Maryland Report Card

Talbot County
2016 Progress Report

Talbot County

Attendance Rate %	County 2016	County 2015	State 2016	State 2015
Elementary	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	95.1	95.0
High	93.3	93.4	92.4	92.4

Cohort Graduation Rate%	County 2016	County 2015	State 2016	State 2015
2016 (4-Year Rate)	85.51		87.61	
2015 (4-Year Rate)		93.25		86.98
2015 (5-Year Rate)	93.57		89.11	

Teacher Qualifications	County 2016	County 2015	State 2016	State 2015
% of certificates:				
Standard Professional	33.3	36.7	25.6	27.4
Advanced Professional	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	1.0	1.1
Conditional Teacher	0.4	0.0	1.5	1.5
% of classes NOT taught by highly qualified teachers				
All Quartiles	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	3.3	2.9
Elementary High Poverty	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.0	6.7
Secondary High Poverty	*	*	17.1	17.7

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

Attendance Rate

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

Teacher Qualifications

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

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

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

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

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

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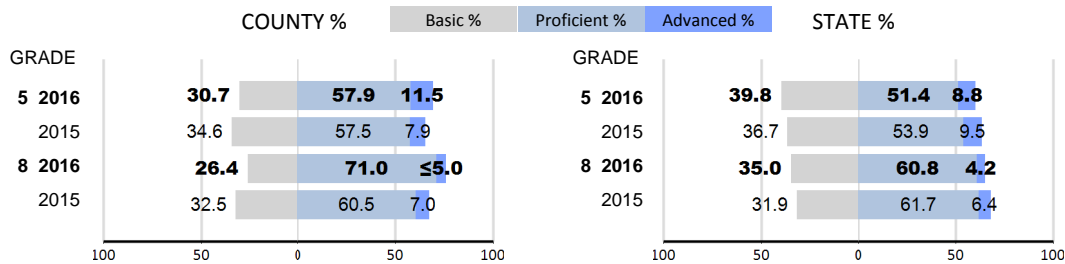
Cohort Graduation Rate

The U.S. Department of Education 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 2016 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2012 and graduating no later than 2016. The cohort graduation rate data for 2015 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2011 and graduating no later than 2015. The 2015 5-year rate is the same cohort graduating no later than 2016.

Talbot County

MSA Science Proficiency Levels

COUNTY % | Basic % | Proficient % | Advanced % | STATE %

GRADE		Basic %	Proficient %	Advanced %
5	2016	30.7	57.9	11.5
	2015	34.6	57.5	7.9
8	2016	26.4	71.0	≤5.0
	2015	32.5	60.5	7.0

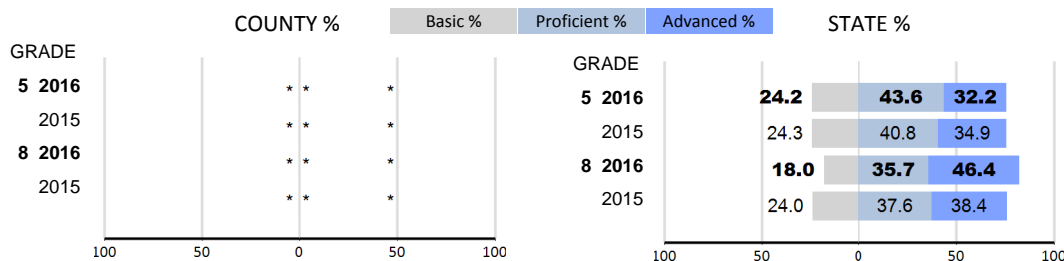| GRADE		Basic %	Proficient %	Advanced %
5	2016	39.8	51.4	8.8
	2015	36.7	53.9	9.5
8	2016	35.0	60.8	4.2
	2015	31.9	61.7	6.4

Science

Maryland School Assessment (MSA) Science

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.

Alt-MSA Science Proficiency Levels

COUNTY % | Basic % | Proficient % | Advanced % | STATE %

GRADE		Basic %	Proficient %	Advanced %
5	2016	*	*	*
	2015	*	*	*
8	2016	*	*	*
	2015	*	*	*

GRADE		Basic %	Proficient %	Advanced %
5	2016	24.2	43.6	32.2
	2015	24.3	40.8	34.9
8	2016	18.0	35.7	46.4
	2015	24.0	37.6	38.4

Science

Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science 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.

* Data not available at date of publication.

Description of Proficiency Levels

Science:

Basic %: Students show they need more work to attain proficiency. They use minimal supporting evidence/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.

Talbot County

PARCC Assessment Performance Results Summary - 2016

| | **TESTED** | | **Level 1**
Did not yet meet expectations | | | | **Level 2**
Partially met expectations | | | | **Level 3**
Approached expectations | | | | **Level 4**
Met expectations | | | | **Level 5**
Exceeded expectations | | | |
| | | | Count | | % | | Count | | % | | Count | | % | | Count | | % | | Count | | % | |
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	342	67758	78	14642	22.8	21.6	72	12875	21.1	19.0	63	14832	18.4	21.9	110	22400	32.2	33.1	19	3009	5.6	4.4
English/Language Arts 4	340	65915	41	9423	12.1	14.3	47	12473	13.8	18.9	94	17407	27.6	26.4	133	21111	39.1	32.0	25	5501	7.4	8.3
English/Language Arts 5	318	64302	33	8361	10.4	13.0	56	13596	17.6	21.1	75	17021	23.6	26.5	145	23274	45.6	36.2	*	2050	≤5.0	3.2
English/Language Arts 6	319	63151	42	8417	13.2	13.3	71	12845	22.3	20.3	128	18481	40.1	29.3	74	20609	23.2	32.6	*	2799	≤5.0	4.4
English/Language Arts 7	318	62649	38	10082	11.9	16.1	60	12051	18.9	19.2	87	15795	27.4	25.2	102	18566	32.1	29.6	31	6155	9.7	9.8
English/Language Arts 8	345	62048	42	10980	12.2	17.7	72	11918	20.9	19.2	84	15200	24.3	24.5	131	20236	38.0	32.6	*	3714	≤5.0	6.0
English/Language Arts 10	349	63105	53	13802	15.2	21.9	43	9163	12.3	14.5	74	12114	21.2	19.2	125	18946	35.8	30.0	54	9080	15.5	14.4
Mathematics 3	343	67892	38	9452	11.1	13.9	71	12764	20.7	18.8	87	15776	25.4	23.2	124	22745	36.2	33.5	23	7155	6.7	10.5
Mathematics 4	342	66022	21	9656	6.1	14.6	95	15482	27.8	23.4	91	16445	26.6	24.9	130	21850	38.0	33.1	*	2589	≤5.0	3.9
Mathematics 5	322	64423	*	7918	≤5.0	12.3	77	15879	23.9	24.6	98	17049	30.4	26.5	121	19815	37.6	30.8	*	3762	≤5.0	5.8
Mathematics 6	320	63022	48	9504	15.0	15.1	75	16028	23.4	25.4	119	16946	37.2	26.9	76	17570	23.8	27.9	*	2974	≤5.0	4.7
Mathematics 7	319	53710	32	8059	10.0	15.0	83	15190	26.0	28.3	114	17456	35.7	32.5	85	11999	26.6	22.3	*	1006	≤5.0	1.9
Mathematics 8	258	43366	62	12915	24.0	29.8	88	11633	34.1	26.8	79	9317	30.6	21.5	29	8332	11.2	19.2	*	1169	≤5.0	2.7
Algebra I	338	67151	40	10068	11.8	15.0	81	16817	24.0	25.0	88	16342	26.0	24.3	127	22186	37.6	33.0	*	1738	≤5.0	2.6

Partnership for Assessment of Readiness for College and Careers (PARCC)
Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

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

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	343	*	>= 95.0	345	*	>= 95.0
English/Language Arts 4	322	*	>= 95.0	344	*	>= 95.0
English/Language Arts 5	318	*	>= 95.0	322	*	>= 95.0
English/Language Arts 6	326	*	>= 95.0	320	*	>= 95.0
English/Language Arts 7	349	*	>= 95.0	321	*	>= 95.0
English/Language Arts 8	326	*	>= 95.0	349	*	>= 95.0
Mathematics 3	341	*	>= 95.0	345	*	>= 95.0
Mathematics 4	323	*	>= 95.0	344	*	>= 95.0
Mathematics 5	319	*	>= 95.0	323	*	>= 95.0
Mathematics 6	326	*	>= 95.0	320	*	>= 95.0
Mathematics 7	349	*	>= 95.0	319	*	>= 95.0
Mathematics 8	226	*	>= 95.0	260	*	>= 95.0

Visit Report.msde.maryland.gov for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

Chapel District Elementary

Attendance Rate %	School		County		State	
	2016	2015	2016	2015	2016	2015
Elementary	≥ 95.0	94.8	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate				
2016 (4-Year Rate)	*	85.51		87.61
2015 (4-Year Rate)		*	93.25		86.98
2015 (5-Year Rate)	*	93.57		89.11

Teacher Qualifications	School		County		State	
	2016	2015	2016	2015	2016	2015
% of certificates:						
Standard Professional	25.0	25.0	33.3	36.7	25.6	27.4
Advanced Professional	70.0	75.0	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School		County		State	
	2016	2015	2016	2015	2016	2015
All Quartiles	0.0	0.0	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Legend: Basic % Proficient % Advanced %

Science

MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	11.5	59.6	28.8	30.7	57.9	11.5	39.8	51.4	8.8
	2015	11.3	64.2	24.5	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category.

Chapel District Elementary

PARCC Assessment Performance Results Summary - 2016

		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
Performance Level	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	56	10	17.9	8	14.3	9	16.1	23	41.1	6	10.7
English/Language Arts 4	47	7	14.9	6	12.8	9	19.1	20	42.6	5	10.6
English/Language Arts 5	53	*	≤5.0	10	18.9	17	32.1	22	41.5	*	≤5.0
Mathematics 3	57	8	14.0	6	10.5	13	22.8	26	45.6	4	7.0
Mathematics 4	47	*	≤5.0	15	31.9	8	17.0	21	44.7	*	≤5.0
Mathematics 5	53	3	5.7	15	28.3	15	28.3	19	35.8	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

Chapel District Elementary

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	49	*	>= 95.0	57	*	>= 95.0
English/Language Arts 4	50	*	>= 95.0	47	*	>= 95.0
English/Language Arts 5	53	*	>= 95.0	53	*	>= 95.0
Mathematics 3	49	*	>= 95.0	57	*	>= 95.0
Mathematics 4	50	*	>= 95.0	47	*	>= 95.0
Mathematics 5	53	*	>= 95.0	54	*	>= 95.0

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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

Easton Elementary

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate				
2016 (4-Year Rate)	*	85.51		87.61
2015 (4-Year Rate)		*	93.25		86.98
2015 (5-Year Rate)	*	93.57		89.11

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	31.4	41.2	33.3	36.7	25.6	27.4
Advanced Professional	54.9	56.9	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	0.0	1.9	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Science

MSA Science Proficiency Levels

Basic %   Proficient %   Advanced %

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	40.0	52.5	7.5	30.7	57.9	11.5	39.8	51.4	8.8
	2015	45.7	50.7	≤5.0	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules.   "*" indicates no students or fewer than 10 students in category.

Easton Elementary

PARCC Assessment Performance Results Summary - 2016

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	170	52	30.6	38	22.4	31	18.2	45	26.5	*	≤5.0
English/Language Arts 4	169	26	15.4	32	18.9	51	30.2	53	31.4	*	≤5.0
English/Language Arts 5	156	24	15.4	30	19.2	35	22.4	65	41.7	*	≤5.0
Mathematics 3	170	21	12.4	40	23.5	49	28.8	49	28.8	11	6.5
Mathematics 4	171	16	9.4	53	31.0	51	29.8	51	29.8	*	≤5.0
Mathematics 5	160	9	5.6	41	25.6	49	30.6	55	34.4	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

Easton Elementary

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	167	*	>= 95.0	171	*	>= 95.0
English/Language Arts 4	164	*	>= 95.0	173	*	>= 95.0
English/Language Arts 5	141	*	>= 95.0	160	*	>= 95.0
Mathematics 3	167	*	>= 95.0	171	*	>= 95.0
Mathematics 4	164	*	>= 95.0	173	*	>= 95.0
Mathematics 5	141	*	>= 95.0	160	*	>= 95.0

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Easton Elementary

Easton High

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	*	*	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	93.5	93.7	93.3	93.4	92.4	92.4

Cohort Graduation Rate

2016 (4-Year Rate)	82.11	85.51	87.61
2015 (4-Year Rate)	93.23	93.25	86.98
2015 (5-Year Rate)	93.63	93.57	89.11

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	38.0	38.8	33.3	36.7	25.6	27.4
Advanced Professional	50.0	61.2	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	4.1	2.7	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Science

MSA Science Proficiency Levels

Basic %	Proficient %	Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2016	*	*	*	30.7	57.9	11.5	39.8	51.4	8.8
2015	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
8 2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2016	*	*	*	*	*	*	24.2	43.6	32.2
2015	*	*	*	*	*	*	24.3	40.8	34.9
8 2016	*	*	*	*	*	*	18.0	35.7	46.4
2015	*	*	*	*	*	*	24.0	37.6	38.4

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Easton High

PARCC Assessment Performance Results Summary - 2016

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
TESTED	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
English/Language Arts 10	280	42	15.0	36	12.9	57	20.4	99	35.4	46	16.4
Algebra I	206	29	14.1	70	34.0	63	30.6	43	20.9	*	≤5.0

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

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Level 4: Met expectations
Level 5: Exceeded expectations

PARCC Assessment Participation Results Summary - 2015 & 2016

	2015			2016		
Assessment	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate

Visit Report.msde.maryland.gov for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

Easton Middle

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	*	*	≥ 95.0	≥ 95.0	95.6	95.4
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate	School	County	State
2016 (4-Year Rate)	*	85.51	87.61
2015 (4-Year Rate)	*	93.25	86.98
2015 (5-Year Rate)	*	93.57	89.11

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	29.4	30.6	33.3	36.7	25.6	27.4
Advanced Professional	58.8	69.4	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	2.7	0.0	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Legend: Basic % | Proficient % | Advanced %

Science

MSA Science Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2016	*	*	*	30.7	57.9	11.5	39.8	51.4	8.8
2015	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
8 2016	28.9	69.7	≤5.0	26.4	71.0	≤5.0	35.0	60.8	4.2
2015	33.7	60.5	5.8	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2016	*	*	*	*	*	*	24.2	43.6	32.2
2015	*	*	*	*	*	*	24.3	40.8	34.9
8 2016	*	*	*	*	*	*	18.0	35.7	46.4
2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category.

Easton Middle

PARCC Assessment Performance Results Summary - 2016

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
TESTED	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
English/Language Arts 6 — 243	35	14.4	55	22.6	94	38.7	57	23.5	*	≤5.0
English/Language Arts 7 — 251	28	11.2	46	18.3	73	29.1	82	32.7	22	8.8
English/Language Arts 8 — 282	38	13.5	61	21.6	69	24.5	106	37.6	*	≤5.0
Mathematics 6 — 244	34	13.9	56	23.0	92	37.7	60	24.6	*	≤5.0
Mathematics 7 — 252	26	10.3	66	26.2	90	35.7	67	26.6	*	≤5.0
Mathematics 8 — 213	54	25.4	74	34.7	64	30.0	21	9.9	*	≤5.0
Algebra I — 71	*	≤5.0	*	≤5.0	12	16.9	58	81.7	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 6	258	*	>= 95.0	244	*	>= 95.0
English/Language Arts 7	290	*	>= 95.0	254	*	>= 95.0
English/Language Arts 8	268	*	>= 95.0	286	*	>= 95.0
Mathematics 6	258	*	>= 95.0	244	*	>= 95.0
Mathematics 7	290	*	>= 95.0	252	*	>= 95.0
Mathematics 8	190	*	>= 95.0	215	*	>= 95.0

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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

St. Michaels Elementary

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate	School	County	State
2016 (4-Year Rate)	*	85.51	87.61
2015 (4-Year Rate)	*	93.25	86.98
2015 (5-Year Rate)	*	93.57	89.11

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	31.6	36.8	33.3	36.7	25.6	27.4
Advanced Professional	63.2	63.2	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	0.0	0.0	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Science

MSA Science Proficiency Levels

Basic % Proficient % Advanced %

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	24.4	73.2	≤5.0	30.7	57.9	11.5	39.8	51.4	8.8
	2015	35.7	58.9	5.4	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category.

St. Michaels Elementary

PARCC Assessment Performance Results Summary - 2016

		Level 1		Level 2		Level 3		Level 4		Level 5	
	Performance Level	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	50	7	14.0	8	16.0	12	24.0	18	36.0	5	10.0
English/Language Arts 4	51	4	7.8	*	≤5.0	18	35.3	20	39.2	8	15.7
English/Language Arts 5	40	*	≤5.0	3	7.5	6	15.0	25	62.5	4	10.0
Mathematics 3	50	3	6.0	13	26.0	9	18.0	21	42.0	4	8.0
Mathematics 4	51	3	5.9	13	25.5	13	25.5	21	41.2	*	≤5.0
Mathematics 5	40	*	≤5.0	6	15.0	12	30.0	18	45.0	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

St. Michaels Elementary

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	54	*	>= 95.0	51	*	>= 95.0
English/Language Arts 4	36	*	>= 95.0	51	*	>= 95.0
English/Language Arts 5	58	*	>= 95.0	40	*	>= 95.0
Mathematics 3	53	*	>= 95.0	51	*	>= 95.0
Mathematics 4	36	*	>= 95.0	51	*	>= 95.0
Mathematics 5	60	*	>= 95.0	40	*	>= 95.0

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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

St. Michaels Middle/High School

Attendance Rate %

	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	*	*	≥ 95.0	≥ 95.0	95.6	95.4
Middle	94.3	94.1	≥ 95.0	≥ 95.0	95.1	95.0
High	92.4	92.1	93.3	93.4	92.4	92.4

Cohort Graduation Rate

	School	County	State
2016 (4-Year Rate)	≥ 95.00	85.51	87.61
2015 (4-Year Rate)	93.33	93.25	86.98
2015 (5-Year Rate)	93.33	93.57	89.11

Teacher Qualifications

% of certificates:	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Standard Professional	42.9	44.8	33.3	36.7	25.6	27.4
Advanced Professional	39.3	51.7	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	3.6	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers

	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	10.2	8.5	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Science

MSA Science Proficiency Levels

Basic % | Proficient % | Advanced %

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	30.7	57.9	11.5	39.8	51.4	8.8
	2015	*	*	*	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	14.8	77.0	8.2	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	26.8	60.7	12.5	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category.

St. Michaels Middle/High School

PARCC Assessment Performance Results Summary - 2016

		Performance Level								
		Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	76	7	9.2	16	21.1	34	44.7	17	22.4	*	≤5.0
English/Language Arts 7	67	10	14.9	14	20.9	14	20.9	20	29.9	9	13.4
English/Language Arts 8	62	4	6.5	10	16.1	15	24.2	25	40.3	8	12.9
English/Language Arts 10	68	10	14.7	7	10.3	17	25.0	26	38.2	8	11.8
Mathematics 6	76	14	18.4	19	25.0	27	35.5	16	21.1	*	≤5.0
Mathematics 7	67	6	9.0	17	25.4	24	35.8	18	26.9	*	≤5.0
Mathematics 8	44	8	18.2	13	29.5	15	34.1	8	18.2	*	≤5.0
Algebra I	61	11	18.0	10	16.4	13	21.3	26	42.6	*	≤5.0

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

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PARCC Performance Level Descriptors (PLD)

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

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

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 6	68	*	>= 95.0	76	*	>= 95.0
English/Language Arts 7	59	*	>= 95.0	67	*	>= 95.0
English/Language Arts 8	57	*	>= 95.0	62	*	>= 95.0
Mathematics 6	68	*	>= 95.0	76	*	>= 95.0
Mathematics 7	59	*	>= 95.0	67	*	>= 95.0
Mathematics 8	35	*	>= 95.0	44	*	>= 95.0

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Tilghman Elementary

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate

	School	County	State
2016 (4-Year Rate)	*	85.51	87.61
2015 (4-Year Rate)	*	93.25	86.98
2015 (5-Year Rate)	*	93.57	89.11

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	50.0	50.0	33.3	36.7	25.6	27.4
Advanced Professional	50.0	50.0	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
All Quartiles	0.0	0.0	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Basic % Proficient % Advanced %

Science

MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	31.3	62.5	6.3	30.7	57.9	11.5	39.8	51.4	8.8
	2015	18.2	72.7	9.1	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

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Tilghman Elementary

PARCC Assessment Performance Results Summary - 2016

		Performance Level								
		Level 1 Did not yet meet expectations		Level 2 Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	10	*	≤5.0	*	≤5.0	3	30.0	6	60.0	1	10.0
English/Language Arts 4	11	*	≤5.0	1	9.1	2	18.2	8	72.7	*	≤5.0
English/Language Arts 5	16	1	6.3	2	12.5	4	25.0	9	56.3	*	≤5.0
Mathematics 3	10	*	≤5.0	1	10.0	1	10.0	8	80.0	*	≤5.0
Mathematics 4	11	*	≤5.0	1	9.1	2	18.2	7	63.6	1	9.1
Mathematics 5	16	*	≤5.0	2	12.5	6	37.5	8	50.0	*	≤5.0

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

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

Tilghman Elementary

PARCC Assessment Participation Results Summary - 2015 & 2016

	2015			2016		
Assessment	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	13	*	>= 95.0	10	*	>= 95.0
English/Language Arts 4	20	*	>= 95.0	11	*	>= 95.0
English/Language Arts 5	11	*	>= 95.0	16	*	>= 95.0
Mathematics 3	13	*	>= 95.0	10	*	>= 95.0
Mathematics 4	20	*	>= 95.0	11	*	>= 95.0
Mathematics 5	11	*	>= 95.0	16	*	>= 95.0

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This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.

White Marsh Elementary

Attendance Rate %	School		County		State	
	2016	2015	2016	2015	2016	2015
Elementary	≥ 95.0	94.8	≥ 95.0	≥ 95.0	95.6	95.4
Middle	*	*	≥ 95.0	≥ 95.0	95.1	95.0
High	*	*	93.3	93.4	92.4	92.4

Cohort Graduation Rate			
2016 (4-Year Rate)	*	85.51	87.61
2015 (4-Year Rate)	*	93.25	86.98
2015 (5-Year Rate)	*	93.57	89.11

Teacher Qualifications	School		County		State	
	2016	2015	2016	2015	2016	2015
% of certificates:						
Standard Professional	25.0	26.3	33.3	36.7	25.6	27.4
Advanced Professional	75.0	73.7	56.1	62.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.4	0.0	1.5	1.5

% of classes NOT taught by highly qualified teachers	School		County		State	
	2016	2015	2016	2015	2016	2015
All Quartiles	0.0	0.0	2.8	2.2	8.9	8.4
Elementary Low Poverty	*	*	*	*	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	*	*	7.0	6.7
Secondary High Poverty	*	*	*	*	17.1	17.7

Science

MSA Science Proficiency Levels

Basic % Proficient % Advanced %

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	24.5	60.4	15.1	30.7	57.9	11.5	39.8	51.4	8.8
	2015	30.9	63.6	5.5	34.6	57.5	7.9	36.7	53.9	9.5
8	2016	*	*	*	26.4	71.0	≤5.0	35.0	60.8	4.2
	2015	*	*	*	32.5	60.5	7.0	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

GRADE		SCHOOL %			COUNTY %			STATE %		
5	2016	*	*	*	*	*	*	24.2	43.6	32.2
	2015	*	*	*	*	*	*	24.3	40.8	34.9
8	2016	*	*	*	*	*	*	18.0	35.7	46.4
	2015	*	*	*	*	*	*	24.0	37.6	38.4

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category.

White Marsh Elementary

PARCC Assessment Performance Results Summary - 2016

	Performance Level									
	Level 1 Did not yet meet expectations		**Level 2** Partially met expectations		**Level 3** Approached expectations		**Level 4** Met expectations		**Level 5** Exceeded expectations	
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	55	8	14.5	18	32.7	8	14.5	18	32.7	3	5.5
English/Language Arts 4	62	4	6.5	7	11.3	14	22.6	32	51.6	5	8.1
English/Language Arts 5	53	4	7.5	11	20.8	13	24.5	24	45.3	*	≤5.0
Mathematics 3	55	6	10.9	10	18.2	15	27.3	20	36.4	4	7.3
Mathematics 4	62	*	≤5.0	13	21.0	17	27.4	30	48.4	*	≤5.0
Mathematics 5	53	*	≤5.0	13	24.5	16	30.2	21	39.6	*	≤5.0

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

Students in grades 3-8 and high school participated in the PARCC assessments in English Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance in science in grades 5 and 8, the Alternate Maryland School Assessment (for students with disabilities), and, the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

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

White Marsh Elementary

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	60	*	>= 95.0	55	*	>= 95.0
English/Language Arts 4	52	*	>= 95.0	62	*	>= 95.0
English/Language Arts 5	55	*	>= 95.0	53	*	>= 95.0
Mathematics 3	59	*	>= 95.0	55	*	>= 95.0
Mathematics 4	53	*	>= 95.0	62	*	>= 95.0
Mathematics 5	54	*	>= 95.0	53	*	>= 95.0

Visit Report.msde.maryland.gov for up-to-date and disaggregated information.

This table displays the participation rate in English Language Arts and mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2015 and 2016.