics 6</i>	88	13	14.8	30	34.1	35	39.8	8	9.1	*	≤5.0
<i>Mathematics 7</i>	86	11	12.8	20	23.3	24	27.9	29	33.7	*	≤5.0
<i>Mathematics 8</i>	62	8	12.9	28	45.2	13	21.0	13	21.0	*	≤5.0
<i>Algebra I</i>	23	*	≤5.0	*	≤5.0	*	≤5.0	17	73.9	6	26.1

### 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>94.5</b>	94.9	<b>95.0</b>	95.4
High	*	*	<b>92.4</b>	93.0	<b>92.4</b>	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	<b>27.6</b>	10.3	<b>24.3</b>	20.8	<b>27.4</b>	27.2
Advanced Professional	<b>72.4</b>	75.9	<b>73.8</b>	75.0	<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>0.7</b>	0.0	<b>1.5</b>	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		<b>91.75</b>		<b>88.70</b>	

% of classes NOT taught by highly qualified teachers						
All Quartiles	<b>0.0</b>	0.0	<b>3.6</b>	3.9	<b>8.4</b>	7.6
Elementary Low Poverty	*	*	*	*	<b>2.9</b>	3.0
Elementary High Poverty	*	*	*	*	<b>10.5</b>	11.4
Secondary Low Poverty	*	*	*	*	<b>6.7</b>	6.0
Secondary High Poverty	*	*	*	*	<b>17.7</b>	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
<b>5 2015</b>	*	*	*	<b>34.2</b>	<b>62.2</b>	<b>≤5.0</b>	<b>36.7</b>	<b>53.9</b>	<b>9.5</b>
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
<b>8 2015</b>	*	*	*	<b>22.3</b>	<b>72.0</b>	<b>5.7</b>	<b>31.9</b>	<b>61.7</b>	<b>6.4</b>
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
<b>*B 2015</b>	*	*	*	<b>6.3</b>	<b>66.6</b>	<b>27.1</b>	<b>15.4</b>	<b>61.2</b>	<b>23.4</b>
2014	*	*	*	8.7	64.0	27.3	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	*	*	*	*	*	*	19.6	42.5	37.9
<b>8 2015</b>	*	*	*	*	*	*	<b>24.0</b>	<b>37.6</b>	<b>38.4</b>
2014	*	*	*	*	*	*	19.8	41.0	39.2
<b>B 2015</b>	*	*	*	<b>60.0</b>	<b>30.0</b>	<b>10.0</b>	<b>31.8</b>	<b>37.5</b>	<b>30.6</b>
2014	*	*	*	*	*	*	28.7	37.3	34.0

<b>3 2015</b>	*	*	*	*	*	*	<b>19.3</b>	<b>38.4</b>	<b>42.3</b>
2014	*	*	*	*	*	*	12.5	35.9	51.6
<b>4 2015</b>	*	*	*	*	*	*	<b>20.4</b>	<b>33.5</b>	<b>46.1</b>
2014	*	*	*	*	*	*	14.7	33.9	51.4
<b>5 2015</b>	*	*	*	*	*	*	<b>23.8</b>	<b>35.7</b>	<b>40.5</b>
2014	*	*	*	*	*	*	18.9	40.3	40.8
<b>6 2015</b>	*	*	*	*	*	*	<b>22.8</b>	<b>32.2</b>	<b>45.0</b>
2014	*	*	*	*	*	*	16.0	37.0	47.0
<b>7 2015</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>16.9</b>	<b>39.0</b>	<b>44.0</b>
2014	*	*	*	*	*	*	17.8	35.7	46.5
<b>A 2015</b>	*	*	*	<b>40.0</b>	<b>40.0</b>	<b>20.0</b>	<b>22.9</b>	<b>32.8</b>	<b>44.3</b>
2014	*	*	*	*	*	*	22.2	34.3	43.5

<b>3 2015</b>	*	*	*	*	*	*	<b>16.5</b>	<b>28.9</b>	<b>54.6</b>
2014	*	*	*	*	*	*	10.3	26.5	63.2
<b>4 2015</b>	*	*	*	*	*	*	<b>17.4</b>	<b>28.1</b>	<b>54.5</b>
2014	*	*	*	*	*	*	11.9	24.3	63.8
<b>5 2015</b>	*	*	*	*	*	*	<b>16.4</b>	<b>29.9</b>	<b>53.7</b>
2014	*	*	*	*	*	*	11.4	25.0	63.6
<b>6 2015</b>	*	*	*	*	*	*	<b>16.8</b>	<b>24.6</b>	<b>58.6</b>
2014	*	*	*	*	*	*	13.3	23.5	63.2
<b>7 2015</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>13.2</b>	<b>28.8</b>	<b>58.0</b>
2014	*	*	*	*	*	*	12.6	24.6	62.8
<b>E 2015</b>	*	*	*	<b>40.0</b>	<b>≤5.0</b>	<b>60.0</b>	<b>19.0</b>	<b>27.7</b>	<b>53.3</b>
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Showell 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>	102	9	8.8	11	10.8	11	10.8	58	56.9	13	12.7
<i>Mathematics 3</i>	102	*	≤5.0	10	9.8	24	23.5	52	51.0	11	10.8

### 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	*	*	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	28.6	28.6	24.3	20.8	27.4	27.2
Advanced Professional	71.4	71.4	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	4.4	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Snow Hill 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>	69	*	≤5.0	12	17.4	18	26.1	31	44.9	7	10.1
<i>Mathematics 3</i>	69	*	≤5.0	8	11.6	19	27.5	31	44.9	8	11.6

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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	95.4	95.7
Middle	*	*	94.5	94.9	95.0	95.4
High	92.9	92.8	92.4	93.0	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)	90.48	91.15	86.39	91.75	88.70	
Class of 2014 (5-Year Rate)	90.48	91.75	88.70			

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	23.1	24.0	24.3	20.8	27.4	27.2
Advanced Professional	69.2	68.0	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	11.1	10.3	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	≤5.0	59.7	39.0	6.3	66.6	27.1	15.4	61.2	23.4
2014	≤5.0	54.5	45.5	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

		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>	75	10	13.3	11	14.7	14	18.7	27	36.0	13	17.3
<i>Algebra I</i>	14	4	28.6	7	50.0	2	14.3	1	7.1	*	≤5.0

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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	≥ 95.0	≥ 95.0	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	27.3	25.8	24.3	20.8	27.4	27.2
Advanced Professional	72.7	71.0	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	2.1	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	41.9	51.4	6.8	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	34.1	54.9	11.0	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	28.2	67.9	≤5.0	22.3	72.0	5.7	31.9	61.7	6.4
2014	22.8	74.7	≤5.0	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	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	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 4</i>	71	6	8.5	9	12.7	30	42.3	23	32.4	*	≤5.0
<i>English/Language Arts 5</i>	74	6	8.1	16	21.6	25	33.8	27	36.5	*	≤5.0
<i>English/Language Arts 6</i>	76	6	7.9	13	17.1	25	32.9	27	35.5	5	6.6
<i>English/Language Arts 7</i>	59	4	6.8	7	11.9	13	22.0	21	35.6	14	23.7
<i>English/Language Arts 8</i>	79	8	10.1	17	21.5	20	25.3	29	36.7	5	6.3
<i>Mathematics 4</i>	71	7	9.9	25	35.2	26	36.6	13	18.3	*	≤5.0
<i>Mathematics 5</i>	74	12	16.2	26	35.1	19	25.7	17	23.0	*	≤5.0
<i>Mathematics 6</i>	76	8	10.5	14	18.4	33	43.4	20	26.3	*	≤5.0
<i>Mathematics 7</i>	59	*	≤5.0	8	13.6	23	39.0	23	39.0	4	6.8
<i>Mathematics 8</i>	42	7	16.7	19	45.2	11	26.2	5	11.9	*	≤5.0
<i>Algebra I</i>	37	*	≤5.0	*	≤5.0	6	16.2	27	73.0	3	8.1

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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

# Stephen Decatur High

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7
Middle	*	*	94.5	94.9	95.0	95.4
High	92.4	93.0	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
<b>% of certificates:</b>						
Standard Professional	26.4	16.9	24.3	20.8	27.4	27.2
Advanced Professional	70.8	77.5	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	1.4	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		93.47		91.15		86.39
Class of 2014 (5-Year Rate)	93.49		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.6	4.1	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	*	*	*	22.3	72.0	5.7	31.9	61.7	6.4
2014	*	*	*	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	7.7	64.3	28.0	6.3	66.6	27.1	15.4	61.2	23.4
2014	9.5	67.2	23.3	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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# Stephen Decatur 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>	356	38	10.7	29	8.1	74	20.8	147	41.3	68	19.1
<i>Algebra I</i>	74	15	20.3	34	45.9	17	23.0	8	10.8	*	≤5.0

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Level 1: Did not yet meet expectations

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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	95.4	95.7
Middle	94.2	94.7	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	25.6	17.9	24.3	20.8	27.4	27.2
Advanced Professional	74.4	79.5	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	1.9	0.0	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
8 2015	18.4	75.6	6.0	22.3	72.0	5.7	31.9	61.7	6.4
2014	19.7	73.7	6.6	23.7	71.8	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	6.3	66.6	27.1	15.4	61.2	23.4
2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	40.0	40.0	20.0	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# Stephen Decatur Middle

## 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 7</i>	282	*	≤5.0	38	13.5	65	23.0	116	41.1	51	18.1
<i>English/Language Arts 8</i>	344	18	5.2	37	10.8	57	16.6	168	48.8	64	18.6
<i>Mathematics 7</i>	281	*	≤5.0	43	15.3	99	35.2	120	42.7	*	≤5.0
<i>Mathematics 8</i>	238	17	7.1	37	15.5	71	29.8	109	45.8	*	≤5.0
<i>Algebra I</i>	105	*	≤5.0	*	≤5.0	8	7.6	83	79.0	13	12.4

### 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	*	*	94.5	94.9	95.0	95.4
High	*	*	92.4	93.0	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	25.0	16.7	24.3	20.8	27.4	27.2
Advanced Professional	50.0	66.7	73.8	75.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	25.0	0.0	0.7	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		91.15		86.39
Class of 2014 (5-Year Rate)	*		91.75		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	21.9	6.9	3.6	3.9	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	*	*	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	*	*	17.7	15.7

## MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	34.2	62.2	≤5.0	36.7	53.9	9.5
2014	*	*	*	29.6	63.7	6.8	35.8	54.9	9.3
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2014	*	*	*	8.7	64.0	27.3	15.4	61.7	22.9

## Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	60.0	30.0	10.0	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
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2014	*	*	*	*	*	*	18.9	40.3	40.8
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2014	*	*	*	*	*	*	13.3	31.9	54.9
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2014	*	*	*	*	*	*	11.9	24.3	63.8
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2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	40.0	≤5.0	60.0	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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# Worcester Technical High School

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		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>		*	*	*	*	*	*	*	*	*	*

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