

Jack R. Smith, Ph.D.

Interim State Superintendent of Schools

Maryland Report Card

2015 Progress Report

State and School Systems



Maryland State Department of Education

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An Introduction from the Interim State Superintendent of Schools....



As Interim State Superintendent of Schools for one of the leading public school systems in the nation, I am pleased to present this 2015 Maryland School Performance Report for the State and its 24 local school systems.

As you may be aware, school year 2014-2015 was the first year for the administration of the new Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment. Maryland continued to also administer the Maryland State Assessment (MSA) in science and High School Assessments (HSA) in Biology and Government. The information on the PARCC Assessments provides important baseline information, which will help us measure student growth in future years.

PARCC results cannot be compared with the Maryland School Assessment (MSA), which the State used for a decade, because this is a new and different assessment. PARCC is the first assessment aligned to Maryland's College and Career-Ready Standards, which set a higher bar for student learning. These assessments go beyond the old "fill in the blank" model of standardized clear writing.

Maryland is required by the Elementary and Secondary Education Act (ESEA) to assess reading, mathematics, and science achievement at the elementary, middle and high school levels. Maryland fulfills these ESEA requirements and reports scores on the PARCC Assessment, MSA, and HSA to the U.S. Department of Education and to the public. Each local school system is also required to produce a similar report with information on each of its schools.

As Maryland fully transitioned to the new Maryland College and Career-Ready Standards and the PARCC Assessments, the accountability landscape also evolved. As part of the process of implementing new standards and assessments, Maryland received flexibility on accountability determinations for schools that field tested the PARCC Assessments in the 2013-2014 school year. This means that most elementary and middle schools did not have new achievement, gap, and growth targets for 2014-2015 and the school retained the same School Progress Index (SPI) from the 2012-2013 school year. Schools also retained their designated Strand for Support, Intervention, and Recognition and will continue to be provided support at that level.

The Maryland Report Card and website have been updated to reflect these changes. Thank you for your continued support as we work to ensure success for all Maryland students.

Jack R. Smith, Ph.D.

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Attendance Rate %	State 2015	State 2014
Elementary	95.4	95.7
Middle	95.0	95.4
High	92.4	92.7

Cohort Graduation Rate%	State 2015	State 2014
Class of 2014 (4-Year Rate)		86.39
Class of 2014 (5-Year Rate)	88.70	

Teacher Qualifications	State 2015	State 2014
% of certificates:		
Standard Professional	27.4	27.2
Advanced Professional	65.2	65.5
Resident Teacher	1.1	0.7
Conditional Teacher	1.5	1.0

% of classes NOT taught by highly qualified teachers	State 2015	State 2014
All Quartiles	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

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.

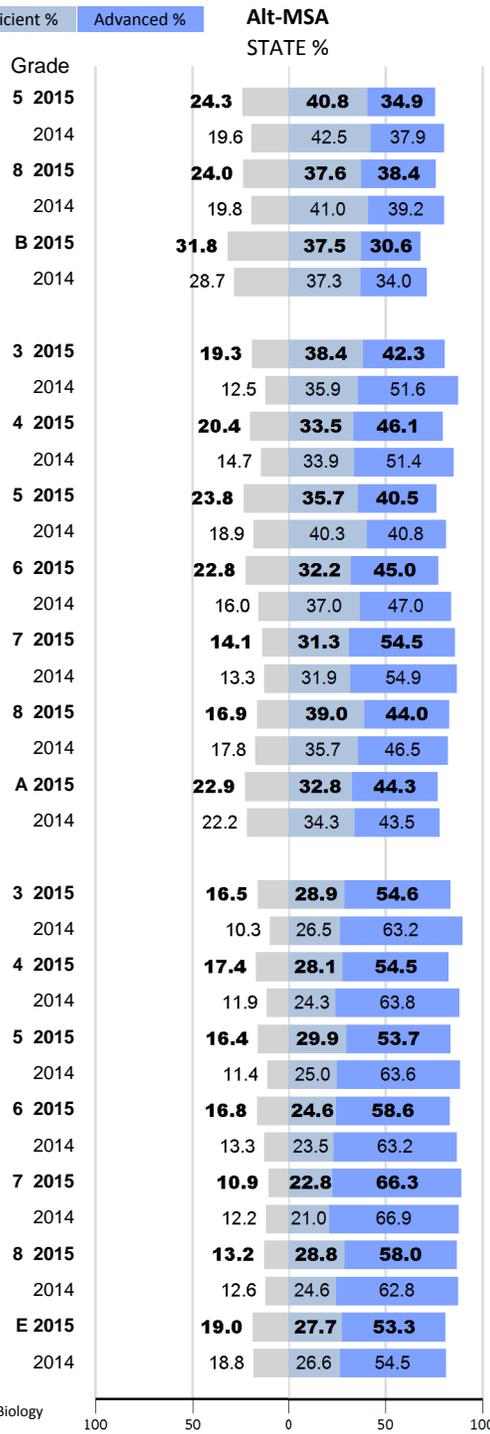
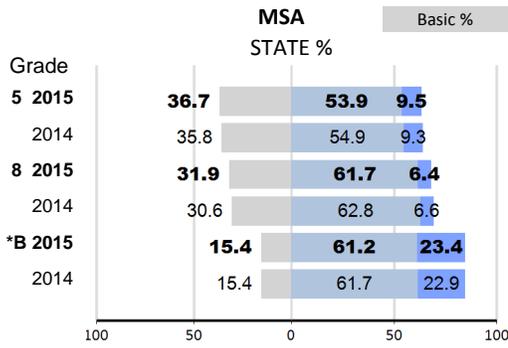
Maryland State

MSA Science and Alt-MSA Proficiency Levels

Science

Mathematics

Reading



*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.

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

*Reading:

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

*English:

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

*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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

*Algebra/Data Analysis:

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

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	%
English/Language Arts 3	65088	13108	20.1	12816	19.7	14322	22.0	21951	33.7	2891	4.4
English/Language Arts 4	63792	8012	12.6	12855	20.2	17329	27.2	20718	32.5	4878	7.6
English/Language Arts 5	63331	7528	11.9	13204	20.8	17245	27.2	23353	36.9	2001	3.2
English/Language Arts 6	62055	7353	11.8	13429	21.6	18848	30.4	19893	32.1	2532	4.1
English/Language Arts 7	61200	10536	17.2	11686	19.1	15297	25.0	17718	29.0	5963	9.7
English/Language Arts 8	59335	10111	17.0	10969	18.5	14240	24.0	19839	33.4	4176	7.0
English/Language Arts 10	55651	11886	21.4	10044	18.0	11628	20.9	15650	28.1	6443	11.6
Mathematics 3	65594	9748	14.9	14771	22.5	17224	26.3	19600	29.9	4251	6.5
Mathematics 4	64290	8870	13.8	18133	28.2	17579	27.3	17957	27.9	1751	2.7
Mathematics 5	63828	8337	13.1	18491	29.0	17946	28.1	16441	25.8	2613	4.1
Mathematics 6	62194	8473	13.6	17837	28.7	17552	28.2	16345	26.3	1987	3.2
Mathematics 7	55010	7181	13.1	17630	32.0	18528	33.7	11036	20.1	635	1.2
Mathematics 8	41166	11971	29.1	11126	27.0	8530	20.7	8056	19.6	1483	3.6
Algebra I	61842	8047	13.0	17712	28.6	16757	27.1	18194	29.4	1132	1.8
Algebra II	40580	13057	32.2	10917	26.9	8430	20.8	7820	19.3	356	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

REWARD, PRIORITY, FOCUS SCHOOLS

The flexibility Maryland received in May 2012 from the U. S. Department of Education from some provisions of No Child Left Behind (NCLB), the most recent version of the federal government's Elementary and Secondary Education Act (ESEA), does not retreat from Maryland's long-standing work to improve schools through accountability. However, it does make some fundamental changes to the way the State implements accountability measures going forward. The NCLB continuum of sanctions known as the School Improvement Process and its measuring system, known as Adequate Yearly Progress (AYP), are no longer part of Maryland's accountability system. As part of the new accountability system, Maryland has identified three groups of Title I schools (Reward, Priority, and Focus) to allow for the most specialized attention and support for each specific school and to focus on closing the achievement gaps within all schools.

Reward Schools (17)

- Reward Schools are recognized in two categories: Title I Highest **Performing** Reward Schools (Category 1) and Title I Highest **Progress** Reward Schools (Category 2). Reward Schools are identified annually and this year there are 17 schools statewide that meet the criteria for Reward Schools as defined in the ESEA Flexibility document. Maryland has 13 schools that have been identified as Highest **Performing** Reward Schools and 4 schools that have been identified as Highest **Progress** Reward Schools. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Students who participated in the field test did not take the Maryland State Assessment. Therefore, due to this waiver, Maryland did not choose new reward schools for 2013-2014. One school was removed, as it was no longer a Title 1 school.

Category 1 Schools

- Title I Highest **Performing** Reward Schools will have met the AMOs for "all students" and all subgroups for two consecutive years and have a 10 percent or less achievement gap between "all students" and subgroups and the school is designated in Strand 1 or 2 for two consecutive years. For this school year, all 14 Category 1 schools are identified as Highest Performing Rewards Schools.
- Of the schools that are considered Highest **Performing** Reward Schools, those that are additionally in the top 10 percent of all Title I schools, indicating the maximum amount of improvement in student performance on MSA tests from 2009-2013, will be designated as **Distinguished Highest Performing** Reward Schools. No schools met the criteria for this school year.
- In addition, if a Highest Performing Reward School has improved its "all students" performance by at least 10 percentage points and the school is made up of 50 percent or more economically disadvantaged students, it will receive the title of a **Superlative Highest Performing Reward School**. No schools met the criteria for this school year.

Category 2 Schools

Highest **Progress** Reward Schools are those Title I schools that have significantly reduced the gap in achievement between the subgroups from 2009-2013. These schools must have made at least 10 percentage point gain in the "all students" and have a 10 percent or less gap between the performance of "all students" and that of any other performing subgroup.

Baltimore City (6)

Wolfe Street Academy*
John Eager Elementary
Liberty Elementary
Mary Ann Winterling Elementary at Bentalou*
Govans Elementary*

New Song Elementary*

Baltimore County (5)
Chadwick Elementary*
Lansdowne Elementary*
Chase Elementary*
Sandalwood Elementary*
Millbrook Elementary*

Dorchester County (1)

Hurlock Elementary**
Garrett County (1)
Crellin Elementary*
Kent County (1)
Millington Elementary*
Prince George's County (1)
Robert R. Gray Elementary **

Worcester County (2)

Pocomoke Elementary*
Snow Hill Elementary*

*Highest Performing Reward
**Highest Progress Reward

Priority Schools (15)

Priority Schools are 5 percent of all Title I schools that are the lowest achieving on MSA or Tier I or Tier II School Improvement 1003(g) Grant (SIG) schools. These schools have not reached adequate performance standards in reading and mathematics for the "all students" subgroup, not just for low-performing subgroup populations. Schools or local education agencies have the option to use one of the USDE approved "turnaround models" or they can develop their own measures to implement to improve the school. If a school chooses to use its own model it must address a number of turnaround principles including strong leadership, effective teachers and instruction, additional time for student learning, school instructional programs, a safe school environment, and family and community engagement. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Priority Status. One school was removed because it closed.

Baltimore City (9)

Augusta Fells Savage Institute of Visual Arts High
Baltimore IT Academy Middle/High
Benjamin Franklin @Masonville Cove Middle/High

Booker T. Washington Middle
Calverton Elementary/Middle
Cherry Hill Elementary/Middle
Commodore John Rogers Elementary/Middle
Frederick Douglas High

Steuart Hill Academy
Middle/High
Prince George's County (6)
Benjamin Stoddert Middle
Drew-Freeman Middle

G. James Gholson Middle
Oxon Hill Middle
Thomas Johnson Middle
Thurgood Marshall Middle

Focus Schools (41)

Focus Schools are 10 percent of all Title I schools having the largest gap between the "all students" subgroup and the lowest-performing subgroup or a Title I eligible high school with graduation rates 60 percent or lower. These schools are unique in that they do not require whole school reform measures, rather school interventions will focus on one or two subgroups that are low achieving and contribute to an increased achievement gap between other subgroups of students in the school. Focus schools will be expected to collect and analyze data to identify problematic areas of instruction and learning. This will allow schools and LEAs to address their identified areas of need through professional development, parental involvement, instructional teams, and the development of other specialized strategies that they deem necessary. These measures will be monitored by LEAs and MSDE to ensure that they effectively work to close the gaps between subgroups and all students within the school, thus improving the overall performance of the school. Focus Schools are identified every three years. For School year 2013-2014, Maryland was granted a waiver for students to participate in the PARCC field test. Due to this waiver, Maryland did not exit any schools from Focus School Status.

Anne Arundel County (1)

Georgetown East Elementary

Baltimore City (13)

Dallas F. Nicholas Sr. Elementary
Francis Scott Key Elementary/Middle
Glenmont Elementary/Middle
Graceland Park/O'Donnell Heights Elementary
Hampstead Hill Academy
Hazelwood Elementary
Highlandtown Elementary
Langston Hughes Elementary
Margaret Brent Elementary
Moravia Park Elementary/Middle
Northeast Middle

Robert W. Coleman Elementary

Southwest Baltimore Charter

Baltimore County (4)

Featherbed Lan Elementary
Riverview Elementary
Sandy Plains Elementary
Winfield Elementary
Carroll County (1)
Robert Moton Elementary
Charles County (3)
C. Paul Barnhart Elementary
Dr. Samuel A. Mudd Elementary
Mt. Hope/Nanjemoy Elementary
Dorchester County (1)
Choptank Elementary

Harford County (1)

William Paca/Old Post Rd Elementary

Howard County (4)

Bryant Woods Elementary
Guilford Elementary
Laurel Woods Elementary
Swansfield Elementary
Kent County (1)
Kent County Middle
Montgomery County (2)
Brookhaven Elementary
Kemp Hill Elementary
Prince George's County (5)
Andrew Jackson Academy

Carrollton Elementary

Charles Carroll Middle
Gaywood Elementary
William Wirt Middle
St. Mary's County (2)
George Washington Carver Elementary
Park Hall Elementary
Talbot County (1)
Easton Elementary
Washington County (1)
Eastern Elementary
Wicomico County (1)
Prince Street Elementary

Allegany County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.3	94.5	95.0	95.4
High	93.6	93.2	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		91.51	86.39
Class of 2014 (5-Year Rate)	91.69		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	11.0	11.5	27.4	27.2
Advanced Professional	88.3	87.0	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	0.4	0.7	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	0.0	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	0.0	0.0	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	621	65088	128	13108	20.6	20.1	143	12816	23.0	19.7	163	14322	26.2	22.0	172	21951	27.7	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	598	63792	54	8012	9.0	12.6	130	12855	21.7	20.2	192	17329	32.1	27.2	183	20718	30.6	32.5	39	4878	6.5	7.6
<i>English/Language Arts 5</i>	662	63331	63	7528	9.5	11.9	151	13204	22.8	20.8	228	17245	34.4	27.2	207	23353	31.3	36.9	*	2001	≤5.0	3.2
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<i>English/Language Arts 10</i>	553	55651	234	11886	42.3	21.4	115	10044	20.8	18.0	108	11628	19.5	20.9	90	15650	16.3	28.1	*	6443	≤5.0	11.6
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<i>Algebra II</i>	398	40580	155	13057	38.9	32.2	145	10917	36.4	26.9	75	8430	18.8	20.8	23	7820	5.8	19.3	*	356	≤5.0	0.9

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.

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Level 2: Partially met expectations

Level 3: Approached expectations

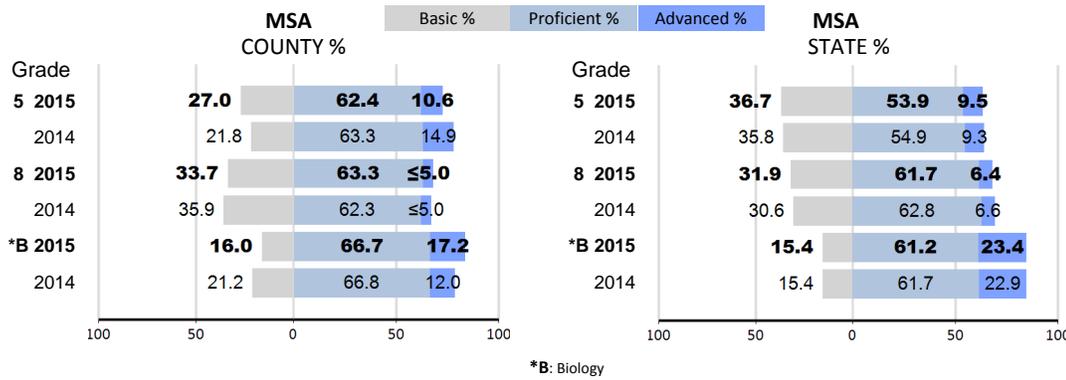
Level 4: Met expectations

Level 5: Exceeded expectations

Allegany County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

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Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

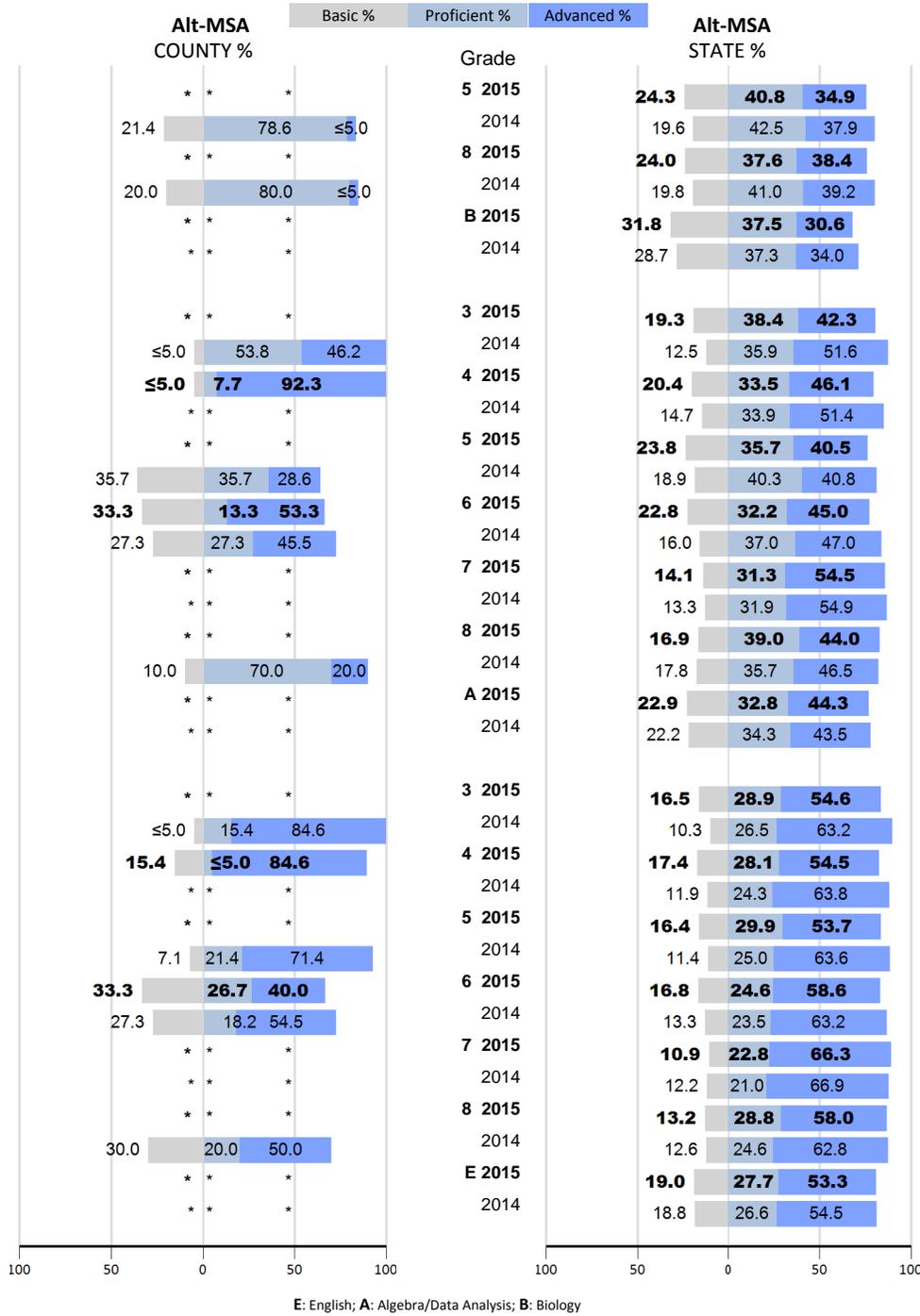
Allegany County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	93.0	93.3	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		87.75	86.39
Class of 2014 (5-Year Rate)	89.68		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	30.1	29.3	27.4	27.2
Advanced Professional	66.3	66.1	65.2	65.5
Resident Teacher	0.3	0.1	1.1	0.7
Conditional Teacher	1.9	1.4	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	6.5	6.5	8.4	7.6
Elementary Low Poverty	3.7	4.0	2.9	3.0
Elementary High Poverty	0.5	2.8	10.5	11.4
Secondary Low Poverty	8.1	7.6	6.7	6.0
Secondary High Poverty	15.9	11.7	17.7	15.7

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
<i>English/Language Arts 3</i>	6036	65088	633	13108	10.5	20.1	842	12816	13.9	19.7	1187	14322	19.7	22.0	2845	21951	47.1	33.7	529	2891	8.8	4.4
<i>English/Language Arts 4</i>	5895	63792	420	8012	7.1	12.6	937	12855	15.9	20.2	1535	17329	26.0	27.2	2336	20718	39.6	32.5	667	4878	11.3	7.6
<i>English/Language Arts 5</i>	5927	63331	456	7528	7.7	11.9	996	13204	16.8	20.8	1594	17245	26.9	27.2	2614	23353	44.1	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	5811	62055	548	7353	9.4	11.8	1148	13429	19.8	21.6	1833	18848	31.5	30.4	2097	19893	36.1	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	5729	61200	816	10536	14.2	17.2	1006	11686	17.6	19.1	1450	15297	25.3	25.0	1870	17718	32.6	29.0	587	5963	10.2	9.7
<i>English/Language Arts 8</i>	5477	59335	591	10111	10.8	17.0	859	10969	15.7	18.5	1296	14240	23.7	24.0	2219	19839	40.5	33.4	512	4176	9.3	7.0
<i>English/Language Arts 10</i>	5250	55651	1089	11886	20.7	21.4	949	10044	18.1	18.0	1172	11628	22.3	20.9	1503	15650	28.6	28.1	537	6443	10.2	11.6
<i>Mathematics 3</i>	6062	65594	579	9748	9.6	14.9	1168	14771	19.3	22.5	1483	17224	24.5	26.3	2253	19600	37.2	29.9	579	4251	9.6	6.5
<i>Mathematics 4</i>	5911	64290	523	8870	8.8	13.8	1433	18133	24.2	28.2	1669	17579	28.2	27.3	2122	17957	35.9	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	5945	63828	387	8337	6.5	13.1	1460	18491	24.6	29.0	1871	17946	31.5	28.1	1923	16441	32.3	25.8	304	2613	5.1	4.1
<i>Mathematics 6</i>	5771	62194	570	8473	9.9	13.6	1575	17837	27.3	28.7	1698	17552	29.4	28.2	1789	16345	31.0	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	5720	55010	465	7181	8.1	13.1	1535	17630	26.8	32.0	1997	18528	34.9	33.7	1643	11036	28.7	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	3394	41166	826	11971	24.3	29.1	1083	11126	31.9	27.0	993	8530	29.3	20.7	483	8056	14.2	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	5217	61842	539	8047	10.3	13.0	1272	17712	24.4	28.6	1382	16757	26.5	27.1	1850	18194	35.5	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	4395	40580	1482	13057	33.7	32.2	1305	10917	29.7	26.9	929	8430	21.1	20.8	670	7820	15.2	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

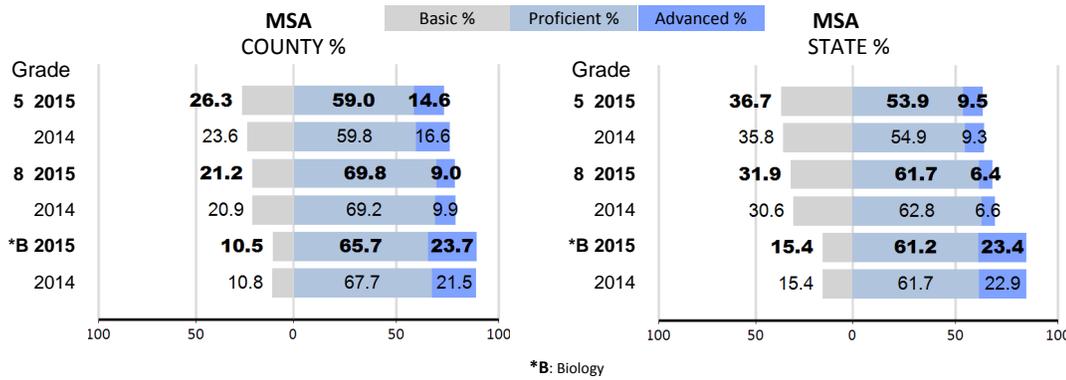
Level 4: Met expectations

Level 5: Exceeded expectations

Anne Arundel 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

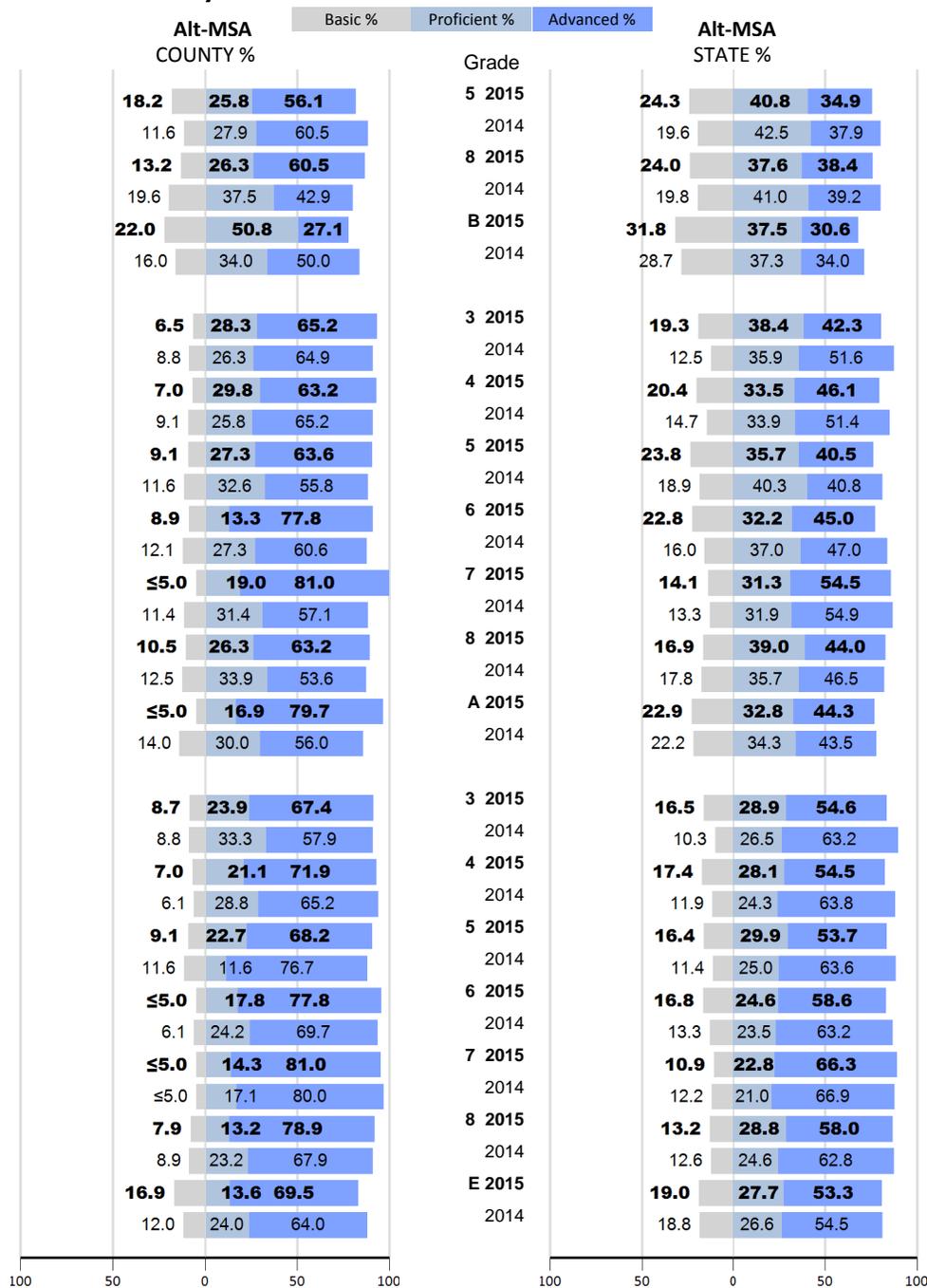
Anne Arundel County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	93.0	93.2	95.4	95.7
Middle	92.1	93.5	95.0	95.4
High	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	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	26.6	27.9	27.4	27.2
Advanced Professional	49.2	47.6	65.2	65.5
Resident Teacher	7.4	2.8	1.1	0.7
Conditional Teacher	2.3	1.9	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	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

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	6300	65088	2022	13108	32.1	20.1	1734	12816	27.5	19.7	1260	14322	20.0	22.0	1203	21951	19.1	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	5927	63792	1950	8012	32.9	12.6	1921	12855	32.4	20.2	1334	17329	22.5	27.2	653	20718	11.0	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	5767	63331	1801	7528	31.2	11.9	1972	13204	34.2	20.8	1272	17245	22.1	27.2	706	23353	12.2	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	5307	62055	995	7353	18.7	11.8	1679	13429	31.6	21.6	1575	18848	29.7	30.4	950	19893	17.9	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	5024	61200	1942	10536	38.7	17.2	1330	11686	26.5	19.1	1051	15297	20.9	25.0	588	17718	11.7	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	4765	59335	1929	10111	40.5	17.0	1250	10969	26.2	18.5	924	14240	19.4	24.0	601	19839	12.6	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	3662	55651	1104	11886	30.1	21.4	785	10044	21.4	18.0	749	11628	20.5	20.9	762	15650	20.8	28.1	262	6443	7.2	11.6
<i>Mathematics 3</i>	6343	65594	1700	9748	26.8	14.9	1950	14771	30.7	22.5	1562	17224	24.6	26.3	1005	19600	15.8	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	5960	64290	1925	8870	32.3	13.8	2263	18133	38.0	28.2	1189	17579	19.9	27.3	556	17957	9.3	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	5794	63828	1757	8337	30.3	13.1	2230	18491	38.5	29.0	1212	17946	20.9	28.1	566	16441	9.8	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	5335	62194	1724	8473	32.3	13.6	2101	17837	39.4	28.7	1011	17552	19.0	28.2	454	16345	8.5	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	5094	55010	1381	7181	27.1	13.1	2196	17630	43.1	32.0	1115	18528	21.9	33.7	365	11036	7.2	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	4371	41166	2304	11971	52.7	29.1	1233	11126	28.2	27.0	587	8530	13.4	20.7	237	8056	5.4	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	4028	61842	1155	8047	28.7	13.0	1627	17712	40.4	28.6	853	16757	21.2	27.1	374	18194	9.3	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	2287	40580	1363	13057	59.6	32.2	545	10917	23.8	26.9	237	8430	10.4	20.8	129	7820	5.6	19.3	*	356	≤5.0	0.9

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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

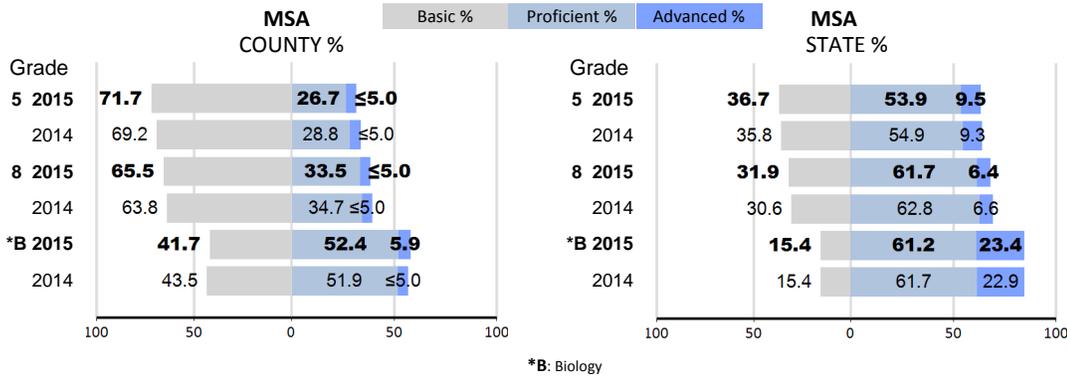
Level 4: Met expectations

Level 5: Exceeded expectations

Baltimore City

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.

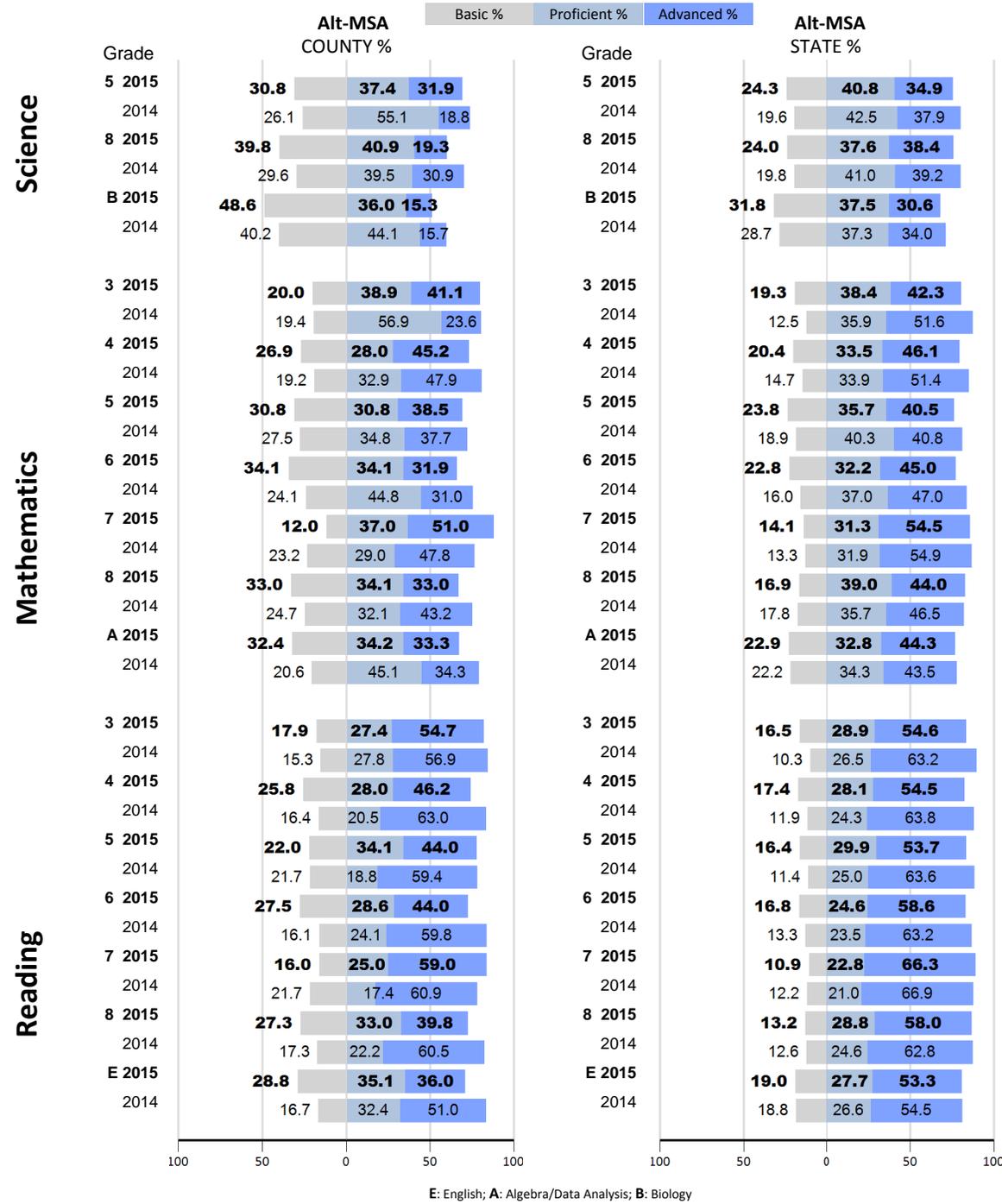
- Basic %**
Science:
 Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.
- Proficient %**
 Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.
- Advanced %**
 Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

- Biology:**
 Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
- Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
- Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Baltimore City

Alt-MSA Proficiency Levels



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

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.

Proficiency Level	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.8	≥ 95.0	95.0	95.4
High	92.1	93.3	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		87.63	86.39
Class of 2014 (5-Year Rate)	88.89		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	28.2	30.6	27.4	27.2
Advanced Professional	66.9	66.4	65.2	65.5
Resident Teacher	0.3	0.5	1.1	0.7
Conditional Teacher	1.7	1.3	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	7.4	5.9	8.4	7.6
Elementary Low Poverty	2.7	1.5	2.9	3.0
Elementary High Poverty	0.6	2.1	10.5	11.4
Secondary Low Poverty	8.7	7.5	6.7	6.0
Secondary High Poverty	12.4	10.4	17.7	15.7

Performance Level

	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
<i>English/Language Arts 3</i>	8395	65088	1331	13108	15.9	20.1	1592	12816	19.0	19.7	1948	14322	23.2	22.0	3049	21951	36.3	33.7	475	2891	5.7	4.4
<i>English/Language Arts 4</i>	8292	63792	598	8012	7.2	12.6	1443	12855	17.4	20.2	2340	17329	28.2	27.2	3099	20718	37.4	32.5	812	4878	9.8	7.6
<i>English/Language Arts 5</i>	8015	63331	590	7528	7.4	11.9	1505	13204	18.8	20.8	2272	17245	28.3	27.2	3324	23353	41.5	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	7786	62055	854	7353	11.0	11.8	1711	13429	22.0	21.6	2198	18848	28.2	30.4	2536	19893	32.6	32.1	487	2532	6.3	4.1
<i>English/Language Arts 7</i>	7486	61200	1128	10536	15.1	17.2	1435	11686	19.2	19.1	1920	15297	25.6	25.0	2152	17718	28.7	29.0	851	5963	11.4	9.7
<i>English/Language Arts 8</i>	7342	59335	1079	10111	14.7	17.0	1365	10969	18.6	18.5	1858	14240	25.3	24.0	2436	19839	33.2	33.4	604	4176	8.2	7.0
<i>English/Language Arts 10</i>	7083	55651	1679	11886	23.7	21.4	1242	10044	17.5	18.0	1396	11628	19.7	20.9	1846	15650	26.1	28.1	920	6443	13.0	11.6
<i>Mathematics 3</i>	8502	65594	1230	9748	14.5	14.9	2109	14771	24.8	22.5	2476	17224	29.1	26.3	2324	19600	27.3	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	8436	64290	1177	8870	14.0	13.8	2745	18133	32.5	28.2	2455	17579	29.1	27.3	1918	17957	22.7	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	8174	63828	1280	8337	15.7	13.1	2791	18491	34.1	29.0	2123	17946	26.0	28.1	1721	16441	21.1	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	7862	62194	1186	8473	15.1	13.6	2618	17837	33.3	28.7	2172	17552	27.6	28.2	1677	16345	21.3	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	5875	55010	920	7181	15.7	13.1	2517	17630	42.8	32.0	1928	18528	32.8	33.7	489	11036	8.3	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	3824	41166	1160	11971	30.3	29.1	828	11126	21.7	27.0	542	8530	14.2	20.7	1034	8056	27.0	19.6	260	1483	6.8	3.6
<i>Algebra I</i>	8271	61842	1461	8047	17.7	13.0	2744	17712	33.2	28.6	2205	16757	26.7	27.1	1776	18194	21.5	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	3774	40580	2120	13057	56.2	32.2	1047	10917	27.7	26.9	465	8430	12.3	20.8	*	7820	≤5.0	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

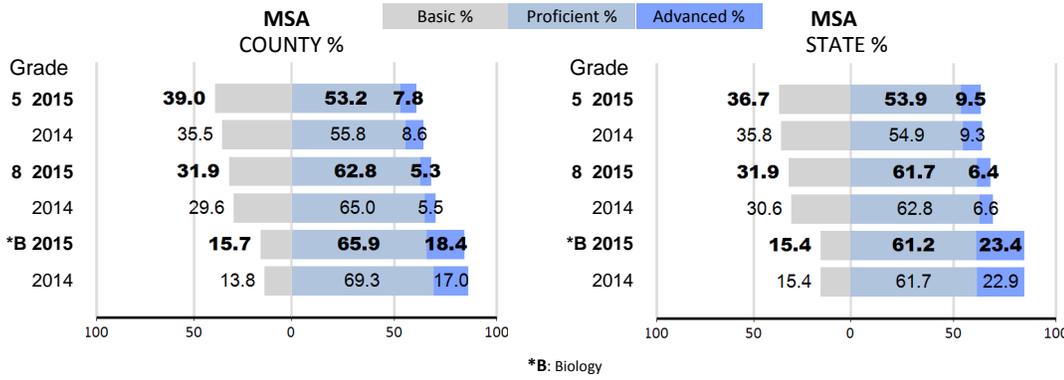
Level 4: Met expectations

Level 5: Exceeded expectations

Baltimore 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

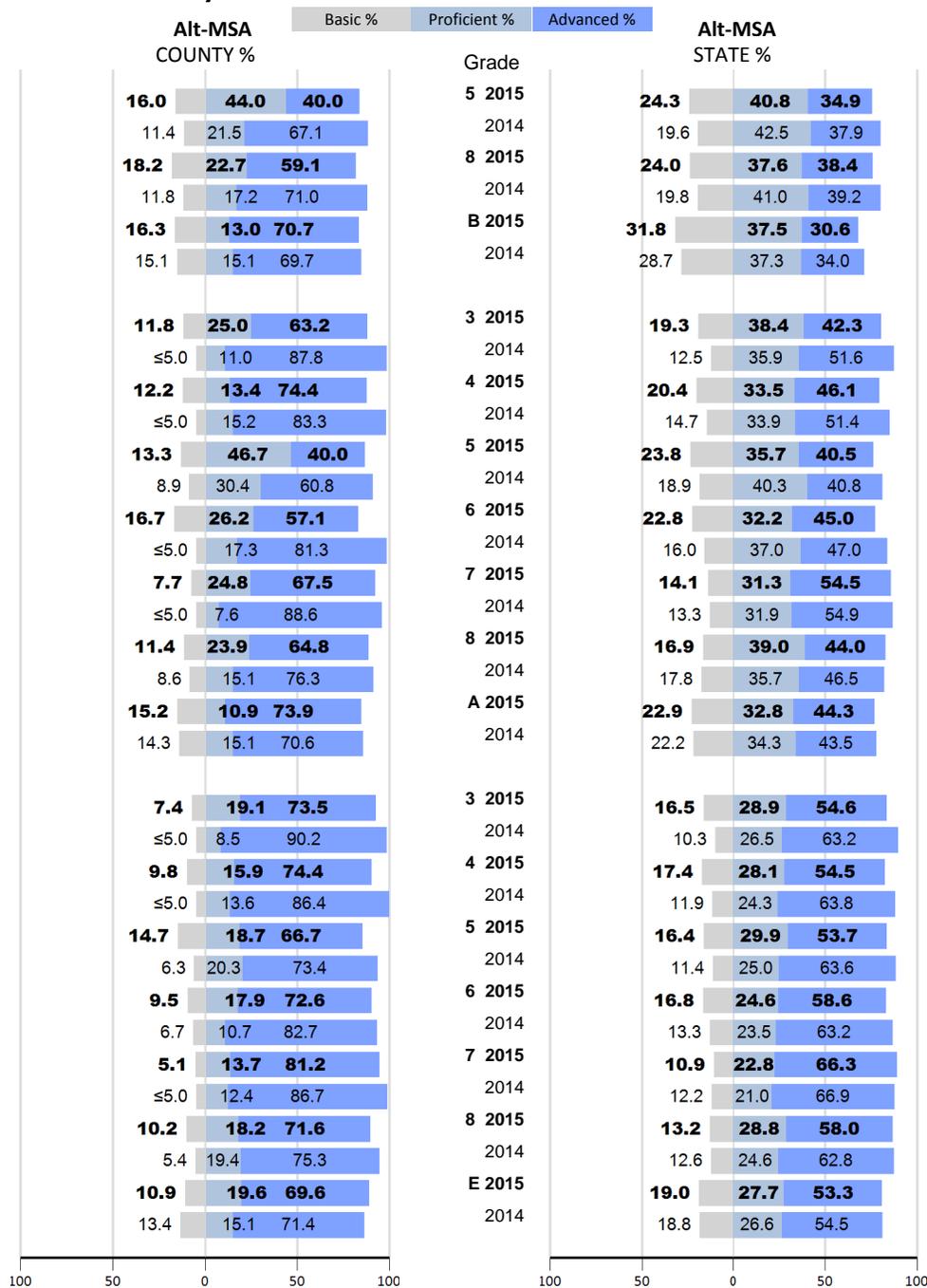
Baltimore County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

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

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	94.09	86.39
Class of 2014 (5-Year Rate)	≥ 95.00	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	12.1	11.0	27.4	27.2
Advanced Professional	85.9	88.1	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.6	0.4	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	6.3	5.3	8.4	7.6
Elementary Low Poverty	1.3	0.5	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	8.9	9.1	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	1079	65088	153	13108	14.2	20.1	180	12816	16.7	19.7	260	14322	24.1	22.0	440	21951	40.8	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	1105	63792	77	8012	7.0	12.6	138	12855	12.5	20.2	325	17329	29.4	27.2	474	20718	42.9	32.5	91	4878	8.2	7.6
<i>English/Language Arts 5</i>	1136	63331	91	7528	8.0	11.9	170	13204	15.0	20.8	355	17245	31.3	27.2	483	23353	42.5	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1260	62055	92	7353	7.3	11.8	207	13429	16.4	21.6	377	18848	29.9	30.4	512	19893	40.6	32.1	72	2532	5.7	4.1
<i>English/Language Arts 7</i>	1259	61200	122	10536	9.7	17.2	200	11686	15.9	19.1	340	15297	27.0	25.0	469	17718	37.3	29.0	128	5963	10.2	9.7
<i>English/Language Arts 8</i>	1215	59335	118	10111	9.7	17.0	170	10969	14.0	18.5	318	14240	26.2	24.0	500	19839	41.2	33.4	109	4176	9.0	7.0
<i>English/Language Arts 10</i>	1245	55651	140	11886	11.2	21.4	201	10044	16.1	18.0	264	11628	21.2	20.9	432	15650	34.7	28.1	208	6443	16.7	11.6
<i>Mathematics 3</i>	1080	65594	97	9748	9.0	14.9	175	14771	16.2	22.5	258	17224	23.9	26.3	468	19600	43.3	29.9	82	4251	7.6	6.5
<i>Mathematics 4</i>	1108	64290	64	8870	5.8	13.8	233	18133	21.0	28.2	325	17579	29.3	27.3	458	17957	41.3	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1136	63828	70	8337	6.2	13.1	243	18491	21.4	29.0	367	17946	32.3	28.1	406	16441	35.7	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	1261	62194	92	8473	7.3	13.6	314	17837	24.9	28.7	431	17552	34.2	28.2	401	16345	31.8	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	877	55010	79	7181	9.0	13.1	290	17630	33.1	32.0	417	18528	47.5	33.7	91	11036	10.4	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	578	41166	134	11971	23.2	29.1	236	11126	40.8	27.0	176	8530	30.4	20.7	32	8056	5.5	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	1335	61842	*	8047	≤5.0	13.0	324	17712	24.3	28.6	562	16757	42.1	27.1	388	18194	29.1	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	1382	40580	587	13057	42.5	32.2	431	10917	31.2	26.9	274	8430	19.8	20.8	90	7820	6.5	19.3	*	356	≤5.0	0.9

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

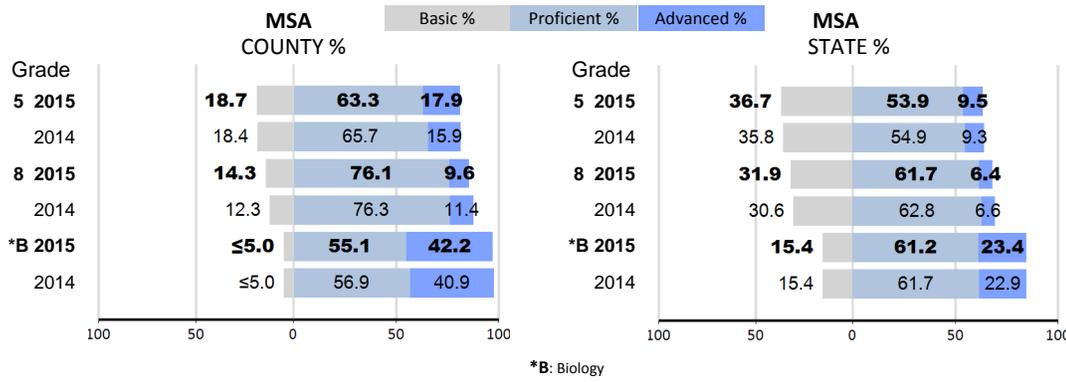
Level 4: Met expectations

Level 5: Exceeded expectations

Calvert 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

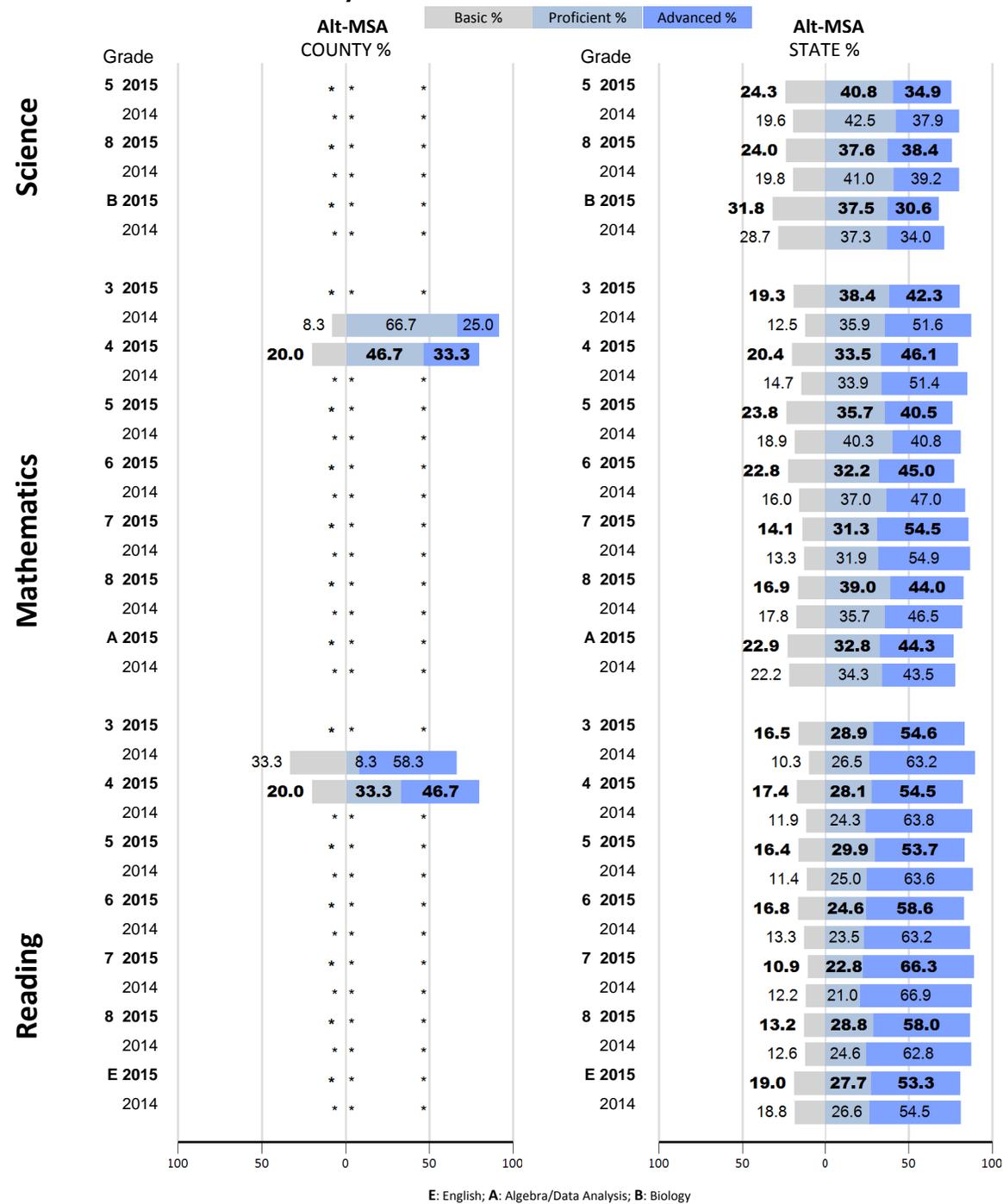
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Calvert County

Alt-MSA Proficiency Levels



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

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.

Proficiency Level	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.6	≥ 95.0	95.0	95.4
High	93.1	93.0	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		81.94	86.39
Class of 2014 (5-Year Rate)	85.68		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	36.3	36.4	27.4	27.2
Advanced Professional	61.6	61.1	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.1	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	4.4	2.4	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	0.0	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	*	0.0	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	428	65088	100	13108	23.4	20.1	89	12816	20.8	19.7	104	14322	24.3	22.0	131	21951	30.6	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	416	63792	47	8012	11.3	12.6	97	12855	23.3	20.2	124	17329	29.8	27.2	127	20718	30.5	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	402	63331	37	7528	9.2	11.9	76	13204	18.9	20.8	125	17245	31.1	27.2	161	23353	40.0	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	386	62055	40	7353	10.4	11.8	92	13429	23.8	21.6	130	18848	33.7	30.4	120	19893	31.1	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	425	61200	89	10536	20.9	17.2	93	11686	21.9	19.1	115	15297	27.1	25.0	107	17718	25.2	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	392	59335	52	10111	13.3	17.0	93	10969	23.7	18.5	116	14240	29.6	24.0	117	19839	29.8	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	377	55651	44	11886	11.7	21.4	65	10044	17.2	18.0	95	11628	25.2	20.9	127	15650	33.7	28.1	46	6443	12.2	11.6
<i>Mathematics 3</i>	429	65594	58	9748	13.5	14.9	98	14771	22.8	22.5	123	17224	28.7	26.3	145	19600	33.8	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	417	64290	35	8870	8.4	13.8	95	18133	22.8	28.2	159	17579	38.1	27.3	119	17957	28.5	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	404	63828	35	8337	8.7	13.1	91	18491	22.5	29.0	154	17946	38.1	28.1	120	16441	29.7	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	387	62194	39	8473	10.1	13.6	99	17837	25.6	28.7	133	17552	34.4	28.2	114	16345	29.5	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	425	55010	46	7181	10.8	13.1	96	17630	22.6	32.0	154	18528	36.2	33.7	124	11036	29.2	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	325	41166	44	11971	13.5	29.1	95	11126	29.2	27.0	114	8530	35.1	20.7	71	8056	21.8	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	433	61842	35	8047	8.1	13.0	112	17712	25.9	28.6	137	16757	31.6	27.1	144	18194	33.3	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	272	40580	46	13057	16.9	32.2	82	10917	30.1	26.9	81	8430	29.8	20.8	63	7820	23.2	19.3	*	356	≤5.0	0.9

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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

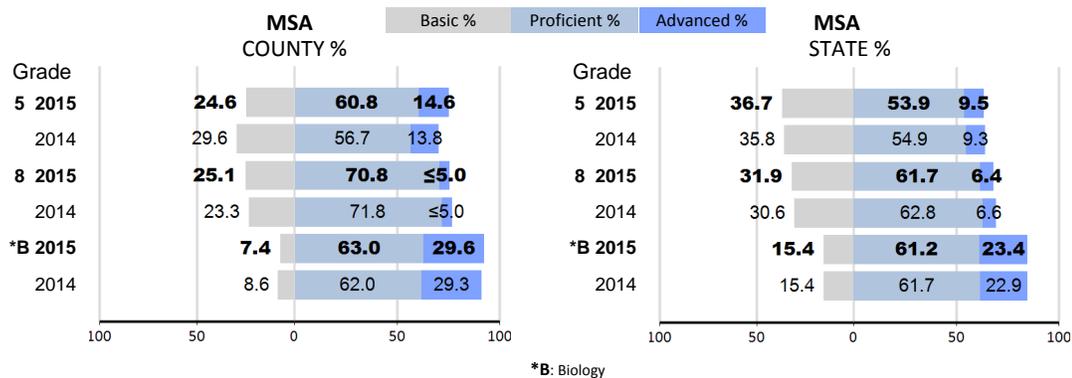
Level 4: Met expectations

Level 5: Exceeded expectations

Caroline 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

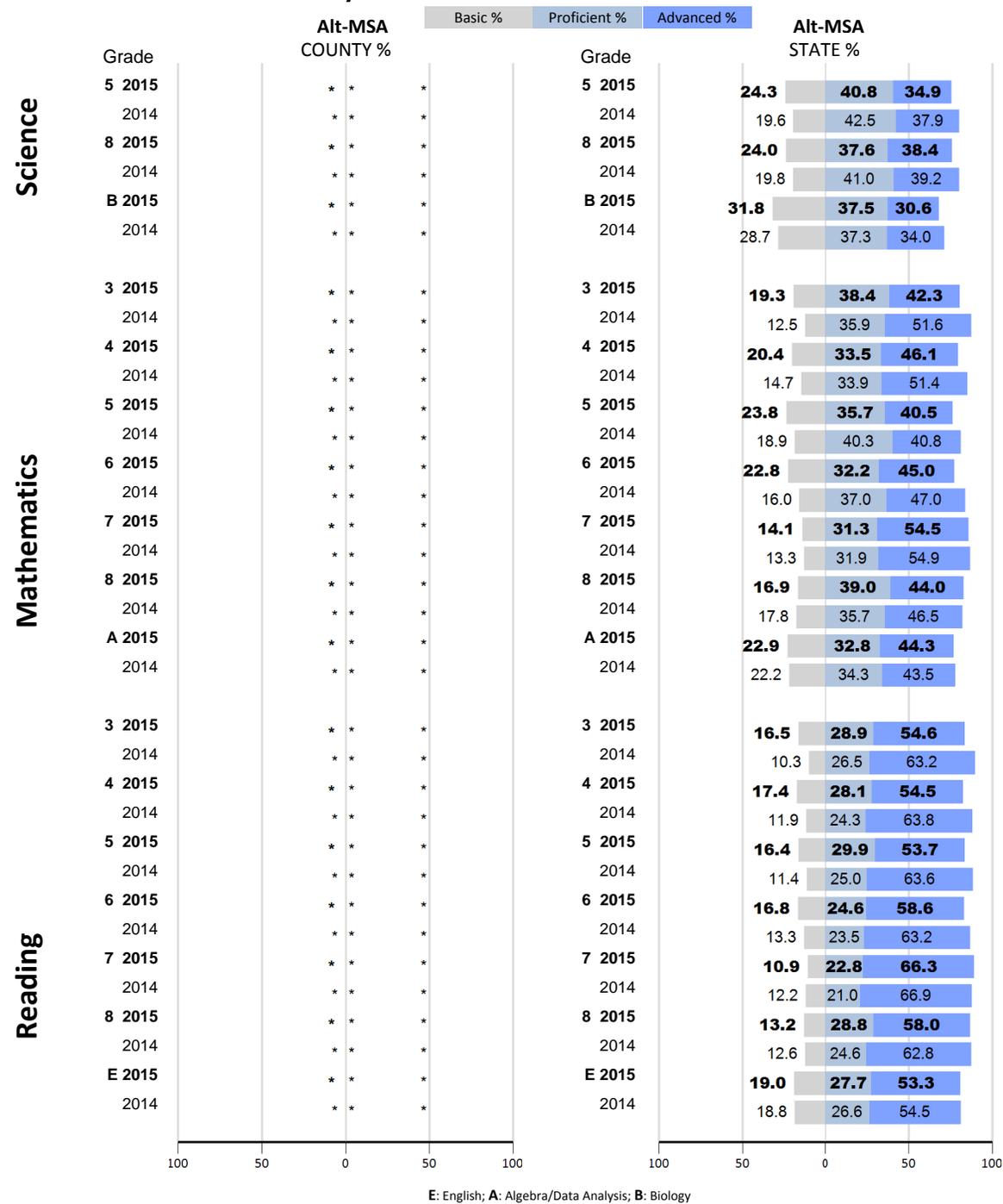
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Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Caroline County

Alt-MSA Proficiency Levels



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

Alternate Maryland School Assessment (Alt-MSA)

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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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

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

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	≥ 95.00	86.39
Class of 2014 (5-Year Rate)	≥ 95.00	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	30.7	29.5	27.4	27.2
Advanced Professional	66.6	68.2	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.7	0.7	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	7.4	6.1	8.4	7.6
Elementary Low Poverty	1.9	1.3	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	9.9	8.7	6.7	6.0
Secondary High Poverty	28.7	64.3	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	1811	65088	229	13108	12.6	20.1	297	12816	16.4	19.7	440	14322	24.3	22.0	772	21951	42.6	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	1865	63792	167	8012	9.0	12.6	238	12855	12.8	20.2	497	17329	26.6	27.2	796	20718	42.7	32.5	167	4878	9.0	7.6
<i>English/Language Arts 5</i>	1937	63331	137	7528	7.1	11.9	284	13204	14.7	20.8	545	17245	28.1	27.2	912	23353	47.1	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1981	62055	130	7353	6.6	11.8	337	13429	17.0	21.6	688	18848	34.7	30.4	740	19893	37.4	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	2027	61200	205	10536	10.1	17.2	291	11686	14.4	19.1	563	15297	27.8	25.0	758	17718	37.4	29.0	210	5963	10.4	9.7
<i>English/Language Arts 8</i>	1934	59335	178	10111	9.2	17.0	322	10969	16.6	18.5	525	14240	27.1	24.0	787	19839	40.7	33.4	122	4176	6.3	7.0
<i>English/Language Arts 10</i>	2035	55651	309	11886	15.2	21.4	302	10044	14.8	18.0	414	11628	20.3	20.9	713	15650	35.0	28.1	297	6443	14.6	11.6
<i>Mathematics 3</i>	1811	65594	*	9748	≤5.0	14.9	200	14771	11.0	22.5	487	17224	26.9	26.3	841	19600	46.4	29.9	212	4251	11.7	6.5
<i>Mathematics 4</i>	1866	64290	*	8870	≤5.0	13.8	267	18133	14.3	28.2	522	17579	28.0	27.3	909	17957	48.7	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1936	63828	*	8337	≤5.0	13.1	303	18491	15.7	29.0	598	17946	30.9	28.1	840	16441	43.4	25.8	116	2613	6.0	4.1
<i>Mathematics 6</i>	1983	62194	*	8473	≤5.0	13.6	356	17837	18.0	28.7	582	17552	29.3	28.2	846	16345	42.7	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	2029	55010	*	7181	≤5.0	13.1	391	17630	19.3	32.0	682	18528	33.6	33.7	821	11036	40.5	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	1574	41166	183	11971	11.6	29.1	358	11126	22.7	27.0	436	8530	27.7	20.7	574	8056	36.5	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	2691	61842	*	8047	≤5.0	13.0	472	17712	17.5	28.6	823	16757	30.6	27.1	1155	18194	42.9	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	2044	40580	364	13057	17.8	32.2	441	10917	21.6	26.9	469	8430	22.9	20.8	708	7820	34.6	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

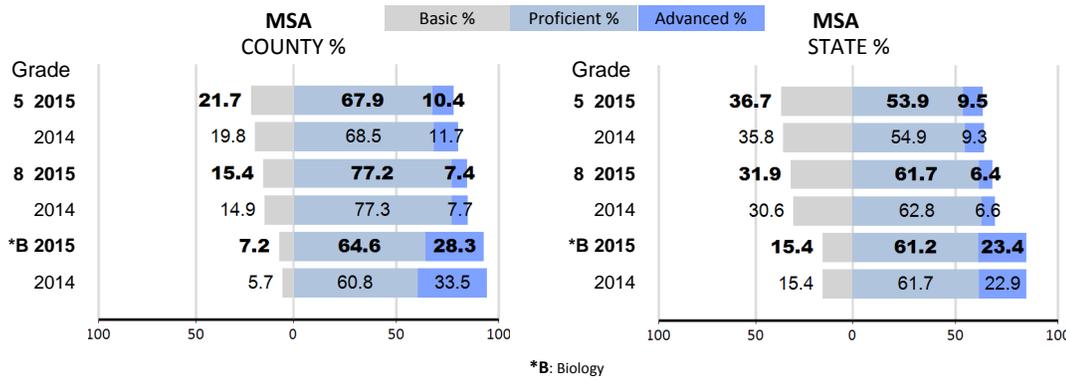
Level 4: Met expectations

Level 5: Exceeded expectations

Carroll 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

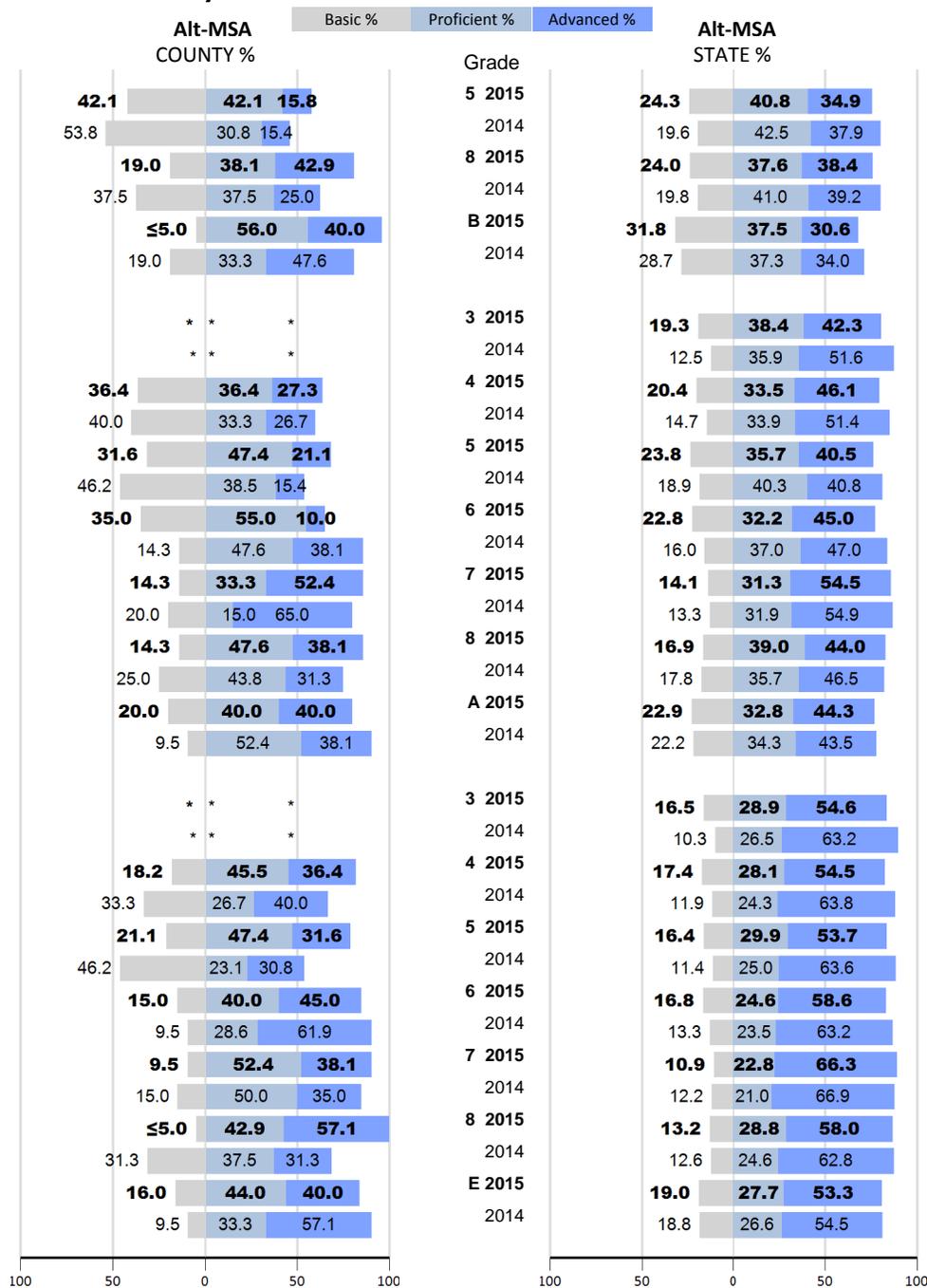
Carroll County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

***Reading:**

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

***English:**

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

***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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

***Algebra/Data Analysis:**

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

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*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.8	≥ 95.0	95.4	95.7
Middle	93.6	93.8	95.0	95.4
High	91.6	91.7	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	88.62	86.39
Class of 2014 (5-Year Rate)	89.90	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	27.2	26.4	27.4	27.2
Advanced Professional	70.3	70.3	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.3	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.0	2.3	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	3.4	1.0	6.7	6.0
Secondary High Poverty	12.9	0.0	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	1126	65088	266	13108	23.6	20.1	252	12816	22.4	19.7	269	14322	23.9	22.0	324	21951	28.8	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	1139	63792	141	8012	12.4	12.6	281	12855	24.7	20.2	335	17329	29.4	27.2	340	20718	29.9	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	1079	63331	117	7528	10.8	11.9	281	13204	26.0	20.8	364	17245	33.7	27.2	303	23353	28.1	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1100	62055	170	7353	15.5	11.8	286	13429	26.0	21.6	394	18848	35.8	30.4	235	19893	21.4	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	1160	61200	232	10536	20.0	17.2	252	11686	21.7	19.1	325	15297	28.0	25.0	294	17718	25.3	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	1117	59335	263	10111	23.5	17.0	243	10969	21.8	18.5	284	14240	25.4	24.0	292	19839	26.1	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	1133	55651	257	11886	22.7	21.4	214	10044	18.9	18.0	238	11628	21.0	20.9	341	15650	30.1	28.1	83	6443	7.3	11.6
<i>Mathematics 3</i>	1127	65594	153	9748	13.6	14.9	265	14771	23.5	22.5	374	17224	33.2	26.3	300	19600	26.6	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	1143	64290	135	8870	11.8	13.8	344	18133	30.1	28.2	364	17579	31.8	27.3	294	17957	25.7	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1081	63828	123	8337	11.4	13.1	358	18491	33.1	29.0	358	17946	33.1	28.1	226	16441	20.9	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	1100	62194	129	8473	11.7	13.6	294	17837	26.7	28.7	366	17552	33.3	28.2	284	16345	25.8	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	1165	55010	104	7181	8.9	13.1	348	17630	29.9	32.0	402	18528	34.5	33.7	295	11036	25.3	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	785	41166	240	11971	30.6	29.1	264	11126	33.6	27.0	200	8530	25.5	20.7	81	8056	10.3	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	984	61842	67	8047	6.8	13.0	228	17712	23.2	28.6	357	16757	36.3	27.1	320	18194	32.5	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	742	40580	187	13057	25.2	32.2	232	10917	31.3	26.9	182	8430	24.5	20.8	141	7820	19.0	19.3	*	356	≤5.0	0.9

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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

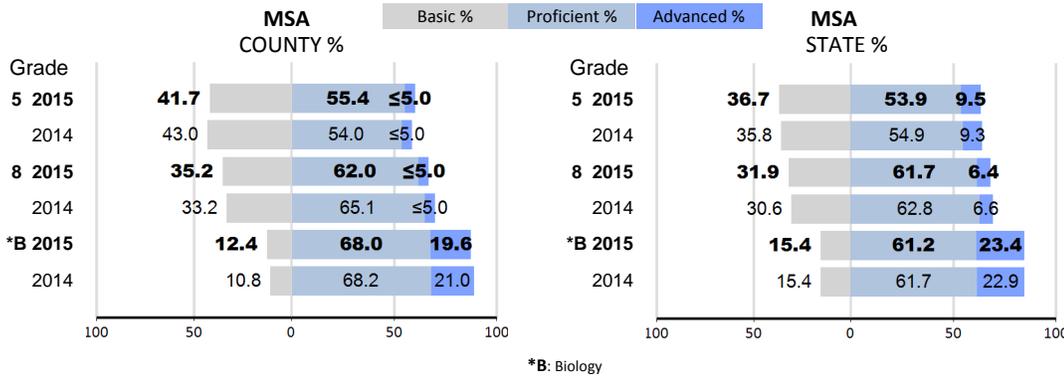
Level 4: Met expectations

Level 5: Exceeded expectations

Cecil 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

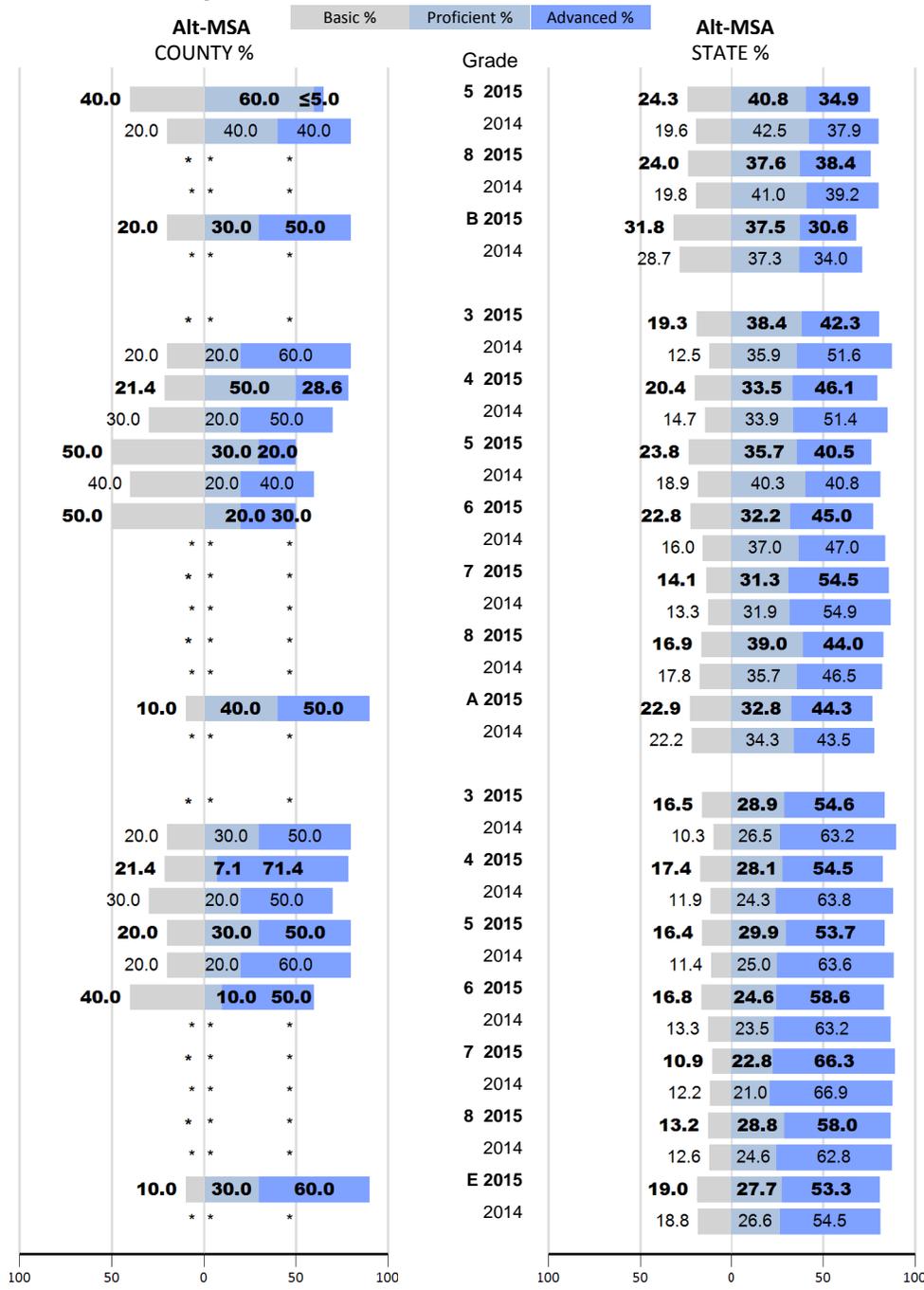
*Applies to Alt MSA only

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Proficiency Level	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	94.0	94.4	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		91.41	86.39
Class of 2014 (5-Year Rate)	93.68		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	33.6	34.9	27.4	27.2
Advanced Professional	61.7	62.7	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.6	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	5.9	4.0	8.4	7.6
Elementary Low Poverty	1.9	0.6	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	6.5	3.7	6.7	6.0
Secondary High Poverty	19.0	7.1	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	1849	65088	385	13108	20.8	20.1	406	12816	22.0	19.7	453	14322	24.5	22.0	553	21951	29.9	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	1850	63792	254	8012	13.7	12.6	409	12855	22.1	20.2	559	17329	30.2	27.2	535	20718	28.9	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	1846	63331	252	7528	13.7	11.9	413	13204	22.4	20.8	535	17245	29.0	27.2	603	23353	32.7	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1883	62055	256	7353	13.6	11.8	452	13429	24.0	21.6	603	18848	32.0	30.4	526	19893	27.9	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	1938	61200	386	10536	19.9	17.2	453	11686	23.4	19.1	564	15297	29.1	25.0	444	17718	22.9	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	1866	59335	349	10111	18.7	17.0	431	10969	23.1	18.5	482	14240	25.8	24.0	545	19839	29.2	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	1935	55651	413	11886	21.3	21.4	434	10044	22.4	18.0	473	11628	24.4	20.9	518	15650	26.8	28.1	*	6443	≤5.0	11.6
<i>Mathematics 3</i>	1848	65594	216	9748	11.7	14.9	412	14771	22.3	22.5	563	17224	30.5	26.3	573	19600	31.0	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	1851	64290	237	8870	12.8	13.8	544	18133	29.4	28.2	583	17579	31.5	27.3	470	17957	25.4	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1849	63828	263	8337	14.2	13.1	590	18491	31.9	29.0	533	17946	28.8	28.1	418	16441	22.6	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	1883	62194	242	8473	12.9	13.6	548	17837	29.1	28.7	568	17552	30.2	28.2	478	16345	25.4	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	1933	55010	201	7181	10.4	13.1	605	17630	31.3	32.0	686	18528	35.5	33.7	413	11036	21.4	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	1231	41166	431	11971	35.0	29.1	443	11126	36.0	27.0	255	8530	20.7	20.7	93	8056	7.6	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	1687	61842	171	8047	10.1	13.0	504	17712	29.9	28.6	488	16757	28.9	27.1	496	18194	29.4	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	930	40580	308	13057	33.1	32.2	385	10917	41.4	26.9	193	8430	20.8	20.8	*	7820	≤5.0	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

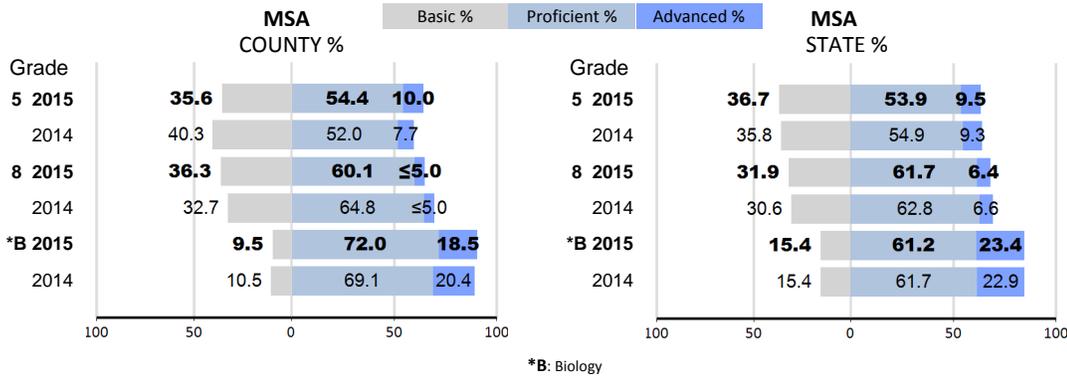
Level 4: Met expectations

Level 5: Exceeded expectations

Charles 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.

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

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

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

Biology:
 Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

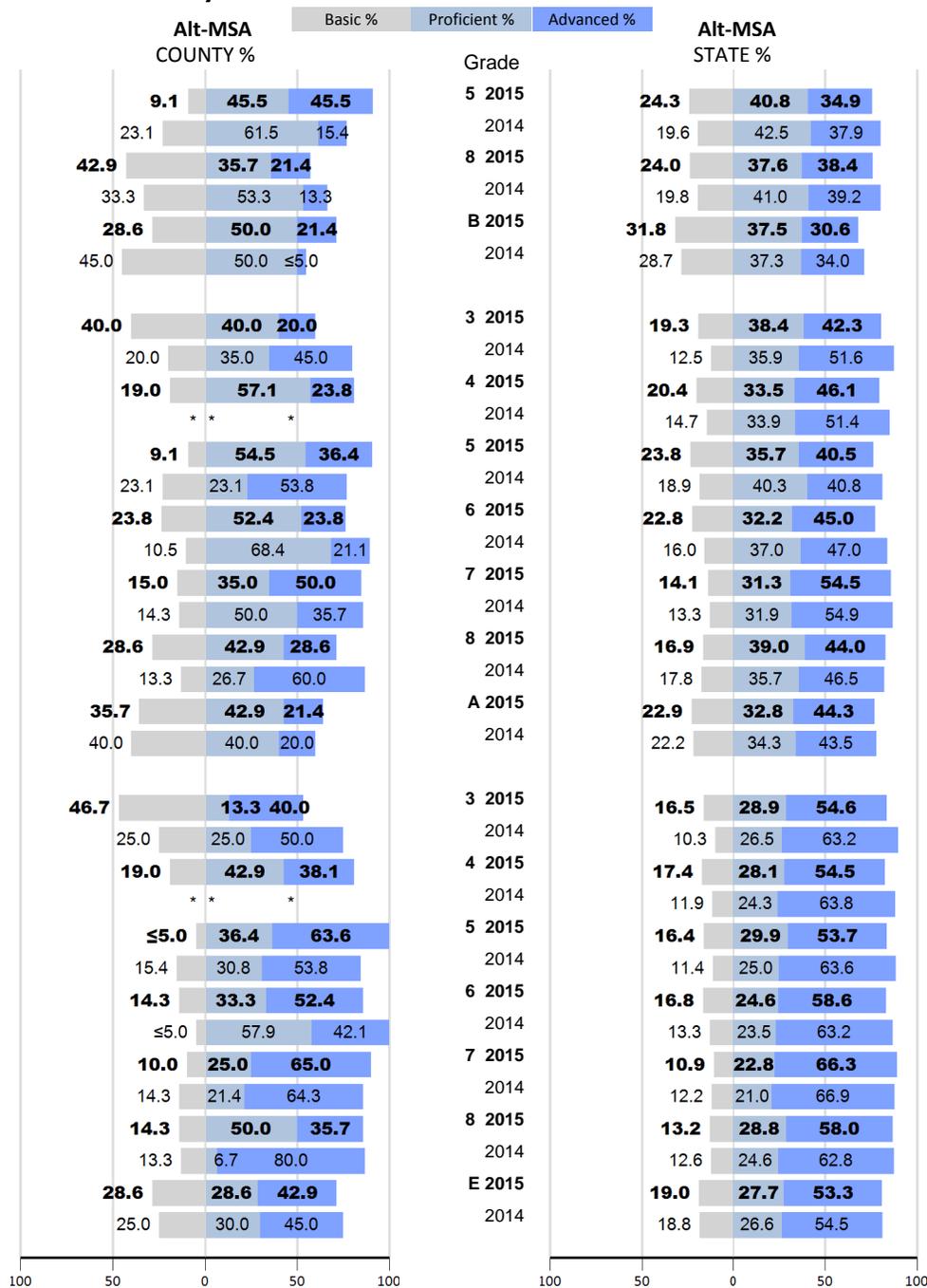
Charles County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.0	94.7	95.4	95.7
Middle	93.0	93.7	95.0	95.4
High	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		87.90	86.39
Class of 2014 (5-Year Rate)	87.46		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	43.4	34.0	27.4	27.2
Advanced Professional	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	2.3	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	6.9	4.3	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	375	65088	128	13108	34.1	20.1	114	12816	30.4	19.7	70	14322	18.7	22.0	62	21951	16.5	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	317	63792	64	8012	20.2	12.6	92	12855	29.0	20.2	81	17329	25.6	27.2	72	20718	22.7	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	362	63331	91	7528	25.1	11.9	101	13204	27.9	20.8	91	17245	25.1	27.2	79	23353	21.8	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	337	62055	105	7353	31.2	11.8	82	13429	24.3	21.6	87	18848	25.8	30.4	60	19893	17.8	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	287	61200	78	10536	27.2	17.2	94	11686	32.8	19.1	60	15297	20.9	25.0	45	17718	15.7	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	336	59335	96	10111	28.6	17.0	64	10969	19.0	18.5	92	14240	27.4	24.0	79	19839	23.5	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	266	55651	59	11886	22.2	21.4	53	10044	19.9	18.0	62	11628	23.3	20.9	73	15650	27.4	28.1	19	6443	7.1	11.6
<i>Mathematics 3</i>	375	65594	74	9748	19.7	14.9	93	14771	24.8	22.5	118	17224	31.5	26.3	82	19600	21.9	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	318	64290	36	8870	11.3	13.8	86	18133	27.0	28.2	89	17579	28.0	27.3	107	17957	33.6	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	361	63828	48	8337	13.3	13.1	121	18491	33.5	29.0	112	17946	31.0	28.1	74	16441	20.5	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	339	62194	95	8473	28.0	13.6	106	17837	31.3	28.7	83	17552	24.5	28.2	53	16345	15.6	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	290	55010	42	7181	14.5	13.1	110	17630	37.9	32.0	88	18528	30.3	33.7	50	11036	17.2	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	249	41166	108	11971	43.4	29.1	81	11126	32.5	27.0	45	8530	18.1	20.7	15	8056	6.0	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	435	61842	57	8047	13.1	13.0	170	17712	39.1	28.6	142	16757	32.6	27.1	66	18194	15.2	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	37	40580	12	13057	32.4	32.2	12	10917	32.4	26.9	12	8430	32.4	20.8	*	7820	≤5.0	19.3	*	356	≤5.0	0.9

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

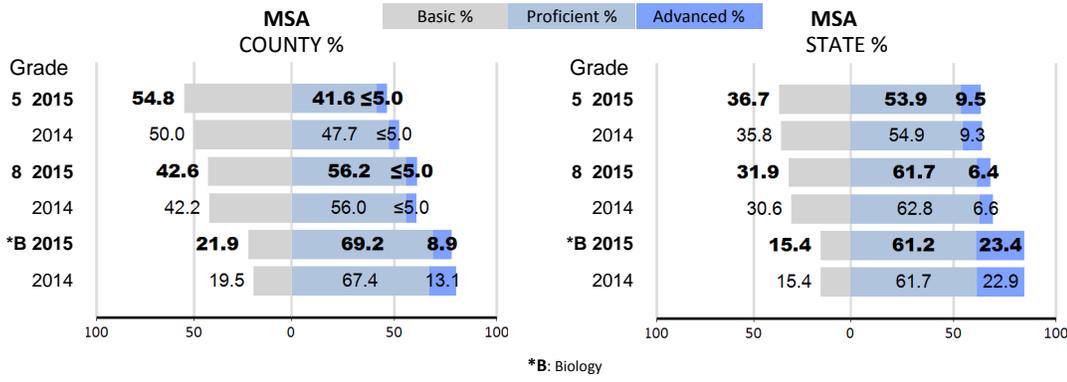
Level 4: Met expectations

Level 5: Exceeded expectations

Dorchester 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.

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

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

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

Biology:
Basic %
 Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

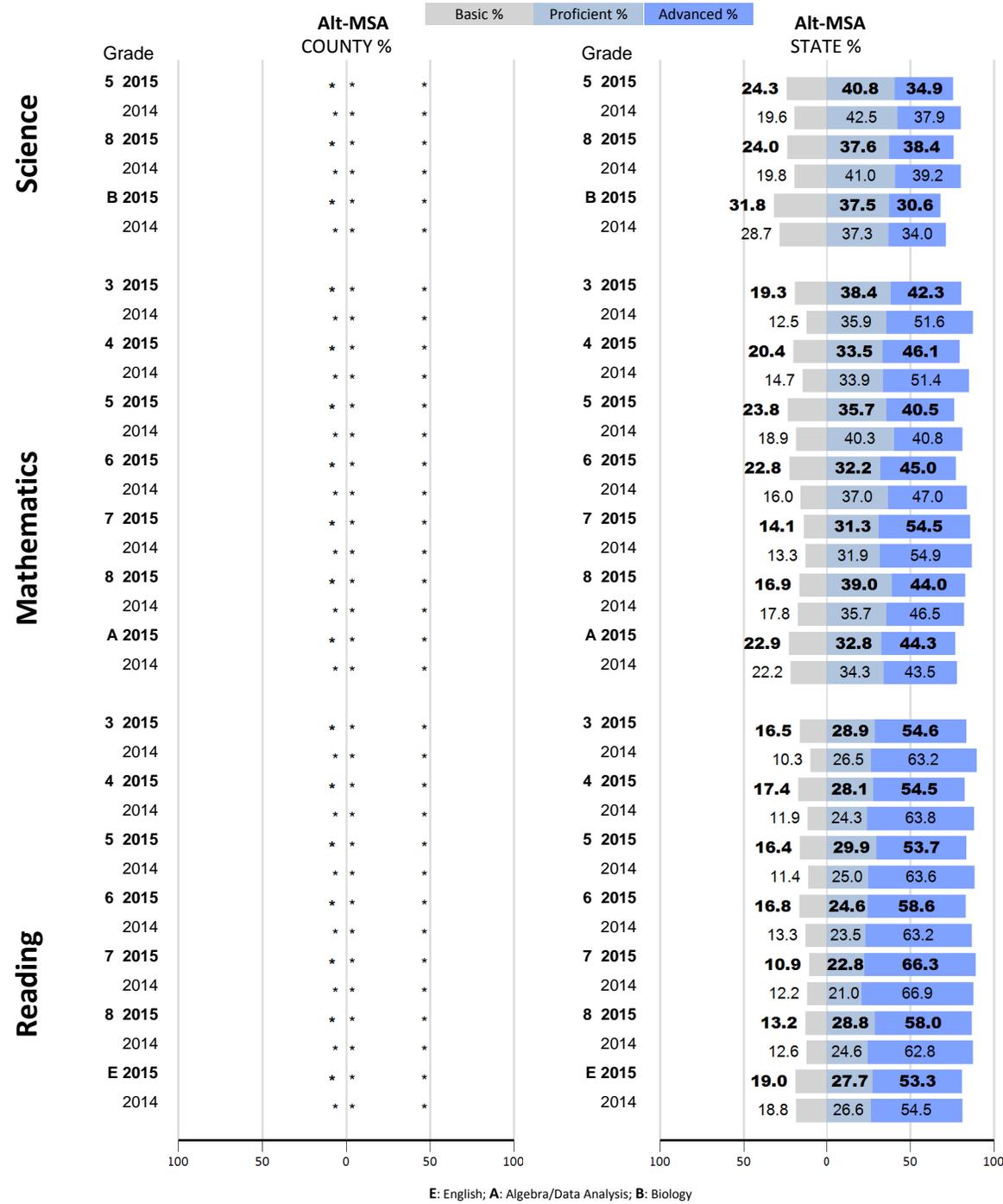
Proficient %
 Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Advanced %
 Students 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.

*Applies to Alt MSA only

Dorchester 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.

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

Proficiency Level	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	94.5	94.4	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		92.62	86.39
Class of 2014 (5-Year Rate)	93.70		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	25.3	23.4	27.4	27.2
Advanced Professional	72.4	72.7	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.4	0.3	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.6	3.5	8.4	7.6
Elementary Low Poverty	2.2	1.5	2.9	3.0
Elementary High Poverty	0.0	0.7	10.5	11.4
Secondary Low Poverty	3.7	5.5	6.7	6.0
Secondary High Poverty	4.7	*	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	3045	65088	277	13108	9.1	20.1	432	12816	14.2	19.7	625	14322	20.5	22.0	1445	21951	47.5	33.7	266	2891	8.7
<i>English/Language Arts 4</i>	2979	63792	200	8012	6.7	12.6	479	12855	16.1	20.2	829	17329	27.8	27.2	1211	20718	40.7	32.5	260	4878	8.7	7.6
<i>English/Language Arts 5</i>	2913	63331	188	7528	6.5	11.9	465	13204	16.0	20.8	810	17245	27.8	27.2	1362	23353	46.8	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	2956	62055	*	7353	≤5.0	11.8	479	13429	16.2	21.6	924	18848	31.3	30.4	1213	19893	41.0	32.1	206	2532	7.0	4.1
<i>English/Language Arts 7</i>	2909	61200	394	10536	13.5	17.2	549	11686	18.9	19.1	800	15297	27.5	25.0	920	17718	31.6	29.0	246	5963	8.5	9.7
<i>English/Language Arts 8</i>	2946	59335	363	10111	12.3	17.0	558	10969	18.9	18.5	819	14240	27.8	24.0	1015	19839	34.5	33.4	191	4176	6.5	7.0
<i>English/Language Arts 10</i>	3066	55651	499	11886	16.3	21.4	438	10044	14.3	18.0	572	11628	18.7	20.9	1093	15650	35.6	28.1	464	6443	15.1	11.6
<i>Mathematics 3</i>	3058	65594	190	9748	6.2	14.9	511	14771	16.7	22.5	780	17224	25.5	26.3	1208	19600	39.5	29.9	369	4251	12.1	6.5
<i>Mathematics 4</i>	2994	64290	191	8870	6.4	13.8	620	18133	20.7	28.2	870	17579	29.1	27.3	1231	17957	41.1	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	2922	63828	*	8337	≤5.0	13.1	604	18491	20.7	29.0	931	17946	31.9	28.1	1089	16441	37.3	25.8	171	2613	5.9	4.1
<i>Mathematics 6</i>	2971	62194	154	8473	5.2	13.6	660	17837	22.2	28.7	938	17552	31.6	28.2	1042	16345	35.1	26.3	177	1987	6.0	3.2
<i>Mathematics 7</i>	2921	55010	174	7181	6.0	13.1	669	17630	22.9	32.0	1030	18528	35.3	33.7	943	11036	32.3	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	2337	41166	346	11971	14.8	29.1	615	11126	26.3	27.0	770	8530	32.9	20.7	603	8056	25.8	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	3972	61842	315	8047	7.9	13.0	816	17712	20.5	28.6	1102	16757	27.7	27.1	1626	18194	40.9	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	1456	40580	240	13057	16.5	32.2	353	10917	24.2	26.9	389	8430	26.7	20.8	443	7820	30.4	19.3	*	356	≤5.0	0.9

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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

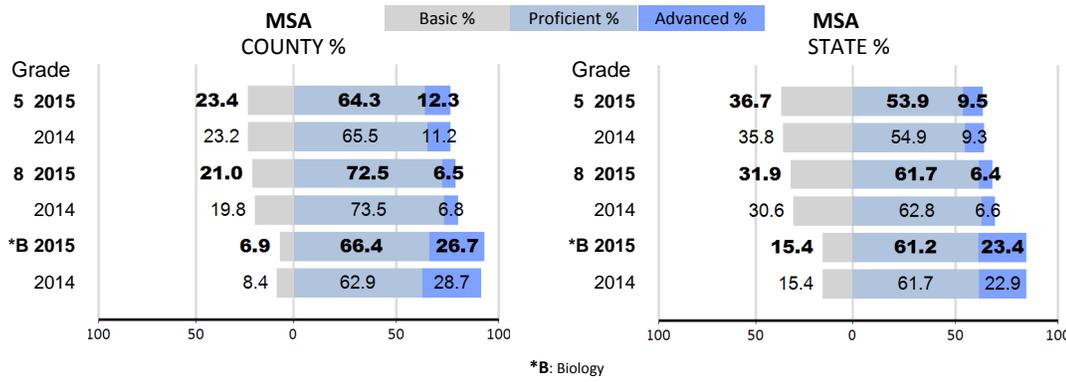
Level 4: Met expectations

Level 5: Exceeded expectations

Frederick 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

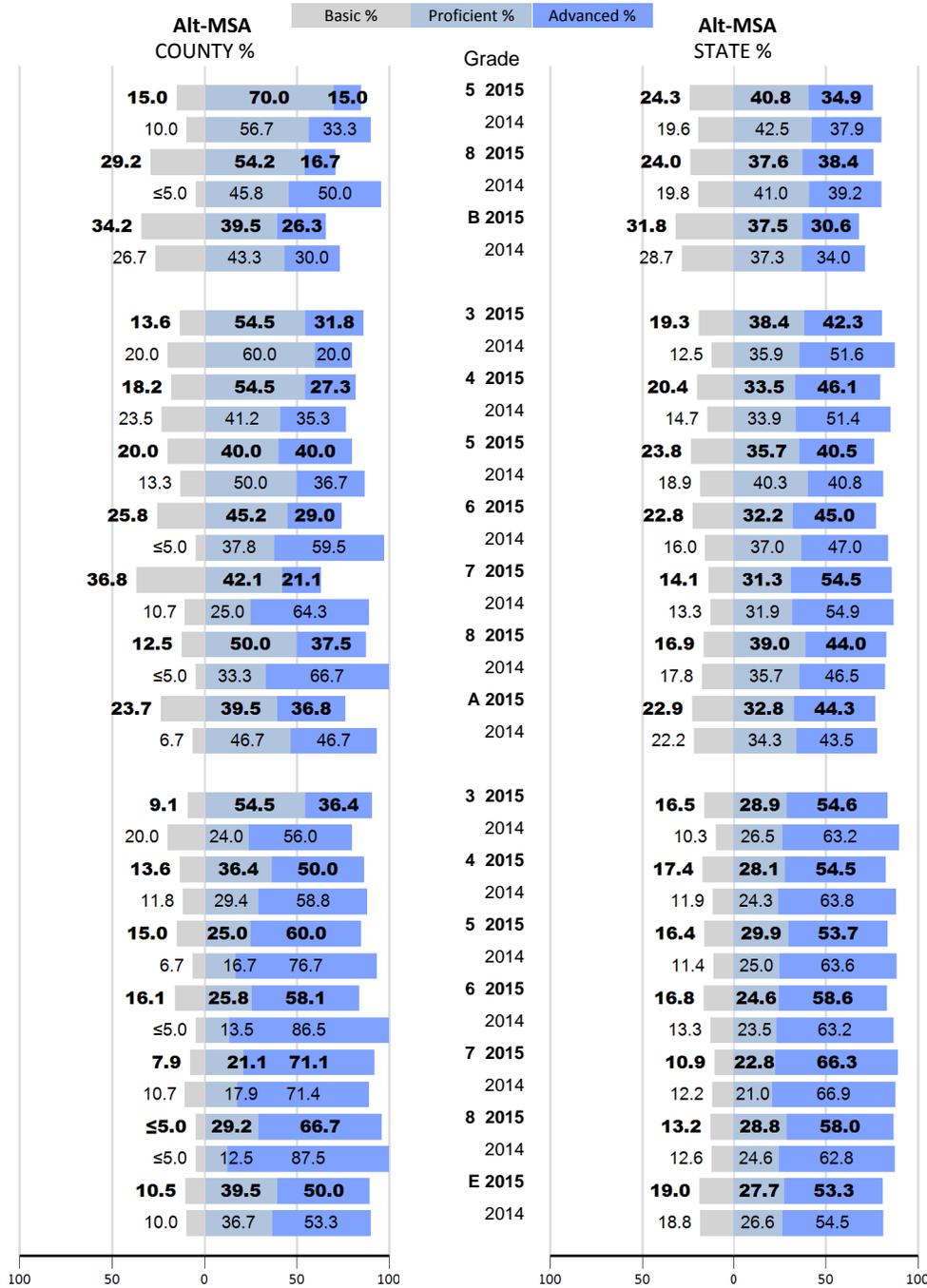
Frederick County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

***Reading:**

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

***English:**

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

***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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

***Algebra/Data Analysis:**

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.3	≥ 95.0	95.0	95.4
High	93.3	93.8	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	93.19	86.39
Class of 2014 (5-Year Rate)	94.12	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	6.6	9.3	27.4	27.2
Advanced Professional	88.9	90.7	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	0.6	0.6	8.4	7.6
Elementary Low Poverty	0.0	*	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

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	277	65088	60	13108	21.7	20.1	65	12816	23.5	19.7	66	14322	23.8	22.0	79	21951	28.5	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	291	63792	41	8012	14.1	12.6	61	12855	21.0	20.2	81	17329	27.8	27.2	93	20718	32.0	32.5	15	4878	5.2	7.6
<i>English/Language Arts 5</i>	301	63331	27	7528	9.0	11.9	71	13204	23.6	20.8	102	17245	33.9	27.2	97	23353	32.2	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	289	62055	30	7353	10.4	11.8	64	13429	22.1	21.6	98	18848	33.9	30.4	97	19893	33.6	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	266	61200	35	10536	13.2	17.2	64	11686	24.1	19.1	71	15297	26.7	25.0	82	17718	30.8	29.0	14	5963	5.3	9.7
<i>English/Language Arts 8</i>	266	59335	50	10111	18.8	17.0	51	10969	19.2	18.5	77	14240	28.9	24.0	82	19839	30.8	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	299	55651	45	11886	15.1	21.4	68	10044	22.7	18.0	60	11628	20.1	20.9	86	15650	28.8	28.1	40	6443	13.4	11.6
<i>Mathematics 3</i>	277	65594	27	9748	9.7	14.9	71	14771	25.6	22.5	88	17224	31.8	26.3	85	19600	30.7	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	291	64290	33	8870	11.3	13.8	101	18133	34.7	28.2	92	17579	31.6	27.3	65	17957	22.3	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	300	63828	44	8337	14.7	13.1	76	18491	25.3	29.0	107	17946	35.7	28.1	70	16441	23.3	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	289	62194	22	8473	7.6	13.6	80	17837	27.7	28.7	98	17552	33.9	28.2	84	16345	29.1	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	266	55010	18	7181	6.8	13.1	66	17630	24.8	32.0	85	18528	32.0	33.7	87	11036	32.7	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	192	41166	47	11971	24.5	29.1	51	11126	26.6	27.0	46	8530	24.0	20.7	46	8056	24.0	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	313	61842	26	8047	8.3	13.0	62	17712	19.8	28.6	106	16757	33.9	27.1	114	18194	36.4	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	195	40580	37	13057	19.0	32.2	60	10917	30.8	26.9	65	8430	33.3	20.8	33	7820	16.9	19.3	*	356	≤5.0	0.9

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

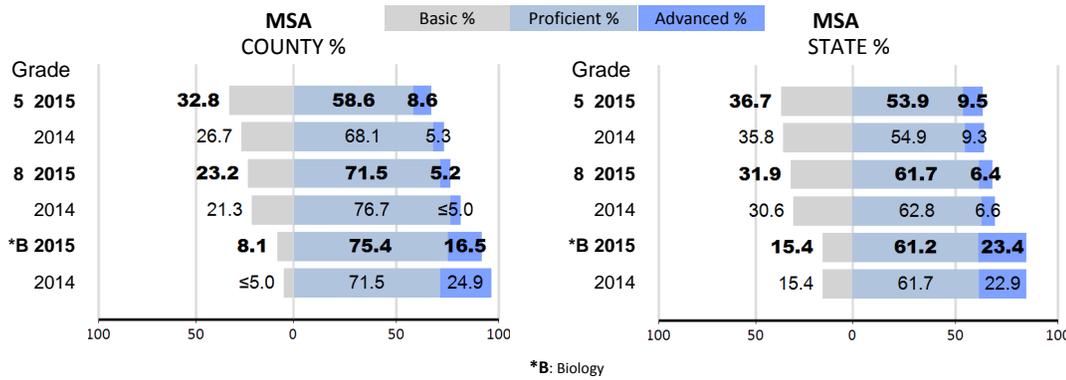
Level 4: Met expectations

Level 5: Exceeded expectations

Garrett 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

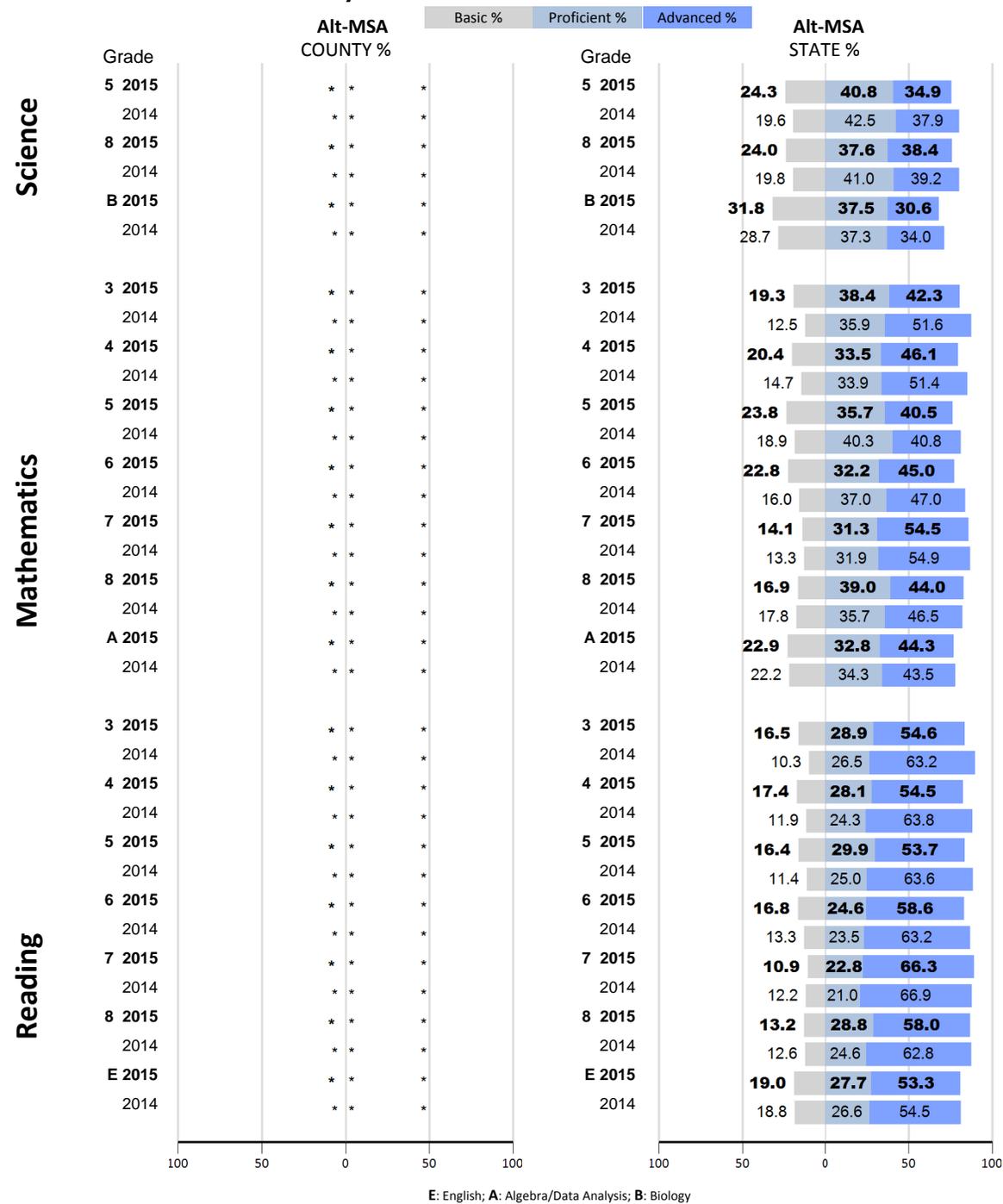
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Garrett County

Alt-MSA Proficiency Levels



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

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.

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	94.1	94.4	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	89.83	86.39
Class of 2014 (5-Year Rate)	91.27	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	21.5	24.4	27.4	27.2
Advanced Professional	72.2	73.9	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.4	0.1	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	4.6	4.6	8.4	7.6
Elementary Low Poverty	2.3	1.0	2.9	3.0
Elementary High Poverty	1.9	0.0	10.5	11.4
Secondary Low Poverty	5.7	5.2	6.7	6.0
Secondary High Poverty	9.1	1.3	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	2813	65088	304	13108	10.8	20.1	345	12816	12.3	19.7	578	14322	20.5	22.0	1364	21951	48.5	33.7	222	2891	7.9
<i>English/Language Arts 4</i>	2772	63792	*	8012	≤5.0	12.6	344	12855	12.4	20.2	692	17329	25.0	27.2	1247	20718	45.0	32.5	357	4878	12.9	7.6
<i>English/Language Arts 5</i>	2844	63331	*	7528	≤5.0	11.9	387	13204	13.6	20.8	749	17245	26.3	27.2	1448	23353	50.9	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	2787	62055	155	7353	5.6	11.8	399	13429	14.3	21.6	761	18848	27.3	30.4	1236	19893	44.3	32.1	236	2532	8.5	4.1
<i>English/Language Arts 7</i>	2886	61200	216	10536	7.5	17.2	341	11686	11.8	19.1	730	15297	25.3	25.0	1114	17718	38.6	29.0	485	5963	16.8	9.7
<i>English/Language Arts 8</i>	2647	59335	189	10111	7.1	17.0	312	10969	11.8	18.5	659	14240	24.9	24.0	1177	19839	44.5	33.4	310	4176	11.7	7.0
<i>English/Language Arts 10</i>	2698	55651	292	11886	10.8	21.4	335	10044	12.4	18.0	564	11628	20.9	20.9	1012	15650	37.5	28.1	495	6443	18.3	11.6
<i>Mathematics 3</i>	2823	65594	223	9748	7.9	14.9	423	14771	15.0	22.5	741	17224	26.2	26.3	1169	19600	41.4	29.9	267	4251	9.5	6.5
<i>Mathematics 4</i>	2786	64290	190	8870	6.8	13.8	617	18133	22.1	28.2	817	17579	29.3	27.3	1053	17957	37.8	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	2849	63828	170	8337	6.0	13.1	618	18491	21.7	29.0	879	17946	30.9	28.1	1034	16441	36.3	25.8	148	2613	5.2	4.1
<i>Mathematics 6</i>	2792	62194	153	8473	5.5	13.6	600	17837	21.5	28.7	823	17552	29.5	28.2	1027	16345	36.8	26.3	189	1987	6.8	3.2
<i>Mathematics 7</i>	2144	55010	137	7181	6.4	13.1	592	17630	27.6	32.0	902	18528	42.1	33.7	500	11036	23.3	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	1860	41166	271	11971	14.6	29.1	380	11126	20.4	27.0	379	8530	20.4	20.7	657	8056	35.3	19.6	173	1483	9.3	3.6
<i>Algebra I</i>	2914	61842	186	8047	6.4	13.0	513	17712	17.6	28.6	859	16757	29.5	27.1	1289	18194	44.2	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	2478	40580	456	13057	18.4	32.2	681	10917	27.5	26.9	645	8430	26.0	20.8	657	7820	26.5	19.3	*	356	≤5.0	0.9

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

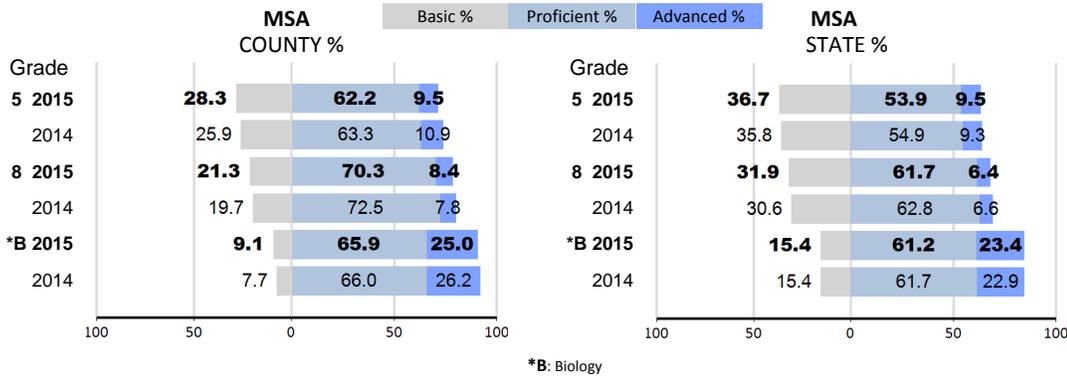
Level 4: Met expectations

Level 5: Exceeded expectations

Harford 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.

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

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

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

Biology:
Basic % 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 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 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.

*Applies to Alt MSA only

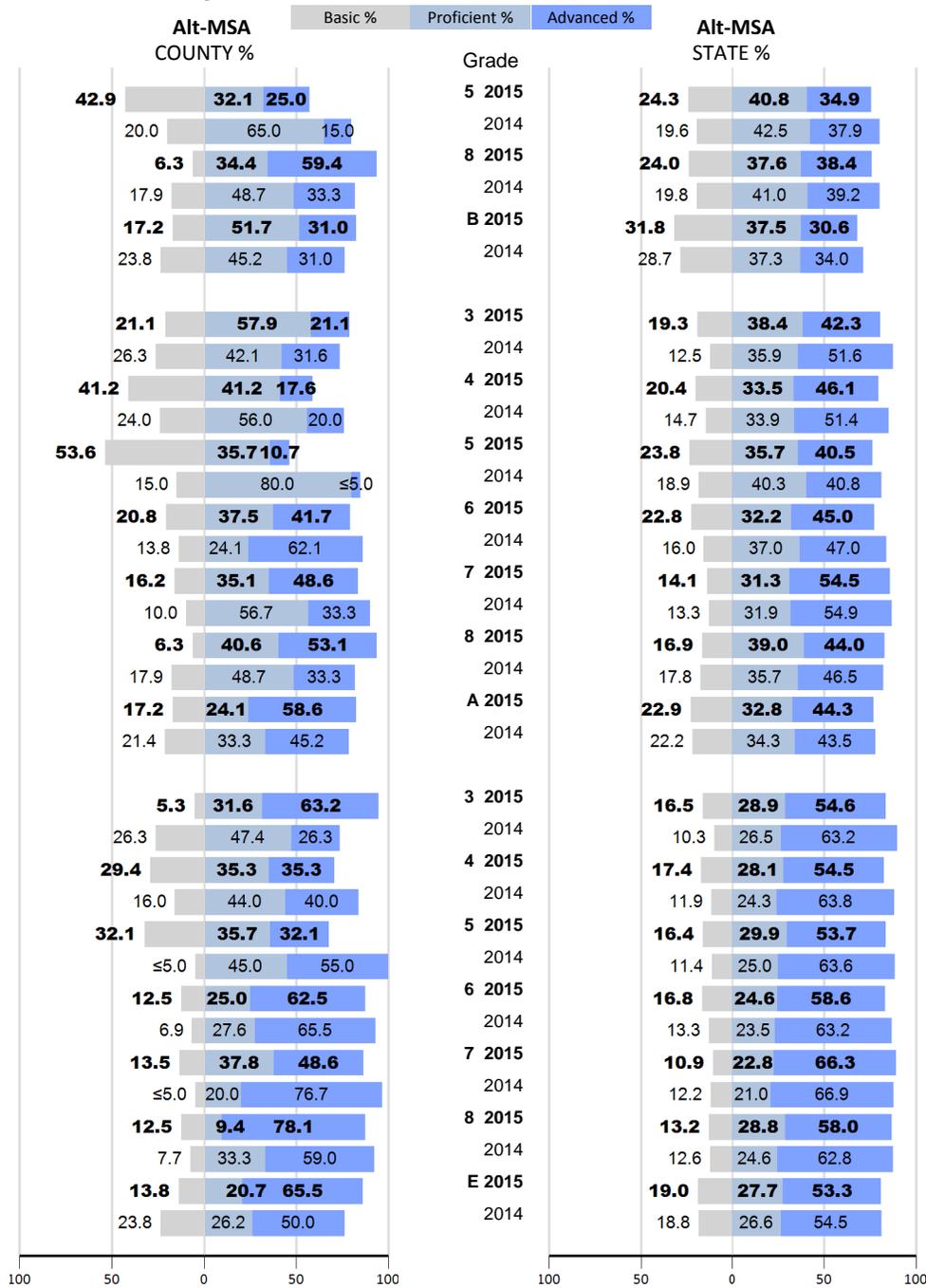
Harford County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

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

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		92.85	86.39
Class of 2014 (5-Year Rate)	94.51		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	30.2	27.7	27.4	27.2
Advanced Professional	65.4	65.3	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.8	1.1	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	7.7	6.5	8.4	7.6
Elementary Low Poverty	6.1	6.0	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	8.4	6.7	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	3965	65088	512	13108	12.9	20.1	604	12816	15.2	19.7	904	14322	22.8	22.0	1726	21951	43.5	33.7	219	2891	5.5
<i>English/Language Arts 4</i>	3952	63792	238	8012	6.0	12.6	521	12855	13.2	20.2	978	17329	24.7	27.2	1733	20718	43.9	32.5	482	4878	12.2	7.6
<i>English/Language Arts 5</i>	4089	63331	219	7528	5.4	11.9	563	13204	13.8	20.8	983	17245	24.0	27.2	2141	23353	52.4	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	4110	62055	313	7353	7.6	11.8	682	13429	16.6	21.6	1231	18848	30.0	30.4	1660	19893	40.4	32.1	224	2532	5.5	4.1
<i>English/Language Arts 7</i>	4071	61200	335	10536	8.2	17.2	619	11686	15.2	19.1	1075	15297	26.4	25.0	1468	17718	36.1	29.0	574	5963	14.1	9.7
<i>English/Language Arts 8</i>	3944	59335	382	10111	9.7	17.0	536	10969	13.6	18.5	923	14240	23.4	24.0	1742	19839	44.2	33.4	361	4176	9.2	7.0
<i>English/Language Arts 10</i>	3906	55651	632	11886	16.2	21.4	659	10044	16.9	18.0	855	11628	21.9	20.9	1194	15650	30.6	28.1	566	6443	14.5	11.6
<i>Mathematics 3</i>	3998	65594	320	9748	8.0	14.9	616	14771	15.4	22.5	960	17224	24.0	26.3	1542	19600	38.6	29.9	560	4251	14.0	6.5
<i>Mathematics 4</i>	3977	64290	259	8870	6.5	13.8	733	18133	18.4	28.2	1003	17579	25.2	27.3	1654	17957	41.6	27.9	328	1751	8.2	2.7
<i>Mathematics 5</i>	4111	63828	294	8337	7.2	13.1	740	18491	18.0	29.0	1115	17946	27.1	28.1	1589	16441	38.7	25.8	373	2613	9.1	4.1
<i>Mathematics 6</i>	4121	62194	247	8473	6.0	13.6	846	17837	20.5	28.7	1126	17552	27.3	28.2	1602	16345	38.9	26.3	300	1987	7.3	3.2
<i>Mathematics 7</i>	2791	55010	193	7181	6.9	13.1	808	17630	29.0	32.0	1188	18528	42.6	33.7	599	11036	21.5	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	2549	41166	403	11971	15.8	29.1	495	11126	19.4	27.0	429	8530	16.8	20.7	875	8056	34.3	19.6	347	1483	13.6	3.6
<i>Algebra I</i>	4485	61842	306	8047	6.8	13.0	852	17712	19.0	28.6	1274	16757	28.4	27.1	1932	18194	43.1	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	3932	40580	784	13057	19.9	32.2	862	10917	21.9	26.9	903	8430	23.0	20.8	1306	7820	33.2	19.3	*	356	≤5.0	0.9

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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

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Level 3: Approached expectations

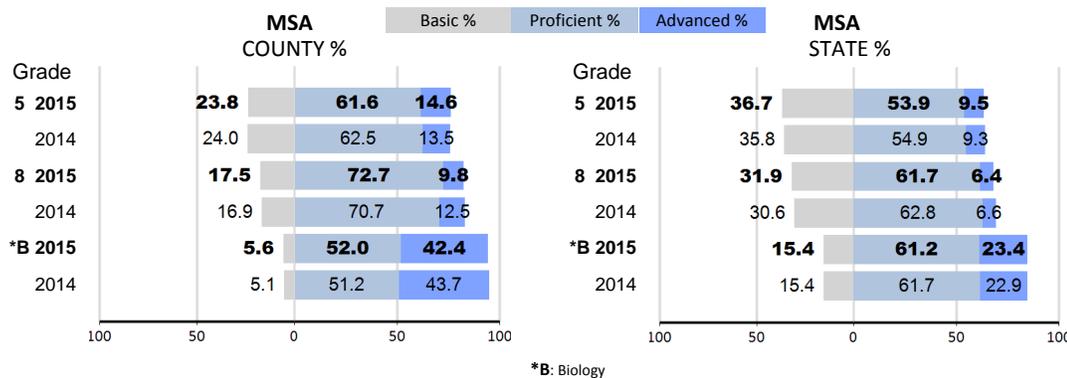
Level 4: Met expectations

Level 5: Exceeded expectations

Howard County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

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Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

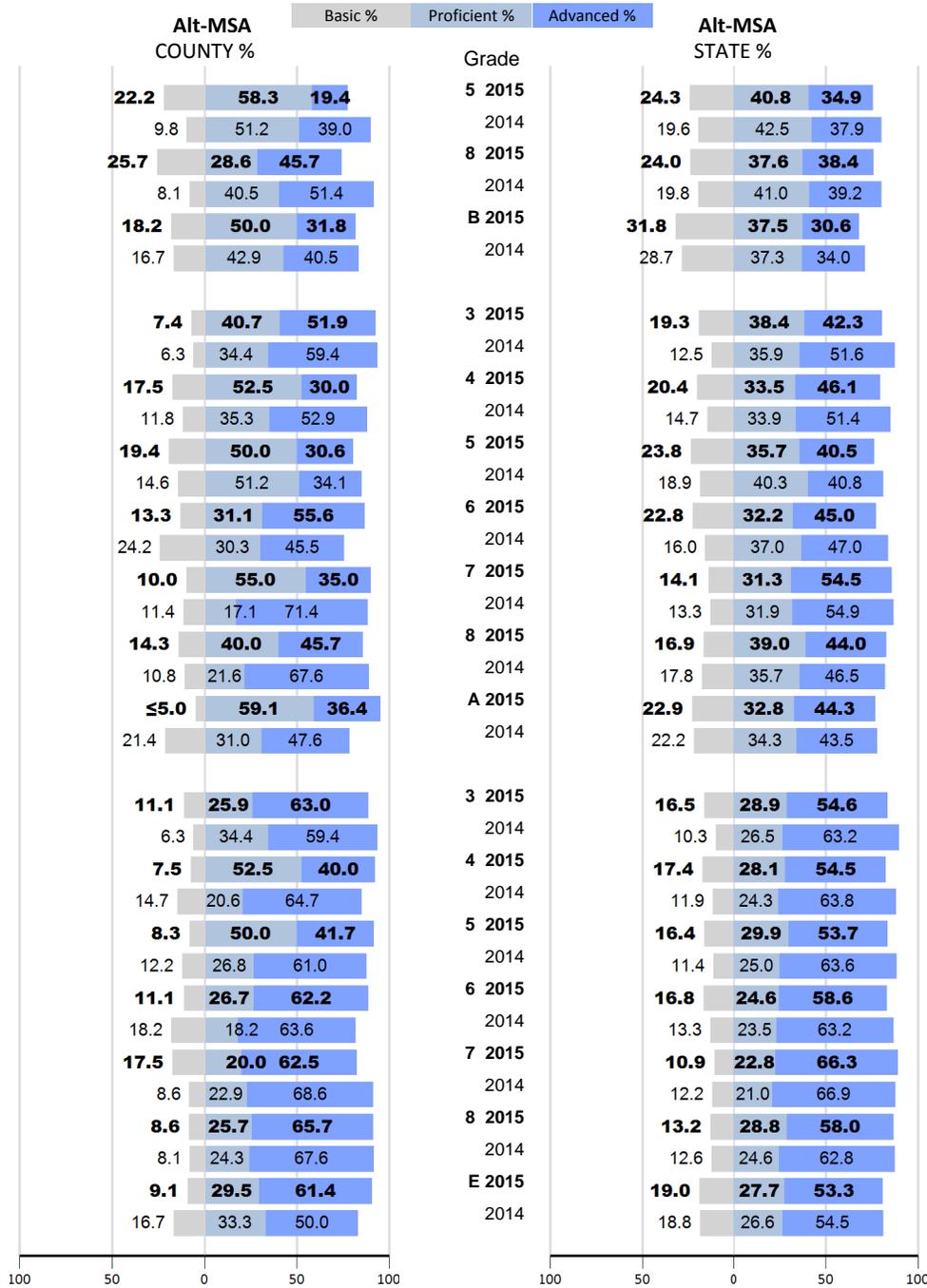
Howard County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

***Reading:**

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

***English:**

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

***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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

***Algebra/Data Analysis:**

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	93.6	94.1	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	89.74	86.39
Class of 2014 (5-Year Rate)	89.81	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	36.9	29.7	27.4	27.2
Advanced Professional	61.3	69.5	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.9	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.7	2.1	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	170	65088	59	13108	34.7	20.1	34	12816	20.0	19.7	44	14322	25.9	22.0	33	21951	19.4	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	135	63792	25	8012	18.5	12.6	36	12855	26.7	20.2	43	17329	31.9	27.2	29	20718	21.5	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	149	63331	21	7528	14.1	11.9	27	13204	18.1	20.8	57	17245	38.3	27.2	44	23353	29.5	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	146	62055	28	7353	19.2	11.8	44	13429	30.1	21.6	45	18848	30.8	30.4	28	19893	19.2	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	143	61200	42	10536	29.4	17.2	36	11686	25.2	19.1	38	15297	26.6	25.0	22	17718	15.4	29.0	*	5963	≤5.0	9.7
<i>English/Language Arts 8</i>	136	59335	25	10111	18.4	17.0	33	10969	24.3	18.5	35	14240	25.7	24.0	41	19839	30.1	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	138	55651	23	11886	16.7	21.4	27	10044	19.6	18.0	43	11628	31.2	20.9	33	15650	23.9	28.1	12	6443	8.7	11.6
<i>Mathematics 3</i>	170	65594	31	9748	18.2	14.9	53	14771	31.2	22.5	47	17224	27.6	26.3	36	19600	21.2	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	135	64290	23	8870	17.0	13.8	48	18133	35.6	28.2	42	17579	31.1	27.3	21	17957	15.6	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	149	63828	21	8337	14.1	13.1	30	18491	20.1	29.0	50	17946	33.6	28.1	45	16441	30.2	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	146	62194	23	8473	15.8	13.6	53	17837	36.3	28.7	42	17552	28.8	28.2	27	16345	18.5	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	143	55010	26	7181	18.2	13.1	55	17630	38.5	32.0	42	18528	29.4	33.7	20	11036	14.0	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	103	41166	28	11971	27.2	29.1	32	11126	31.1	27.0	27	8530	26.2	20.7	15	8056	14.6	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	140	61842	21	8047	15.0	13.0	41	17712	29.3	28.6	43	16757	30.7	27.1	34	18194	24.3	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	66	40580	23	13057	34.8	32.2	31	10917	47.0	26.9	10	8430	15.2	20.8	*	7820	≤5.0	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

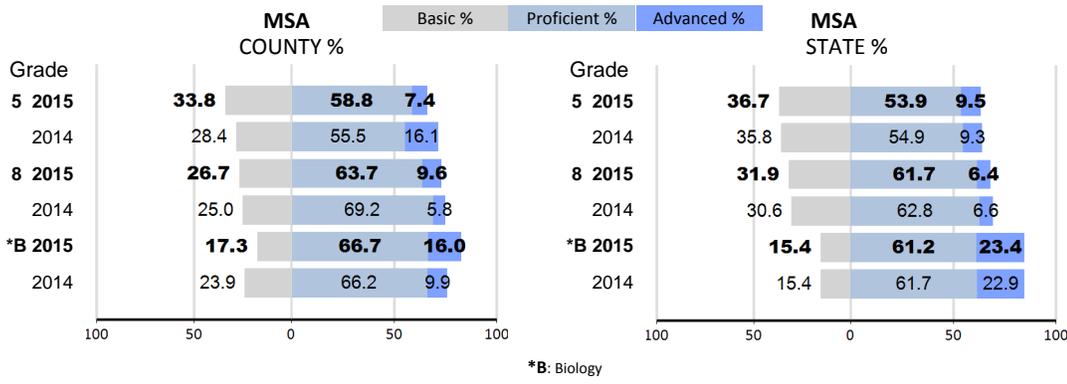
Level 4: Met expectations

Level 5: Exceeded expectations

Kent 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.

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

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

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

Biology:
Basic % Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

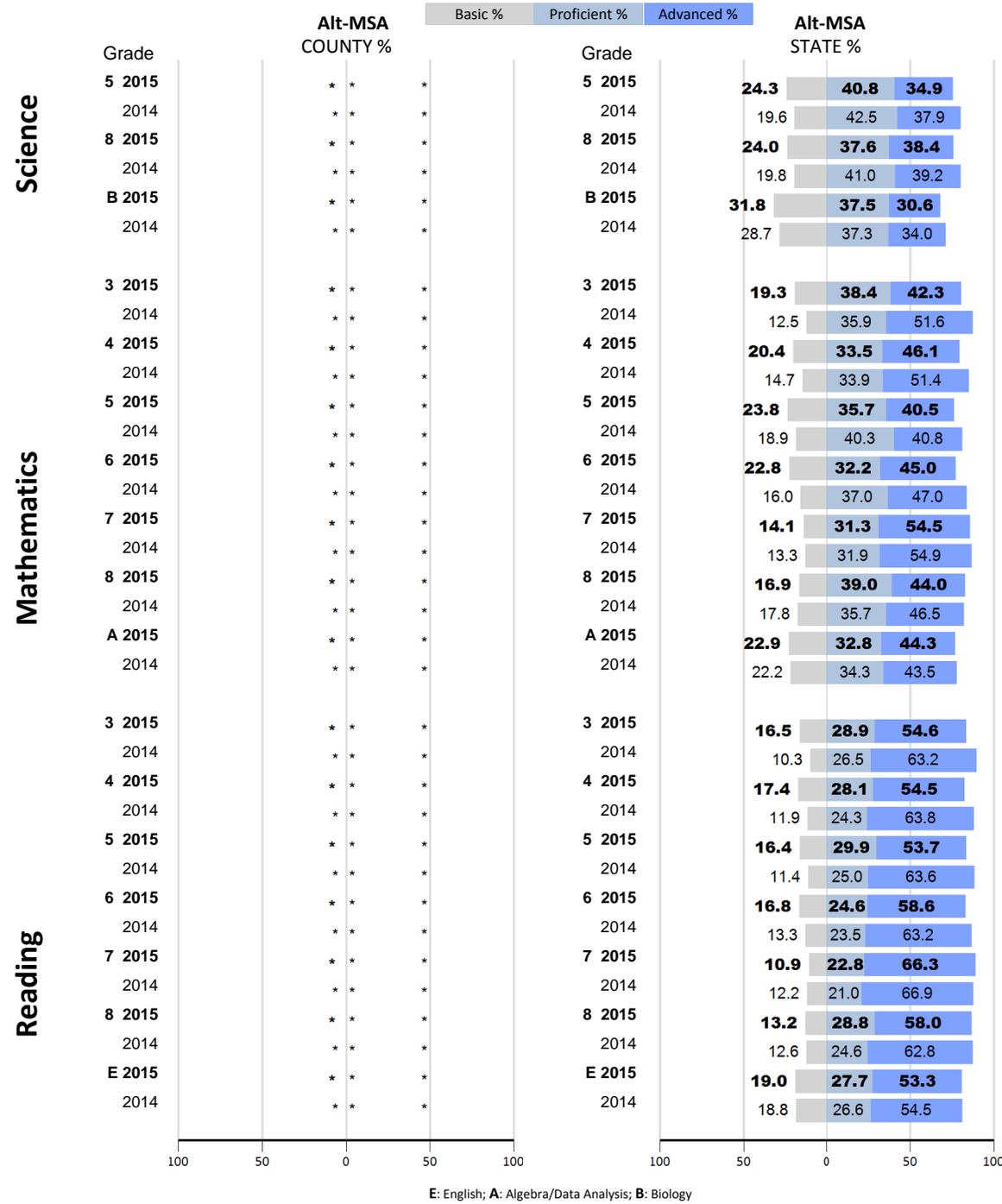
Proficient % Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Advanced % Students 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.

*Applies to Alt MSA only

Kent 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.

Basic %
Proficient %
Advanced %

*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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	93.5	93.8	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	89.69	86.39
Class of 2014 (5-Year Rate)	91.97	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	26.7	26.1	27.4	27.2
Advanced Professional	66.2	65.9	65.2	65.5
Resident Teacher	0.2	0.0	1.1	0.7
Conditional Teacher	0.5	0.4	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.1	3.2	8.4	7.6
Elementary Low Poverty	1.5	2.3	2.9	3.0
Elementary High Poverty	1.0	0.7	10.5	11.4
Secondary Low Poverty	3.6	3.1	6.7	6.0
Secondary High Poverty	9.1	8.3	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	11629	65088	2236	13108	19.2	20.1	2123	12816	18.3	19.7	2482	14322	21.3	22.0	4160	21951	35.8	33.7	628	2891	5.4
<i>English/Language Arts 4</i>	11361	63792	1096	8012	9.6	12.6	2024	12855	17.8	20.2	2915	17329	25.7	27.2	4091	20718	36.0	32.5	1235	4878	10.9	7.6
<i>English/Language Arts 5</i>	11406	63331	1022	7528	9.0	11.9	1996	13204	17.5	20.8	2871	17245	25.2	27.2	4879	23353	42.8	36.9	638	2001	5.6	3.2
<i>English/Language Arts 6</i>	10927	62055	1169	7353	10.7	11.8	2012	13429	18.4	21.6	3259	18848	29.8	30.4	4000	19893	36.6	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	10770	61200	1351	10536	12.5	17.2	1709	11686	15.9	19.1	2420	15297	22.5	25.0	3674	17718	34.1	29.0	1616	5963	15.0	9.7
<i>English/Language Arts 8</i>	10524	59335	1326	10111	12.6	17.0	1564	10969	14.9	18.5	2276	14240	21.6	24.0	4216	19839	40.1	33.4	1142	4176	10.9	7.0
<i>English/Language Arts 10</i>	9664	55651	1824	11886	18.9	21.4	1628	10044	16.8	18.0	1981	11628	20.5	20.9	2801	15650	29.0	28.1	1430	6443	14.8	11.6
<i>Mathematics 3</i>	11745	65594	1433	9748	12.2	14.9	2402	14771	20.5	22.5	2881	17224	24.5	26.3	3959	19600	33.7	29.9	1070	4251	9.1	6.5
<i>Mathematics 4</i>	11489	64290	1115	8870	9.7	13.8	2951	18133	25.7	28.2	3007	17579	26.2	27.3	3790	17957	33.0	27.9	626	1751	5.4	2.7
<i>Mathematics 5</i>	11498	63828	1161	8337	10.1	13.1	3067	18491	26.7	29.0	3061	17946	26.6	28.1	3348	16441	29.1	25.8	861	2613	7.5	4.1
<i>Mathematics 6</i>	11048	62194	1068	8473	9.7	13.6	2685	17837	24.3	28.7	3130	17552	28.3	28.2	3637	16345	32.9	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	8678	55010	1026	7181	11.8	13.1	2559	17630	29.5	32.0	3029	18528	34.9	33.7	1947	11036	22.4	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	6172	41166	1627	11971	26.4	29.1	1415	11126	22.9	27.0	886	8530	14.4	20.7	1670	8056	27.1	19.6	574	1483	9.3	3.6
<i>Algebra I</i>	10860	61842	818	8047	7.5	13.0	2937	17712	27.0	28.6	2922	16757	26.9	27.1	3911	18194	36.0	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	8167	40580	1593	13057	19.5	32.2	2004	10917	24.5	26.9	2065	8430	25.3	20.8	2395	7820	29.3	19.3	*	356	≤5.0	0.9

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

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PARCC Performance Level Descriptors (PLD)

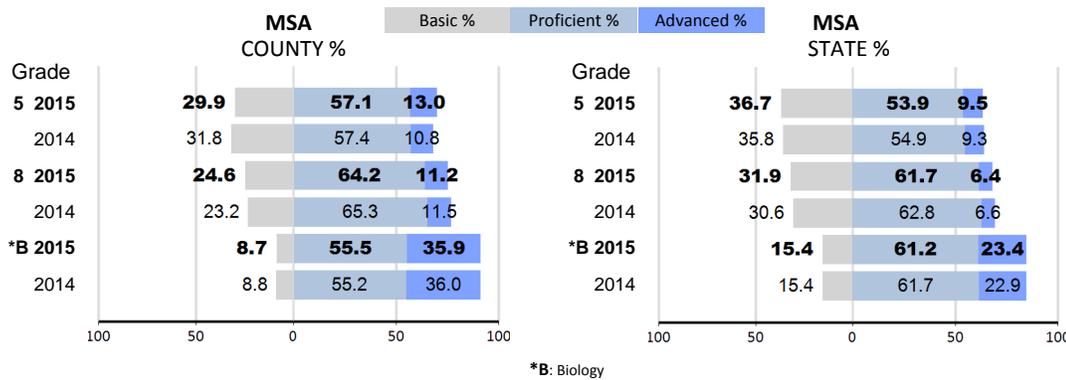
Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

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

Montgomery 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

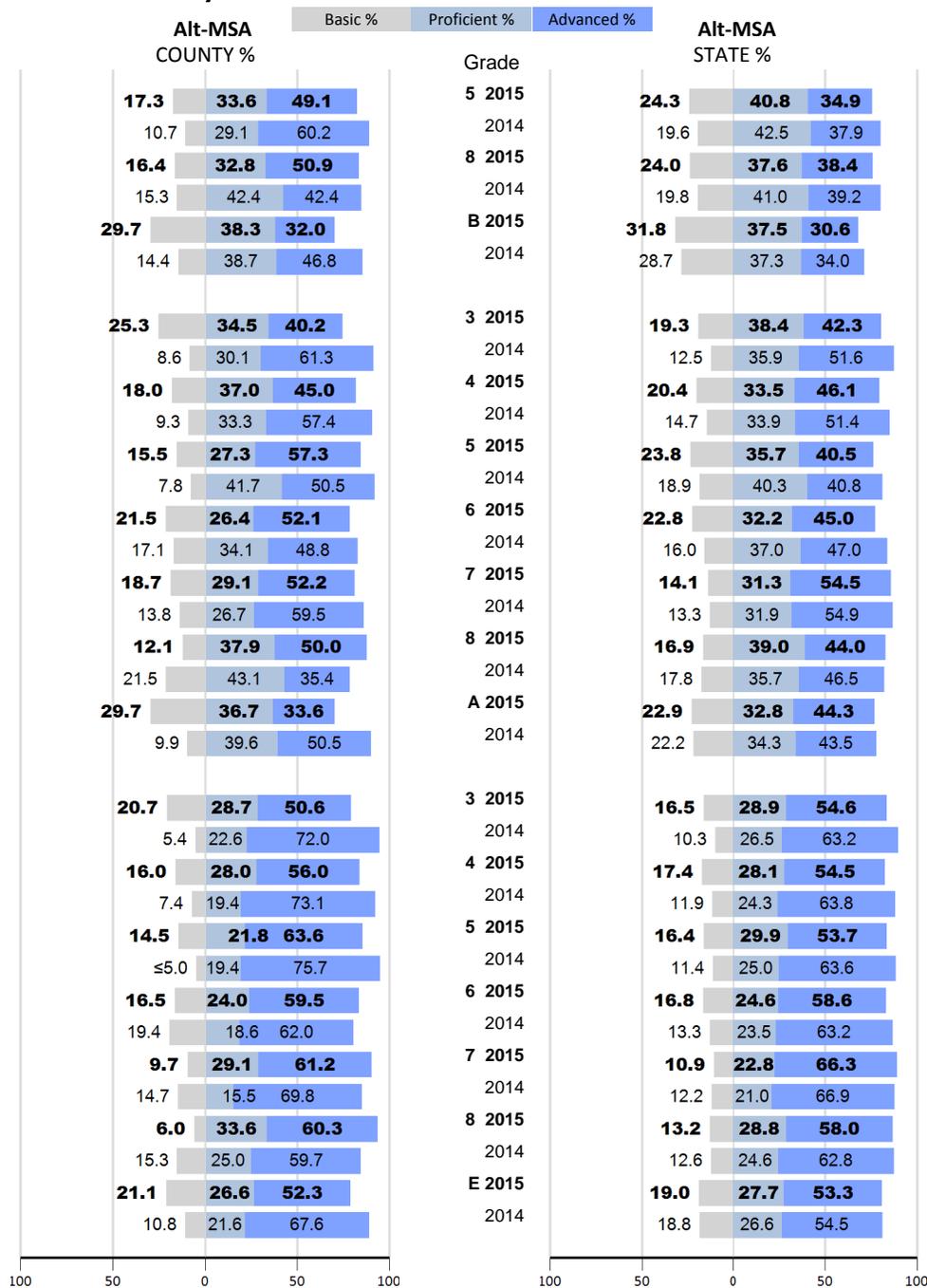
Montgomery County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

***Reading:**

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

***English:**

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

***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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

***Algebra/Data Analysis:**

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Prince George's County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	92.3	92.4	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		76.59	86.39
Class of 2014 (5-Year Rate)	80.97		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	27.8	27.0	27.4	27.2
Advanced Professional	60.6	63.4	65.2	65.5
Resident Teacher	1.9	2.8	1.1	0.7
Conditional Teacher	3.6	2.3	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	14.0	11.9	8.4	7.6
Elementary Low Poverty	14.4	14.9	2.9	3.0
Elementary High Poverty	7.5	6.8	10.5	11.4
Secondary Low Poverty	29.0	20.1	6.7	6.0
Secondary High Poverty	15.9	14.7	17.7	15.7

Performance Level

	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
<i>English/Language Arts 3</i>	9509	65088	3028	13108	31.8	20.1	2361	12816	24.8	19.7	2158	14322	22.7	22.0	1866	21951	19.6	33.7	*	2891	≤5.0	4.4
<i>English/Language Arts 4</i>	9190	63792	1791	8012	19.5	12.6	2537	12855	27.6	20.2	2769	17329	30.1	27.2	1888	20718	20.5	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	9053	63331	1653	7528	18.3	11.9	2565	13204	28.3	20.8	2685	17245	29.7	27.2	2077	23353	22.9	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	8774	62055	1501	7353	17.1	11.8	2354	13429	26.8	21.6	2671	18848	30.4	30.4	2062	19893	23.5	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	8634	61200	2108	10536	24.4	17.2	1991	11686	23.1	19.1	2147	15297	24.9	25.0	1932	17718	22.4	29.0	456	5963	5.3	9.7
<i>English/Language Arts 8</i>	8388	59335	2035	10111	24.3	17.0	1939	10969	23.1	18.5	2061	14240	24.6	24.0	2073	19839	24.7	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	6955	55651	1953	11886	28.1	21.4	1525	10044	21.9	18.0	1475	11628	21.2	20.9	1583	15650	22.8	28.1	419	6443	6.0	11.6
<i>Mathematics 3</i>	9642	65594	2524	9748	26.2	14.9	2846	14771	29.5	22.5	2480	17224	25.7	26.3	1653	19600	17.1	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	9281	64290	2107	8870	22.7	13.8	3361	18133	36.2	28.2	2427	17579	26.2	27.3	1354	17957	14.6	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	9195	63828	1796	8337	19.5	13.1	3462	18491	37.7	29.0	2514	17946	27.3	28.1	1341	16441	14.6	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	8681	62194	1938	8473	22.3	13.6	3261	17837	37.6	28.7	2327	17552	26.8	28.2	1106	16345	12.7	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	8512	55010	1697	7181	19.9	13.1	3196	17630	37.5	32.0	2554	18528	30.0	33.7	1021	11036	12.0	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	7583	41166	2835	11971	37.4	29.1	2308	11126	30.4	27.0	1541	8530	20.3	20.7	851	8056	11.2	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	8766	61842	2086	8047	23.8	13.0	3418	17712	39.0	28.6	1949	16757	22.2	27.1	1269	18194	14.5	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	4768	40580	2408	13057	50.5	32.2	1361	10917	28.5	26.9	605	8430	12.7	20.8	384	7820	8.1	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

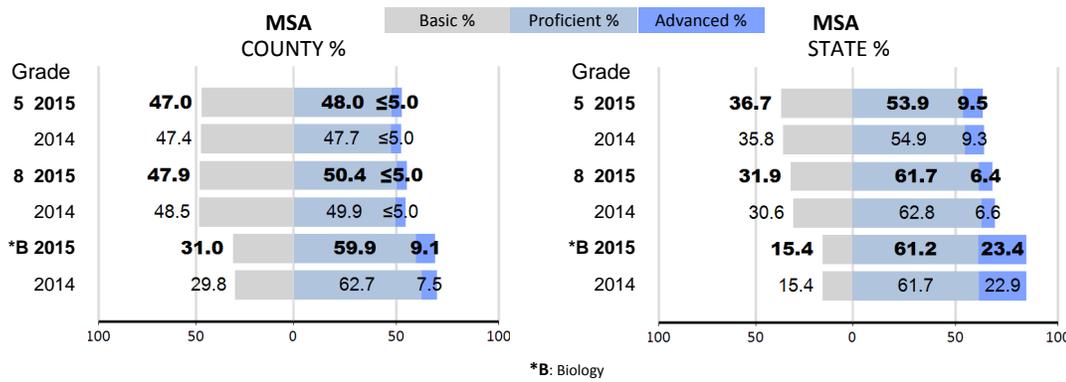
Level 4: Met expectations

Level 5: Exceeded expectations

Prince George's 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

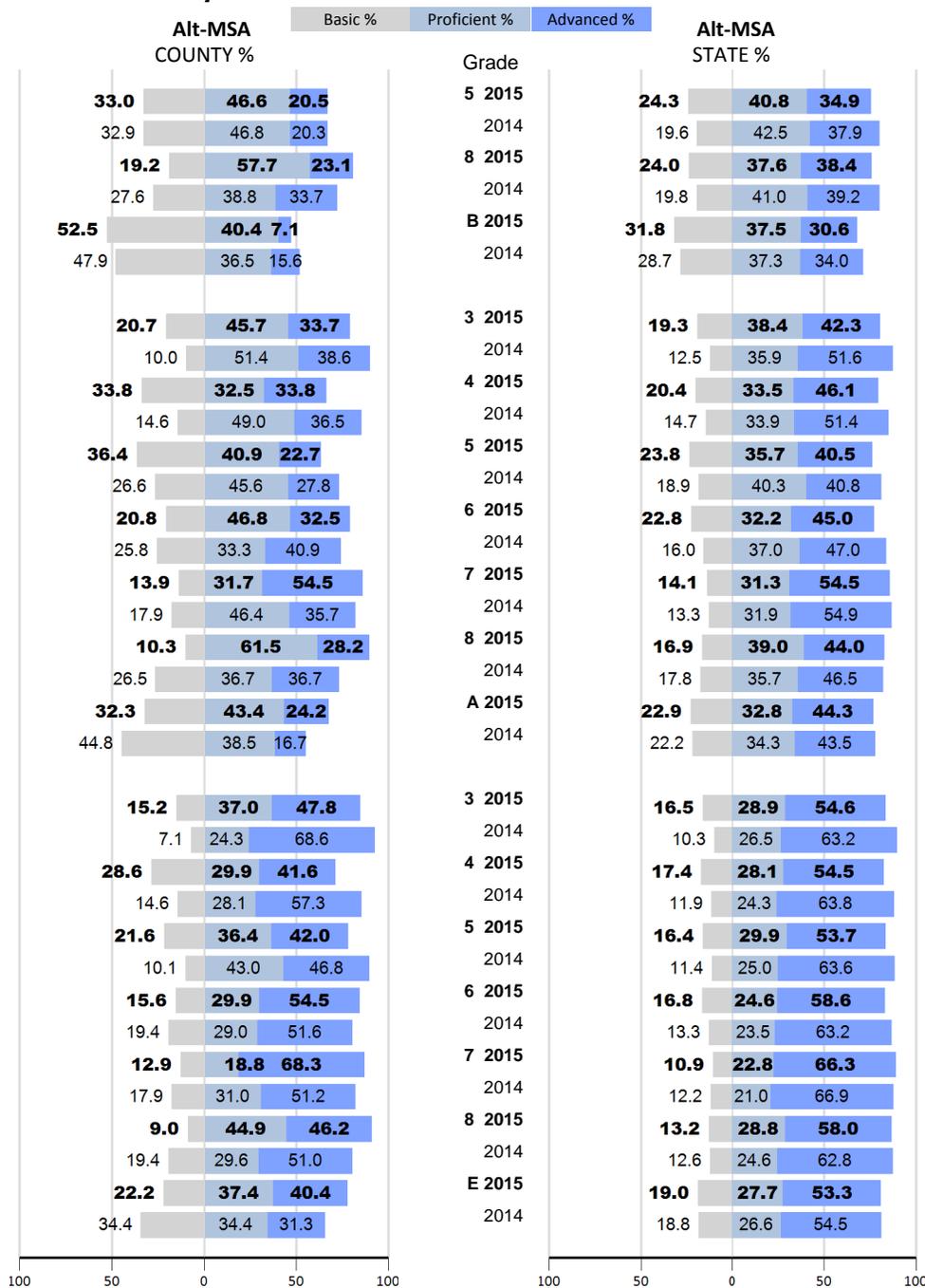
Prince George's County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

***Reading:**

Students are unable to read and understand literature and passages of information that are written for students in their grade.

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 regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

***English:**

Students have difficulty comprehending grade appropriate literature and applying language choices when writing.

Students can comprehend grade appropriate literature and apply appropriate language choices when writing.

Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

***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.

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 can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

***Algebra/Data Analysis:**

Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

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 can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

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*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	≥ 95.0	≥ 95.0	95.0	95.4
High	94.5	94.7	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	93.97	86.39
Class of 2014 (5-Year Rate)	≥ 95.00	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	20.4	22.3	27.4	27.2
Advanced Professional	77.3	75.4	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	1.0	0.8	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	2.9	2.4	8.4	7.6
Elementary Low Poverty	0.0	0.0	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	3.7	2.4	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	582	65088	109	13108	18.7	20.1	113	12816	19.4	19.7	128	14322	22.0	22.0	215	21951	36.9	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	576	63792	64	8012	11.1	12.6	91	12855	15.8	20.2	181	17329	31.4	27.2	205	20718	35.6	32.5	35	4878	6.1	7.6
<i>English/Language Arts 5</i>	591	63331	34	7528	5.8	11.9	91	13204	15.4	20.8	167	17245	28.3	27.2	281	23353	47.5	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	568	62055	46	7353	8.1	11.8	106	13429	18.7	21.6	209	18848	36.8	30.4	188	19893	33.1	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	625	61200	60	10536	9.6	17.2	107	11686	17.1	19.1	157	15297	25.1	25.0	213	17718	34.1	29.0	88	5963	14.1	9.7
<i>English/Language Arts 8</i>	533	59335	51	10111	9.6	17.0	73	10969	13.7	18.5	145	14240	27.2	24.0	208	19839	39.0	33.4	56	4176	10.5	7.0
<i>English/Language Arts 10</i>	562	55651	115	11886	20.5	21.4	125	10044	22.2	18.0	112	11628	19.9	20.9	163	15650	29.0	28.1	47	6443	8.4	11.6
<i>Mathematics 3</i>	585	65594	52	9748	8.9	14.9	104	14771	17.8	22.5	175	17224	29.9	26.3	209	19600	35.7	29.9	45	4251	7.7	6.5
<i>Mathematics 4</i>	575	64290	40	8870	7.0	13.8	142	18133	24.7	28.2	193	17579	33.6	27.3	197	17957	34.3	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	590	63828	*	8337	≤5.0	13.1	133	18491	22.5	29.0	217	17946	36.8	28.1	206	16441	34.9	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	569	62194	31	8473	5.4	13.6	132	17837	23.2	28.7	211	17552	37.1	28.2	186	16345	32.7	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	627	55010	32	7181	5.1	13.1	126	17630	20.1	32.0	246	18528	39.2	33.7	211	11036	33.7	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	359	41166	66	11971	18.4	29.1	109	11126	30.4	27.0	121	8530	33.7	20.7	63	8056	17.5	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	570	61842	54	8047	9.5	13.0	169	17712	29.6	28.6	166	16757	29.1	27.1	180	18194	31.6	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	643	40580	209	13057	32.5	32.2	144	10917	22.4	26.9	153	8430	23.8	20.8	137	7820	21.3	19.3	*	356	≤5.0	0.9

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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

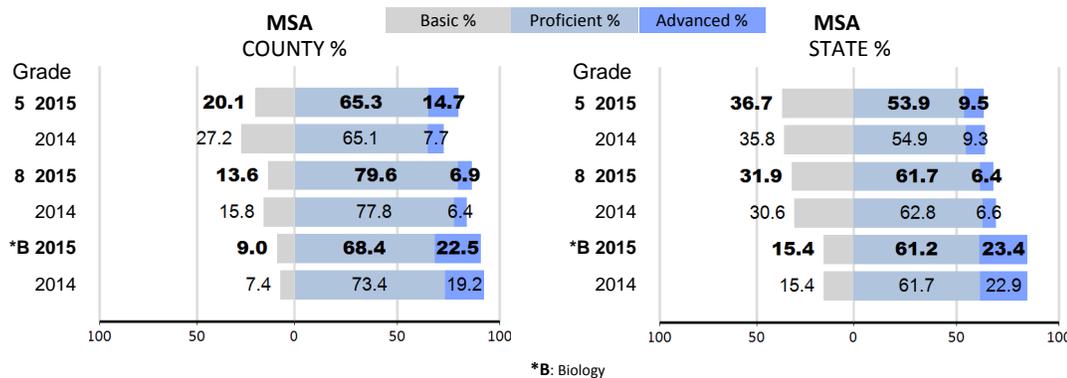
Level 4: Met expectations

Level 5: Exceeded expectations

Queen Anne's 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

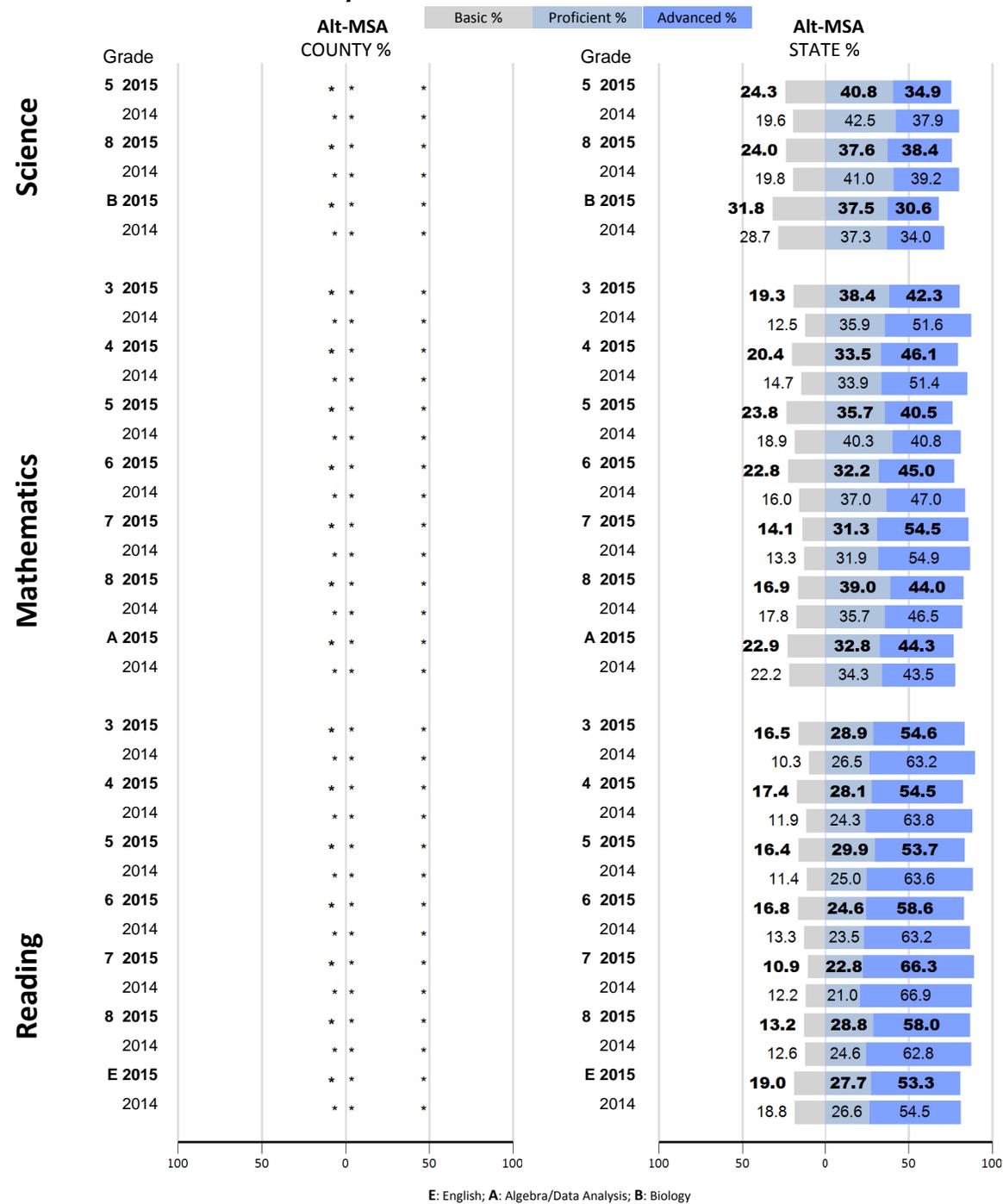
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Queen Anne's 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.

Proficiency Level	*Reading:	*English:	*Mathematics:	*Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Saint Mary's County

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.8	≥ 95.0	95.0	95.4
High	93.4	94.0	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		93.46	86.39
Class of 2014 (5-Year Rate)	94.79		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	20.6	20.9	27.4	27.2
Advanced Professional	76.9	74.9	65.2	65.5
Resident Teacher	0.1	0.0	1.1	0.7
Conditional Teacher	0.4	0.2	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.3	3.7	8.4	7.6
Elementary Low Poverty	0.8	2.3	2.9	3.0
Elementary High Poverty	0.0	0.0	10.5	11.4
Secondary Low Poverty	4.2	5.6	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

Performance Level

	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
<i>English/Language Arts 3</i>	1306	65088	276	13108	21.1	20.1	256	12816	19.6	19.7	305	14322	23.4	22.0	428	21951	32.8	33.7	*	2891	≤5.0	4.4
<i>English/Language Arts 4</i>	1359	63792	169	8012	12.4	12.6	260	12855	19.1	20.2	391	17329	28.8	27.2	465	20718	34.2	32.5	74	4878	5.4	7.6
<i>English/Language Arts 5</i>	1268	63331	128	7528	10.1	11.9	238	13204	18.8	20.8	354	17245	27.9	27.2	521	23353	41.1	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1280	62055	158	7353	12.3	11.8	251	13429	19.6	21.6	379	18848	29.6	30.4	445	19893	34.8	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	1273	61200	177	10536	13.9	17.2	224	11686	17.6	19.1	362	15297	28.4	25.0	394	17718	31.0	29.0	116	5963	9.1	9.7
<i>English/Language Arts 8</i>	1215	59335	177	10111	14.6	17.0	194	10969	16.0	18.5	322	14240	26.5	24.0	434	19839	35.7	33.4	88	4176	7.2	7.0
<i>English/Language Arts 10</i>	1158	55651	325	11886	28.1	21.4	223	10044	19.3	18.0	248	11628	21.4	20.9	259	15650	22.4	28.1	103	6443	8.9	11.6
<i>Mathematics 3</i>	1311	65594	185	9748	14.1	14.9	245	14771	18.7	22.5	349	17224	26.6	26.3	440	19600	33.6	29.9	92	4251	7.0	6.5
<i>Mathematics 4</i>	1361	64290	146	8870	10.7	13.8	316	18133	23.2	28.2	410	17579	30.1	27.3	441	17957	32.4	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1272	63828	132	8337	10.4	13.1	273	18491	21.5	29.0	365	17946	28.7	28.1	435	16441	34.2	25.8	67	2613	5.3	4.1
<i>Mathematics 6</i>	1283	62194	97	8473	7.6	13.6	250	17837	19.5	28.7	386	17552	30.1	28.2	481	16345	37.5	26.3	69	1987	5.4	3.2
<i>Mathematics 7</i>	1225	55010	90	7181	7.3	13.1	244	17630	19.9	32.0	429	18528	35.0	33.7	427	11036	34.9	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	868	41166	124	11971	14.3	29.1	205	11126	23.6	27.0	261	8530	30.1	20.7	259	8056	29.8	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	884	61842	61	8047	6.9	13.0	176	17712	19.9	28.6	229	16757	25.9	27.1	386	18194	43.7	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	835	40580	201	13057	24.1	32.2	226	10917	27.1	26.9	211	8430	25.3	20.8	195	7820	23.4	19.3	*	356	≤5.0	0.9

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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

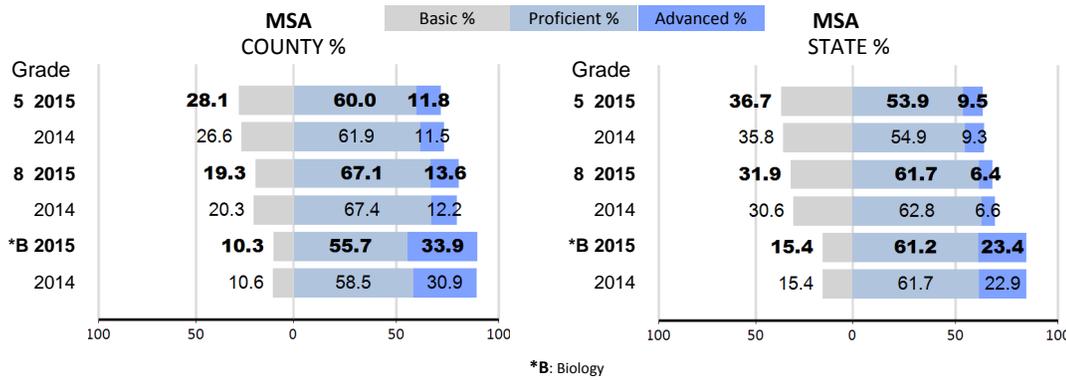
Level 4: Met expectations

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Saint Mary's County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

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Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

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*Applies to Alt MSA only

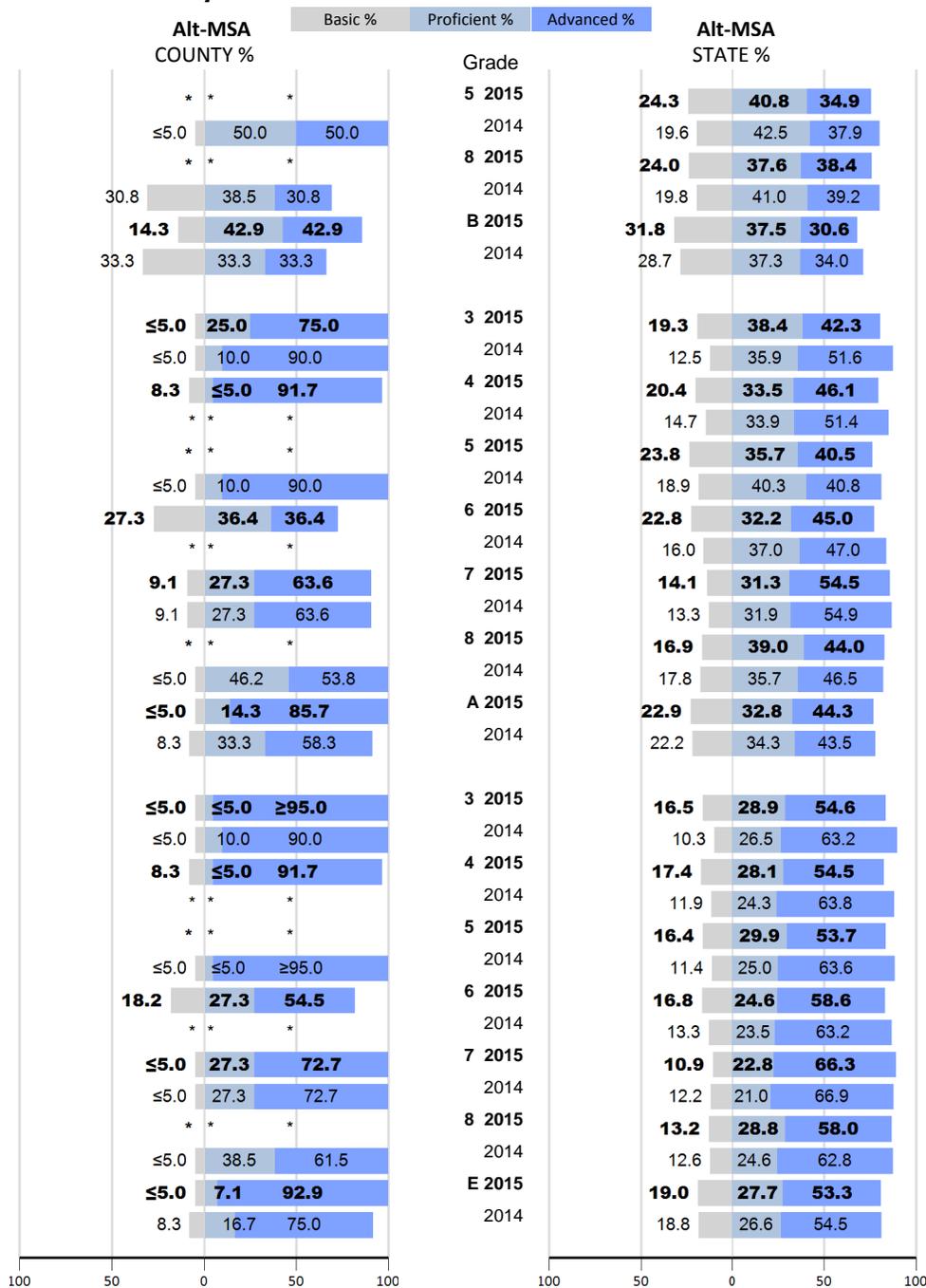
Saint Mary's County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.8	≥ 95.0	95.4	95.7
Middle	93.7	94.2	95.0	95.4
High	92.3	92.9	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		85.57	86.39
Class of 2014 (5-Year Rate)	86.46		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	44.2	41.5	27.4	27.2
Advanced Professional	53.9	49.1	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.6	0.6	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	7.1	5.0	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	1.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	12.7	9.5	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	222	65088	69	13108	31.1	20.1	59	12816	26.6	19.7	60	14322	27.0	22.0	33	21951	14.9	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	206	63792	25	8012	12.1	12.6	59	12855	28.6	20.2	76	17329	36.9	27.2	41	20718	19.9	32.5	*	4878	≤5.0	7.6
<i>English/Language Arts 5</i>	218	63331	37	7528	17.0	11.9	56	13204	25.7	20.8	78	17245	35.8	27.2	46	23353	21.1	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	209	62055	17	7353	8.1	11.8	62	13429	29.7	21.6	78	18848	37.3	30.4	48	19893	23.0	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	178	61200	26	10536	14.6	17.2	48	11686	27.0	19.1	60	15297	33.7	25.0	34	17718	19.1	29.0	10	5963	5.6	9.7
<i>English/Language Arts 8</i>	205	59335	40	10111	19.5	17.0	51	10969	24.9	18.5	56	14240	27.3	24.0	52	19839	25.4	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	178	55651	44	11886	24.7	21.4	40	10044	22.5	18.0	44	11628	24.7	20.9	41	15650	23.0	28.1	9	6443	5.1	11.6
<i>Mathematics 3</i>	221	65594	24	9748	10.9	14.9	87	14771	39.4	22.5	81	17224	36.7	26.3	26	19600	11.8	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	206	64290	32	8870	15.5	13.8	91	18133	44.2	28.2	51	17579	24.8	27.3	32	17957	15.5	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	220	63828	24	8337	10.9	13.1	93	18491	42.3	29.0	72	17946	32.7	28.1	30	16441	13.6	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	209	62194	*	8473	≤5.0	13.6	72	17837	34.4	28.7	90	17552	43.1	28.2	36	16345	17.2	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	178	55010	14	7181	7.9	13.1	59	17630	33.1	32.0	75	18528	42.1	33.7	29	11036	16.3	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	205	41166	40	11971	19.5	29.1	53	11126	25.9	27.0	64	8530	31.2	20.7	48	8056	23.4	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	120	61842	22	8047	18.3	13.0	54	17712	45.0	28.6	42	16757	35.0	27.1	*	18194	≤5.0	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	114	40580	32	13057	28.1	32.2	48	10917	42.1	26.9	28	8430	24.6	20.8	6	7820	5.3	19.3	*	356	≤5.0	0.9

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

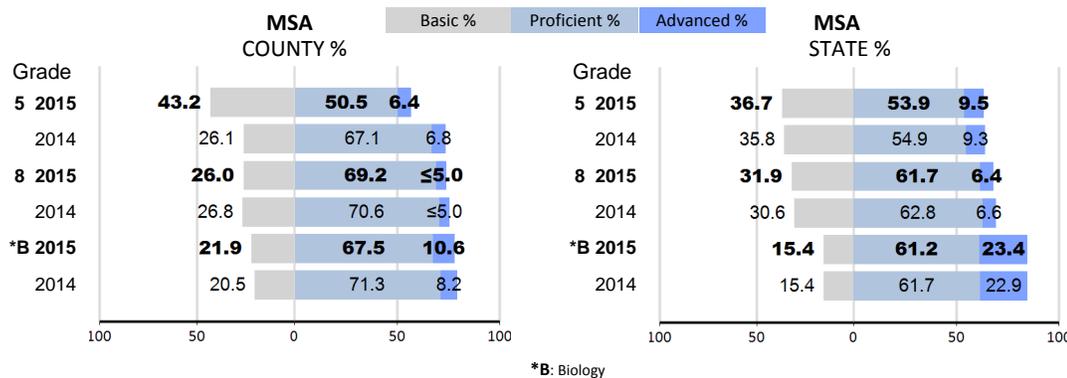
Level 4: Met expectations

Level 5: Exceeded expectations

Somerset 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

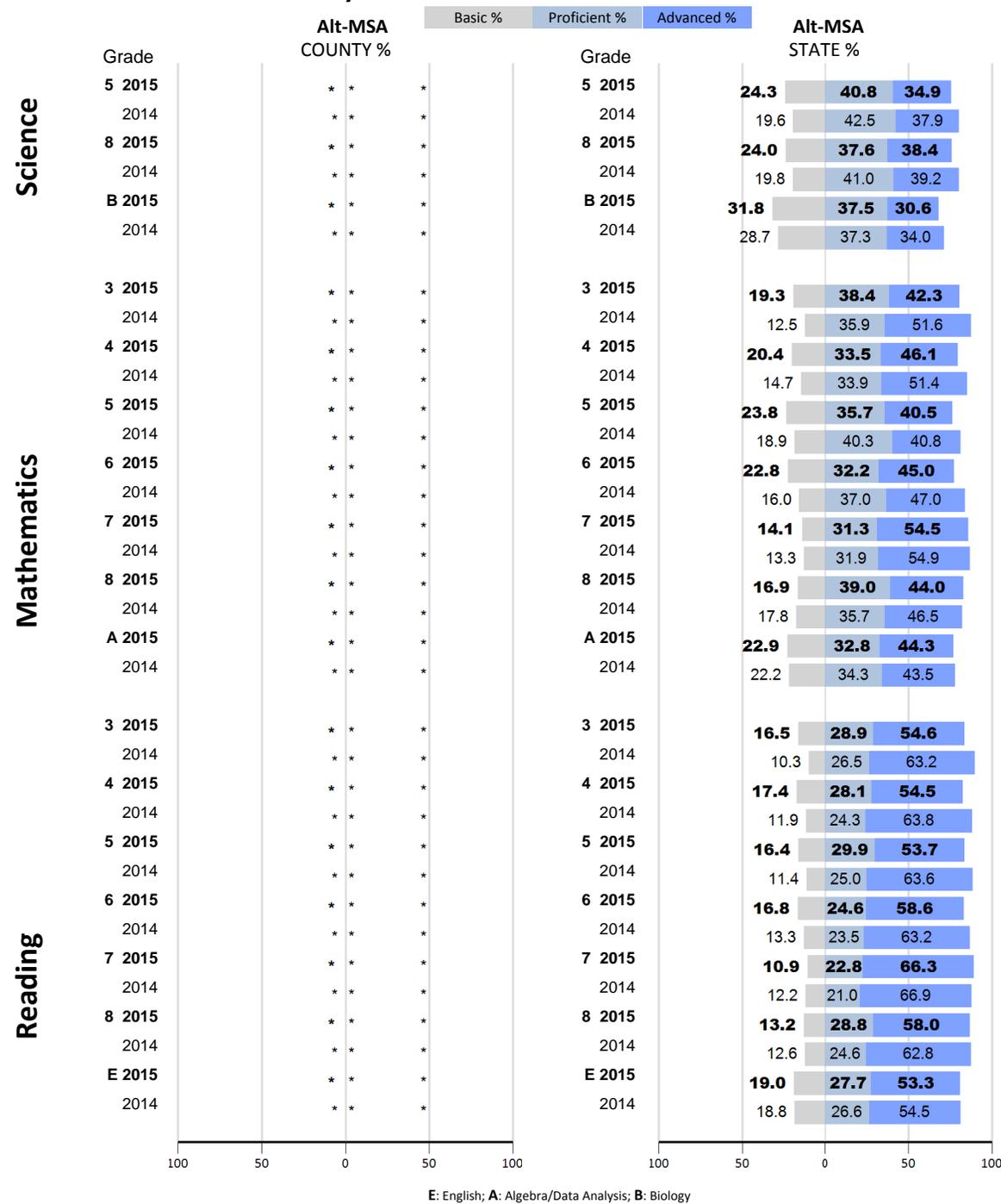
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Somerset County

Alt-MSA Proficiency Levels



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

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.

Proficiency Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

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

Cohort Graduation Rate

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

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

% of classes NOT taught by highly qualified teachers

All Quartiles	2.2	0.1	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	*	*	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	*	*	17.7	15.7

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

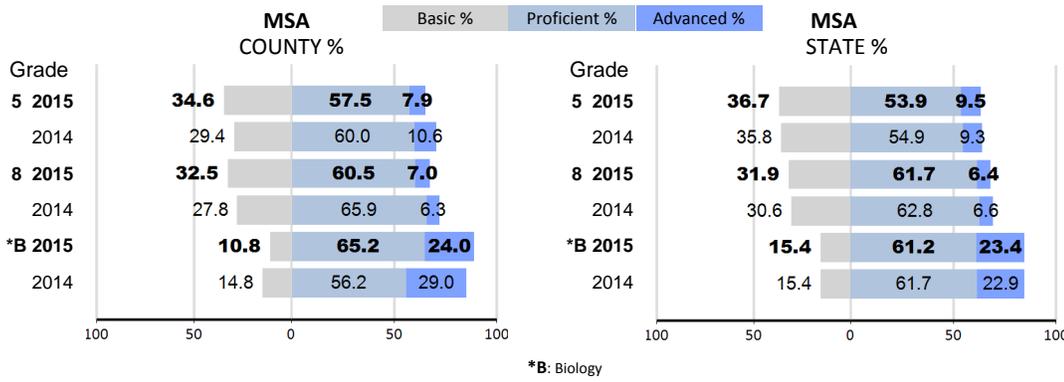
Level 4: Met expectations

Level 5: Exceeded expectations

Talbot 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

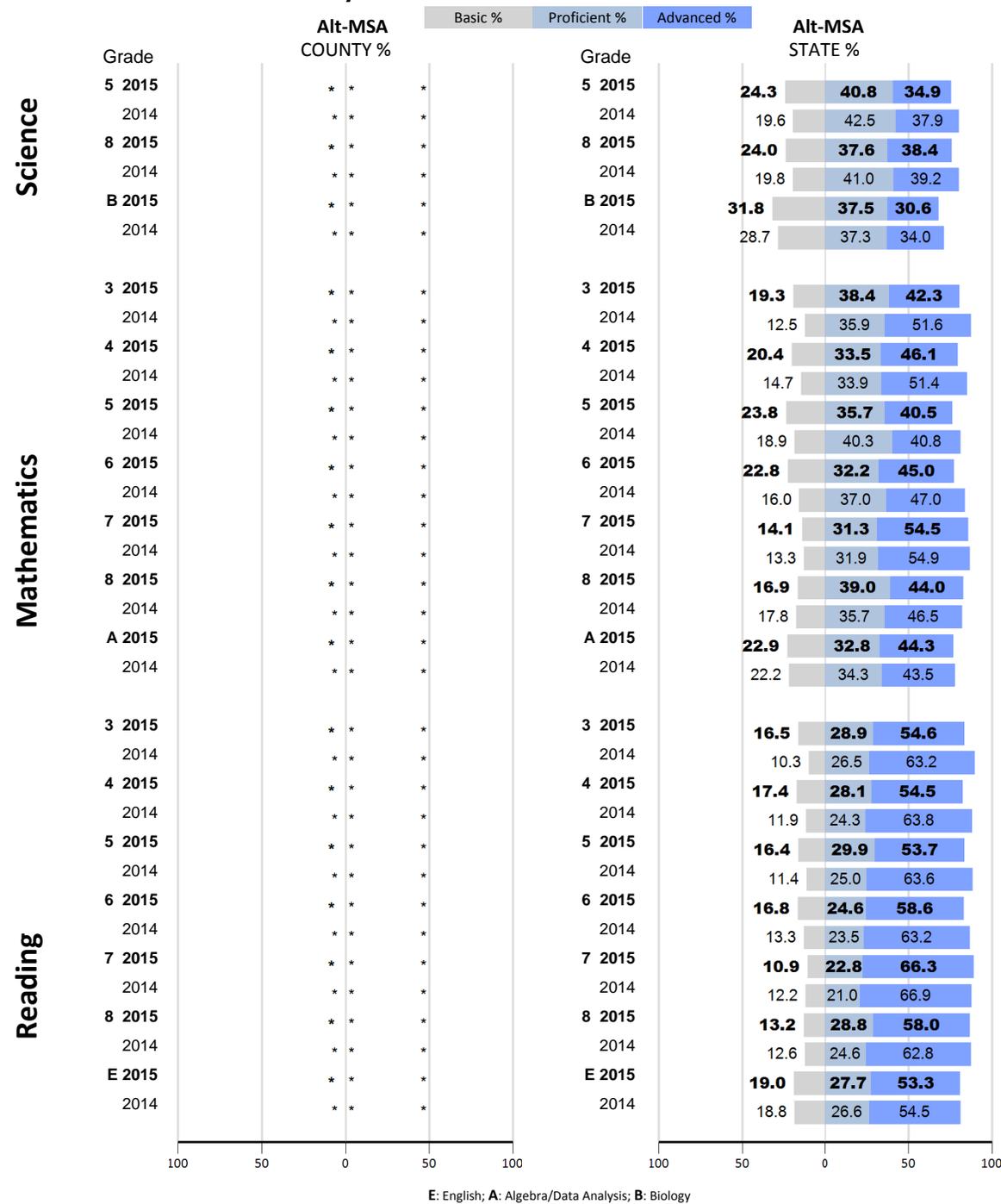
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Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Talbot County

Alt-MSA Proficiency Levels



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only

The SEED School of Maryland

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

Cohort Graduation Rate

Class of 2014 (4-Year Rate)	*	86.39
Class of 2014 (5-Year Rate)	*	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	15.6	36.4	27.4	27.2
Advanced Professional	62.5	54.5	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	9.4	6.1	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	3.7	7.8	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	3.7	7.8	17.7	15.7

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	
	Count	%	Count	%	Count	%	Count	%	Count	%

	TESTED		Count		%																	
	County	State																				
<i>English/Language Arts 6</i>	59	62055	22	7353	37.3	11.8	15	13429	25.4	21.6	17	18848	28.8	30.4	5	19893	8.5	32.1	*	2532	≤5.0	4.1
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<i>English/Language Arts 10</i>	47	55651	11	11886	23.4	21.4	10	10044	21.3	18.0	16	11628	34.0	20.9	10	15650	21.3	28.1	*	6443	≤5.0	11.6
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<i>Mathematics 8</i>	72	41166	13	11971	18.1	29.1	21	11126	29.2	27.0	29	8530	40.3	20.7	9	8056	12.5	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	56	61842	6	8047	10.7	13.0	19	17712	33.9	28.6	25	16757	44.6	27.1	6	18194	10.7	29.4	*	1132	≤5.0	1.8

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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.

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Level 2: Partially met expectations

Level 3: Approached expectations

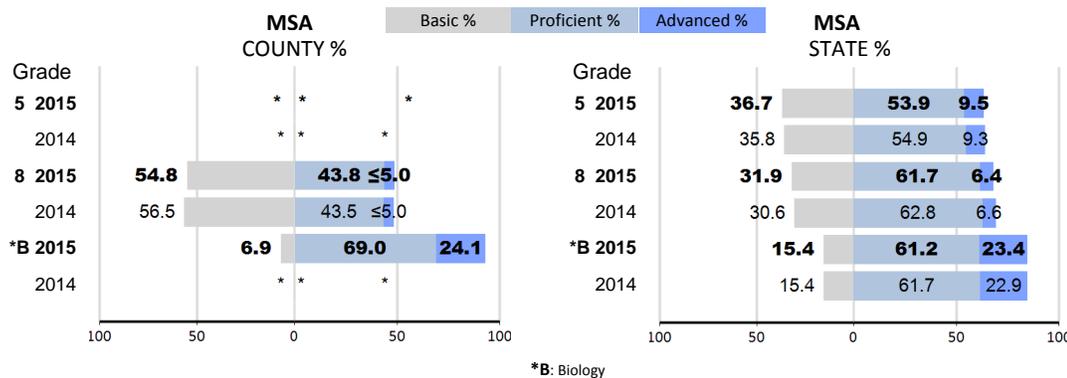
Level 4: Met expectations

Level 5: Exceeded expectations

The SEED School of Maryland

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

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Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

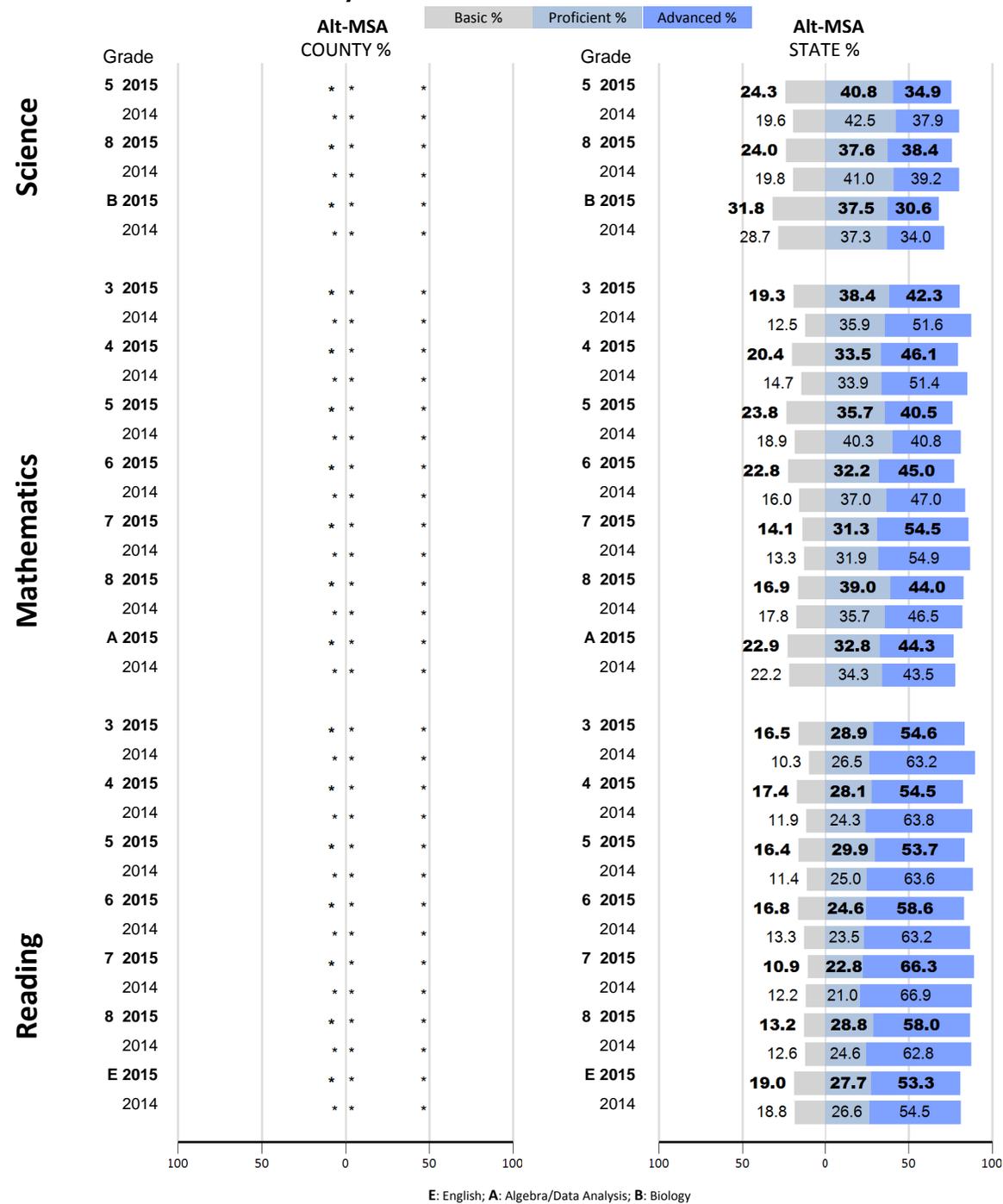
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

The SEED School of Maryland

Alt-MSA Proficiency Levels



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

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.

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7
Middle	94.6	94.9	95.0	95.4
High	93.9	94.2	92.4	92.7

Cohort Graduation Rate

Class of 2014 (4-Year Rate)		91.05	86.39
Class of 2014 (5-Year Rate)	91.81		88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	30.4	27.5	27.4	27.2
Advanced Professional	68.2	66.4	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	0.5	0.3	1.5	1.0

% of classes NOT taught by highly qualified teachers

All Quartiles	5.5	4.6	8.4	7.6
Elementary Low Poverty	1.4	3.6	2.9	3.0
Elementary High Poverty	2.4	2.2	10.5	11.4
Secondary Low Poverty	*	8.1	6.7	6.0
Secondary High Poverty	8.8	7.3	17.7	15.7

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	1662	65088	415	13108	25.0	20.1	376	12816	22.6	19.7	383	14322	23.0	22.0	455	21951	27.4	33.7	*	2891	≤5.0
<i>English/Language Arts 4</i>	1617	63792	214	8012	13.2	12.6	343	12855	21.2	20.2	463	17329	28.6	27.2	510	20718	31.5	32.5	87	4878	5.4	7.6
<i>English/Language Arts 5</i>	1608	63331	217	7528	13.5	11.9	393	13204	24.4	20.8	475	17245	29.5	27.2	492	23353	30.6	36.9	*	2001	≤5.0	3.2
<i>English/Language Arts 6</i>	1666	62055	264	7353	15.8	11.8	431	13429	25.9	21.6	480	18848	28.8	30.4	450	19893	27.0	32.1	*	2532	≤5.0	4.1
<i>English/Language Arts 7</i>	1665	61200	352	10536	21.1	17.2	330	11686	19.8	19.1	426	15297	25.6	25.0	442	17718	26.5	29.0	115	5963	6.9	9.7
<i>English/Language Arts 8</i>	1575	59335	335	10111	21.3	17.0	324	10969	20.6	18.5	386	14240	24.5	24.0	451	19839	28.6	33.4	*	4176	≤5.0	7.0
<i>English/Language Arts 10</i>	1579	55651	315	11886	19.9	21.4	301	10044	19.1	18.0	327	11628	20.7	20.9	460	15650	29.1	28.1	176	6443	11.1	11.6
<i>Mathematics 3</i>	1673	65594	245	9748	14.6	14.9	385	14771	23.0	22.5	479	17224	28.6	26.3	498	19600	29.8	29.9	*	4251	≤5.0	6.5
<i>Mathematics 4</i>	1624	64290	198	8870	12.2	13.8	440	18133	27.1	28.2	496	17579	30.5	27.3	470	17957	28.9	27.9	*	1751	≤5.0	2.7
<i>Mathematics 5</i>	1611	63828	190	8337	11.8	13.1	445	18491	27.6	29.0	544	17946	33.8	28.1	409	16441	25.4	25.8	*	2613	≤5.0	4.1
<i>Mathematics 6</i>	1667	62194	204	8473	12.2	13.6	468	17837	28.1	28.7	545	17552	32.7	28.2	426	16345	25.6	26.3	*	1987	≤5.0	3.2
<i>Mathematics 7</i>	1662	55010	173	7181	10.4	13.1	465	17630	28.0	32.0	601	18528	36.2	33.7	394	11036	23.7	20.1	*	635	≤5.0	1.2
<i>Mathematics 8</i>	858	41166	303	11971	35.3	29.1	311	11126	36.2	27.0	192	8530	22.4	20.7	52	8056	6.1	19.6	*	1483	≤5.0	3.6
<i>Algebra I</i>	1731	61842	143	8047	8.3	13.0	532	17712	30.7	28.6	569	16757	32.9	27.1	478	18194	27.6	29.4	*	1132	≤5.0	1.8
<i>Algebra II</i>	943	40580	192	13057	20.4	32.2	306	10917	32.4	26.9	287	8430	30.4	20.8	157	7820	16.6	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

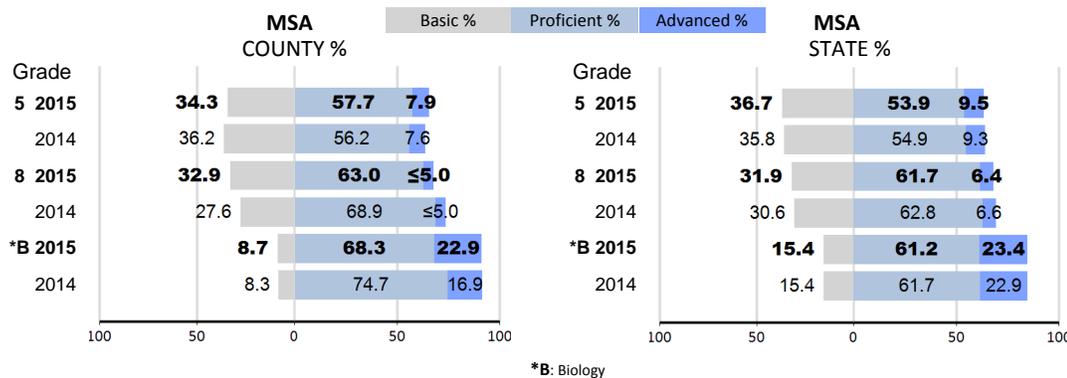
Level 4: Met expectations

Level 5: Exceeded expectations

Washington 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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

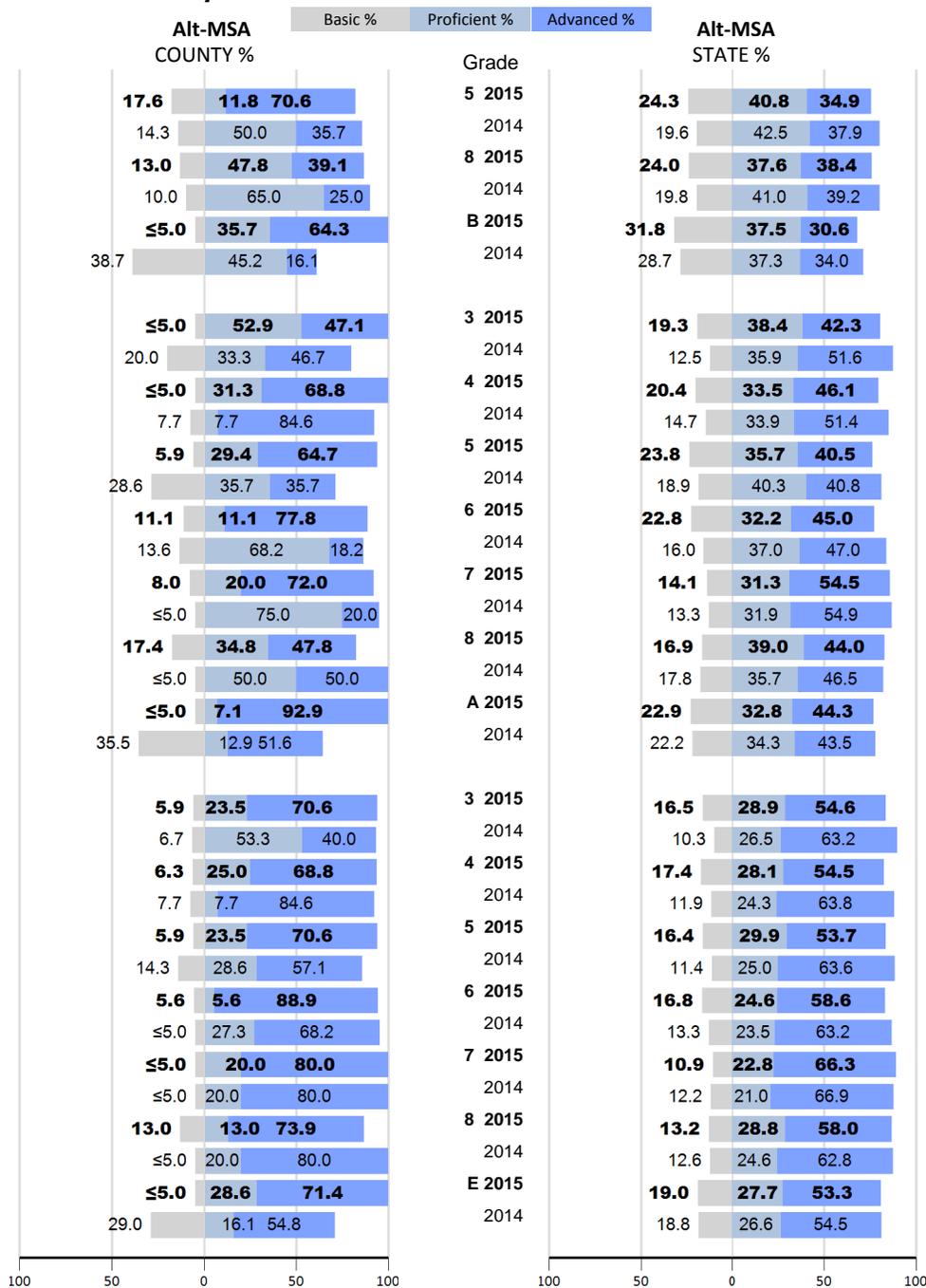
Washington County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Basic %

Proficient %

Advanced %

Level	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

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

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
% of certificates:				
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

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	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
<i>English/Language Arts 4</i>	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
<i>English/Language Arts 5</i>	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
<i>English/Language Arts 6</i>	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
<i>English/Language Arts 7</i>	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
<i>English/Language Arts 8</i>	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
<i>English/Language Arts 10</i>	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
<i>Mathematics 3</i>	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
<i>Mathematics 4</i>	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
<i>Mathematics 5</i>	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
<i>Mathematics 6</i>	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
<i>Mathematics 7</i>	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
<i>Mathematics 8</i>	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
<i>Algebra I</i>	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
<i>Algebra II</i>	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)

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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

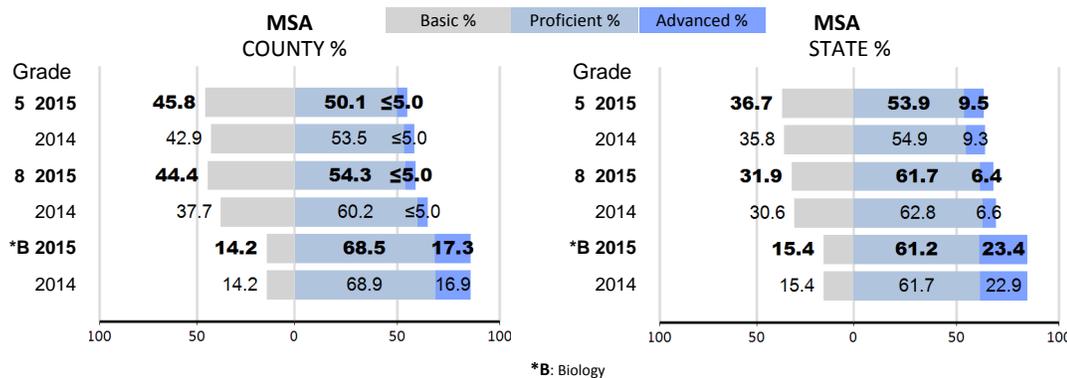
Level 4: Met expectations

Level 5: Exceeded expectations

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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

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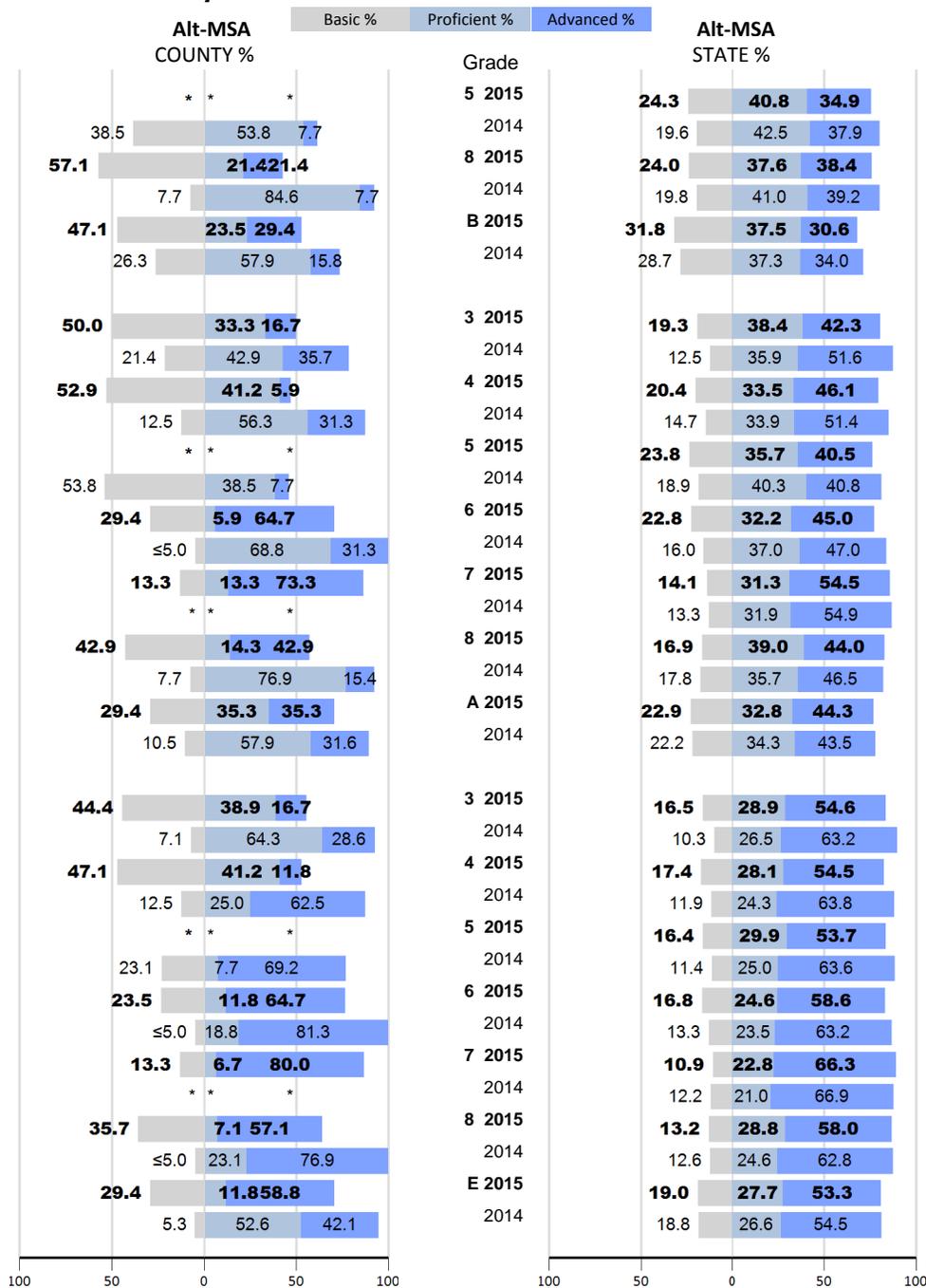
Wicomico County

Alt-MSA Proficiency Levels

Science

Mathematics

Reading



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

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.

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade appropriate literature and apply appropriate language choices when writing.	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.

*Applies to Alt MSA only

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
% of certificates:				
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

% of classes NOT taught by highly qualified teachers

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

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		%																	
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
	<i>English/Language Arts 3</i>	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
<i>English/Language Arts 4</i>	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
<i>English/Language Arts 5</i>	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
<i>English/Language Arts 6</i>	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
<i>English/Language Arts 7</i>	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
<i>English/Language Arts 8</i>	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
<i>English/Language Arts 10</i>	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
<i>Mathematics 3</i>	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
<i>Mathematics 4</i>	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
<i>Mathematics 5</i>	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
<i>Mathematics 6</i>	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
<i>Mathematics 7</i>	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
<i>Mathematics 8</i>	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
<i>Algebra I</i>	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

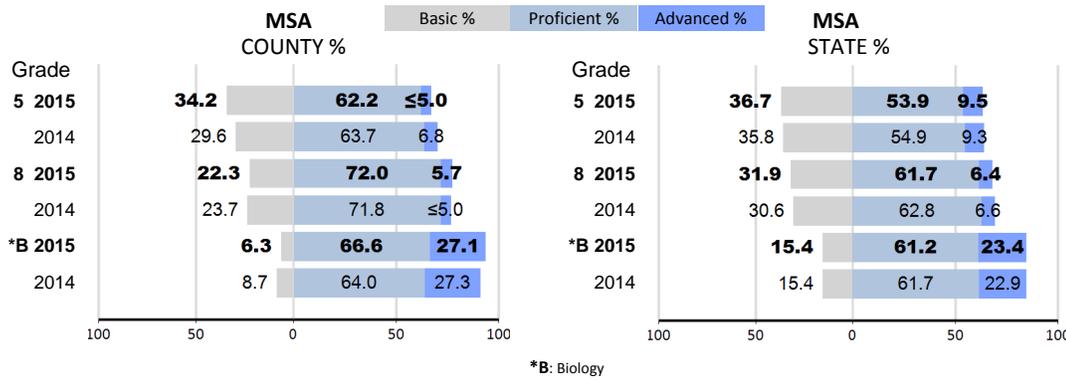
Level 4: Met expectations

Level 5: Exceeded expectations

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.

Science:

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

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

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

Biology:

Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

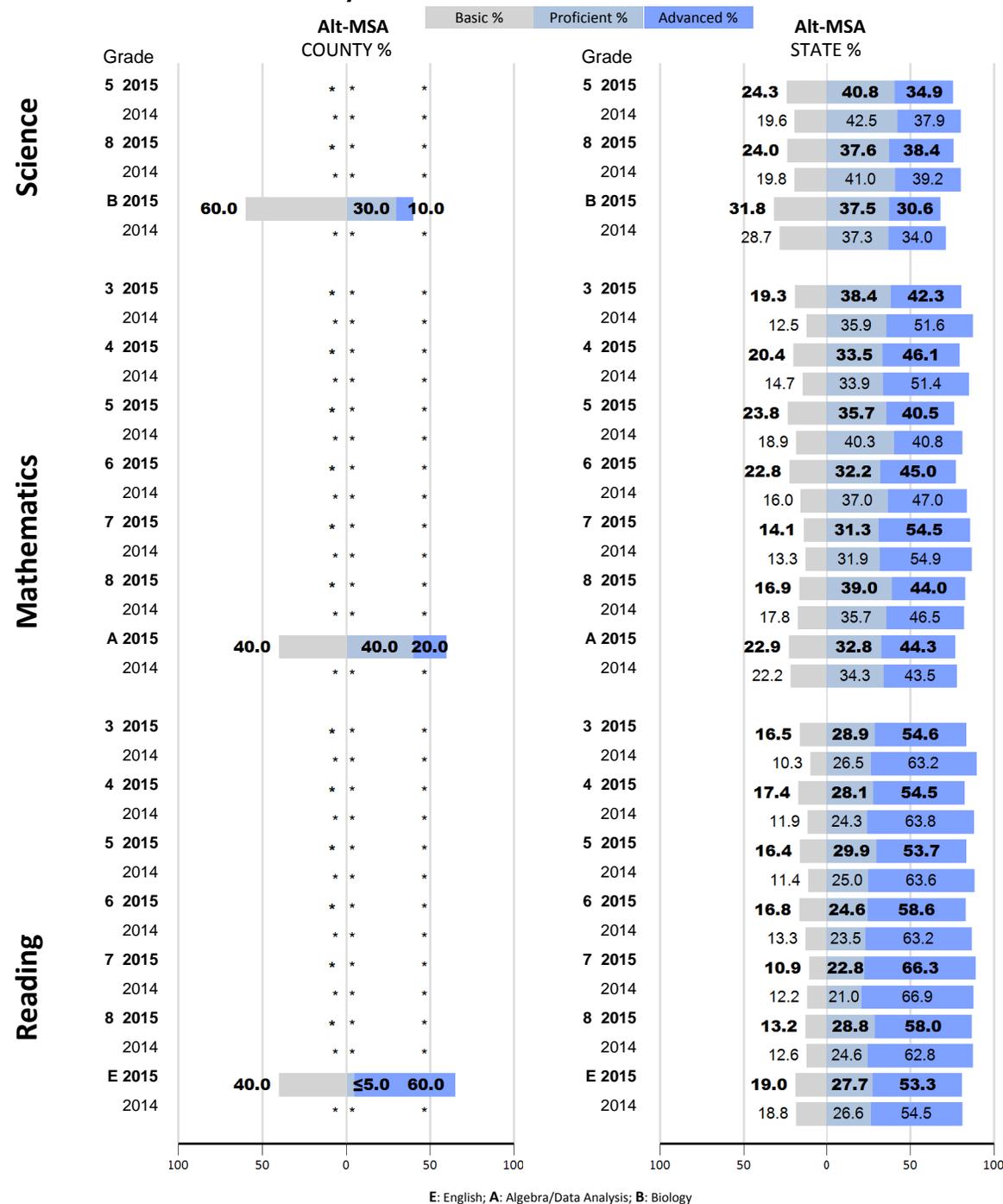
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

*Applies to Alt MSA only

Worcester County

Alt-MSA Proficiency Levels



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

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.

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 comprehend grade appropriate literature and apply appropriate language choices when writing.

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.

*Applies to Alt MSA only