Baltimore Design School

Baltimore City (30:0382)

Attendance Rate %	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
Elementary	*	*	**93.0**	93.2	**95.4**	95.7
Middle	**91.0**	≥ 95.0	**92.1**	93.5	**95.0**	95.4
High	**91.1**	*	**82.4**	81.8	**92.4**	92.7

Cohort Graduation Rate%						
Class of 2014 (4-Year Rate)		*		69.65		86.39
Class of 2014 (5-Year Rate)	*		**74.93**		**88.70**	

Teacher Qualifications	School 2015	School 2014	County 2015	County 2014	State 2015	State 2014
% of certificates:						
Standard Professional	**24.0**	11.1	**26.6**	27.9	**27.4**	27.2
Advanced Professional	**56.0**	55.6	**49.2**	47.6	**65.2**	65.5
Resident Teacher	**4.0**	5.6	**7.4**	2.8	**1.1**	0.7
Conditional Teacher	**4.0**	0.0	**2.3**	1.9	**1.5**	1.0
% of classes NOT taught by highly qualified teachers						
All Quartiles	**9.9**	31.6	**20.8**	21.7	**8.4**	7.6
Elementary Low Poverty	*	*	**0.0**	*	**2.9**	3.0
Elementary High Poverty	*	*	**18.6**	21.2	**10.5**	11.4
Secondary Low Poverty	*	*	*	34.7	**6.7**	6.0
Secondary High Poverty	*	*	**25.2**	22.7	**17.7**	15.7

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

Attendance Rate

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

Cohort Graduation Rate

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

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

Teacher Qualifications

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

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

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

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

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

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

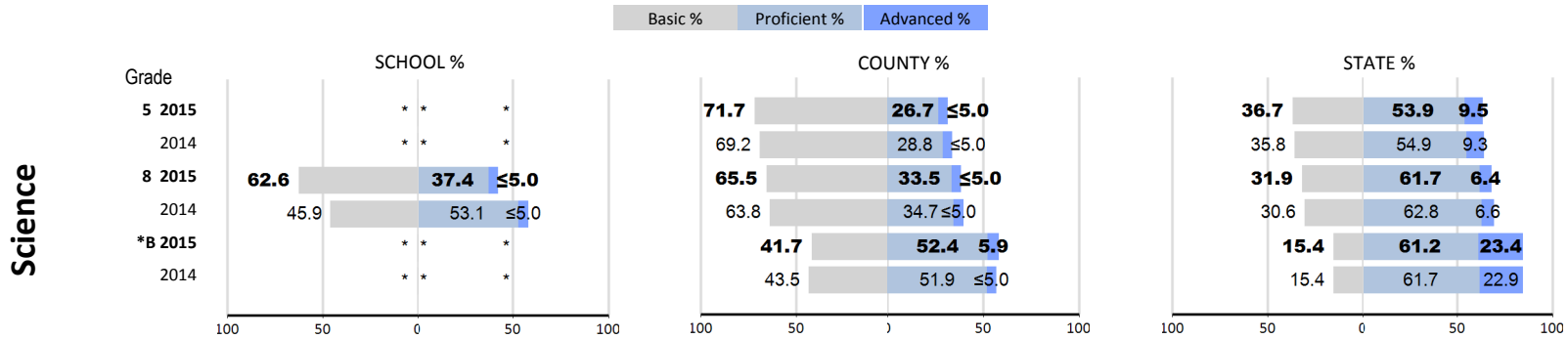
School Progress and Annual Measurable Objectives (AMOs)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA). In accordance with the U.S. Department of Education's (USED) authority to ensure an orderly transition to ESSA, USED will not require States to identify AMOs for school years 2014-2015 or 2015-2016 for USED's review and approval, nor will USED require States to report performance against AMOs for the 2014-2015 or 2015-2016 school years.

Due to this direction, Maryland will not measure LEAs and schools against AMOs.

Baltimore Design School

MSA Proficiency Levels



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

Maryland School Assessment (MSA)

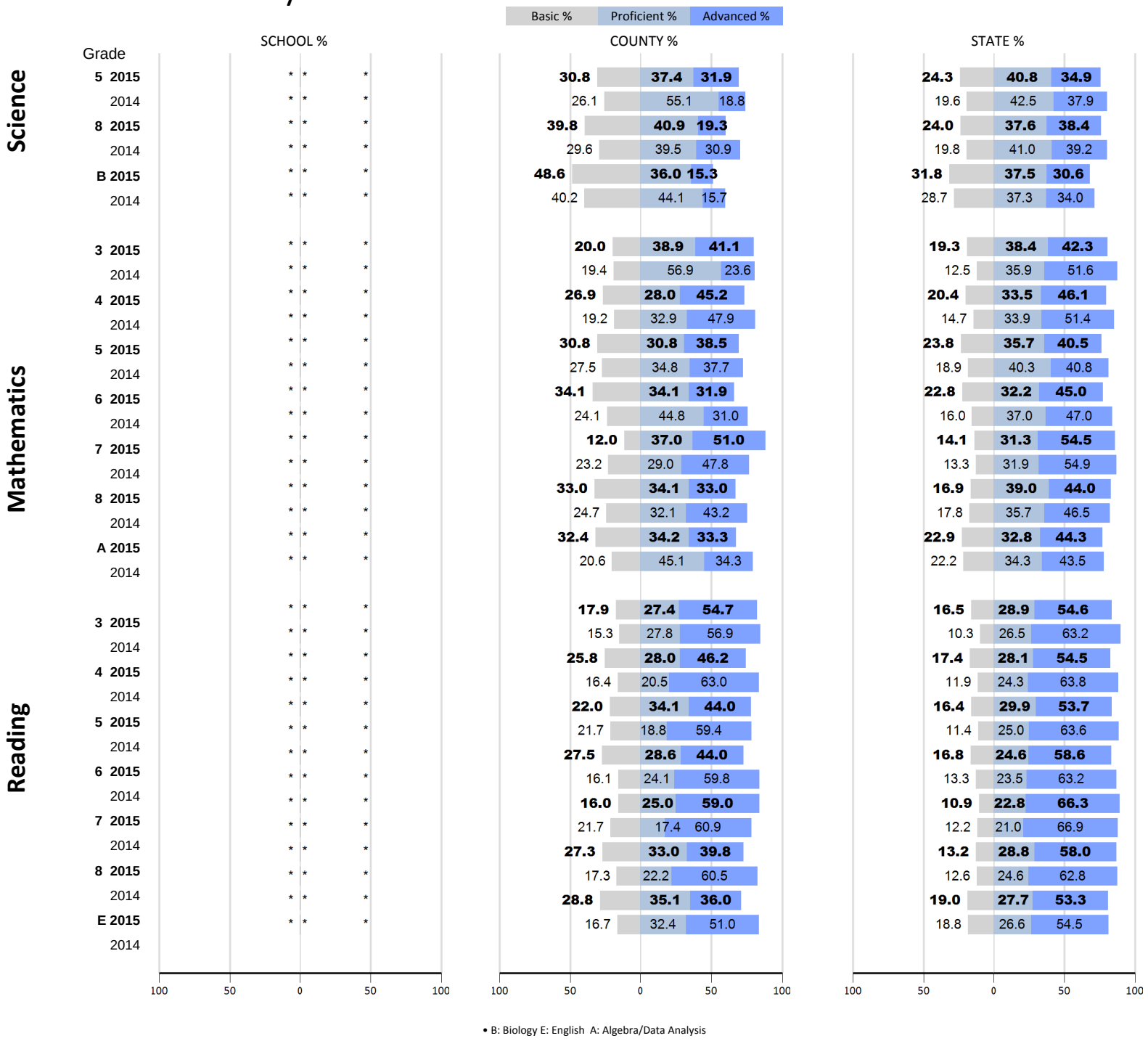
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving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

Description of Proficiency Levels

	Science:	**Biology:**
Basic %	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Baltimore Design School

Alt-MSA Proficiency Levels



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

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.

Baltimore Design School

PARCC Assessment Performance Results Summary - 2015

			Performance Level									
			Level 1		Level 2		Level 3		Level 4		Level 5	
			Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	State	62055	7353	11.8	13429	21.6	18848	30.4	19893	32.1	2532	4.1
	County	5307	995	18.7	1679	31.6	1575	29.7	950	17.9	*	≤5.0
	School	72	16	22.2	35	48.6	14	19.4	7	9.7	*	≤5.0
English/Language Arts 7	State	61200	10536	17.2	11686	19.1	15297	25.0	17718	29.0	5963	9.7
	County	5024	1942	38.7	1330	26.5	1051	20.9	588	11.7	*	≤5.0
	School	0	*	*	*	*	*	*	*	*	*	*
English/Language Arts 8	State	59335	10111	17.0	10969	18.5	14240	24.0	19839	33.4	4176	7.0
	County	4765	1929	40.5	1250	26.2	924	19.4	601	12.6	*	≤5.0
	School	0	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	State	55651	11886	21.4	10044	18.0	11628	20.9	15650	28.1	6443	11.6
	County	3662	1104	30.1	785	21.4	749	20.5	762	20.8	262	7.2
	School	44	7	15.9	8	18.2	11	25.0	14	31.8	4	9.1
Mathematics 6	State	62194	8473	13.6	17837	28.7	17552	28.2	16345	26.3	1987	3.2
	County	5335	1724	32.3	2101	39.4	1011	19.0	454	8.5	*	≤5.0
	School	80	33	41.3	31	38.8	13	16.3	*	≤5.0	*	≤5.0
Mathematics 7	State	55010	7181	13.1	17630	32.0	18528	33.7	11036	20.1	635	1.2
	County	5094	1381	27.1	2196	43.1	1115	21.9	365	7.2	*	≤5.0
	School	62	19	30.6	32	51.6	11	17.7	*	≤5.0	*	≤5.0
Mathematics 8	State	41166	11971	29.1	11126	27.0	8530	20.7	8056	19.6	1483	3.6
	County	4371	2304	52.7	1233	28.2	587	13.4	237	5.4	*	≤5.0
	School	90	37	41.1	30	33.3	19	21.1	*	≤5.0	*	≤5.0
Algebra I	State	61842	8047	13.0	17712	28.6	16757	27.1	18194	29.4	1132	1.8
	County	4028	1155	28.7	1627	40.4	853	21.2	374	9.3	*	≤5.0
	School	45	12	26.7	26	57.8	6	13.3	*	≤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 1(for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

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