# **Maryland Report Card**

Dorchester County
2015 Progress Report

# **Dorchester County**

	Cou	unty	Sta	ate		Cou	nty	Sta	ate
Attendance Rate %	2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014
Elementary	94.0	94.7	95.4	95.7	% of certificates:				
Middle	93.0	93.7	95.0	95.4	Standard Professional	43.4	34.0	27.4	27.2
High	≥ 95.0	93.5	92.4	92.7	Advanced Professional	52.5	50.0	65.2	65.5
Ü					Resident Teacher	0.0	0.0	1.1	0.7
<b>Cohort Graduation Rate%</b>					Conditional Teacher	2.3	0.0	1.5	1.0
					% of classes NOT taught by high	ly qualifie	d teache	rs	
Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	87.46	87.90	88.70	86.39	All Quartiles	6.1	6.2	8.4	7.6
Class of 2014 (3-Year Nate)	67.40		88.70		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
		"*" inc	dicates no stu	idents or few	er than 10 students in category.				

#### Attendance Rate

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

#### **Teacher Qualifications**

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

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

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

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

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

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

#### **Cohort Graduation Rate**

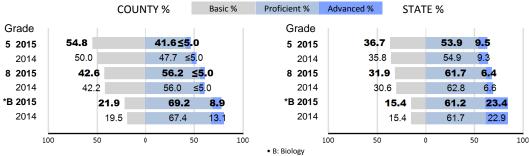
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

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

# MSA

# **Dorchester County**MSA Proficiency Levels





#### Maryland School Assessment (MSA)

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

#### **Description of Proficiency Levels**

concepts, principles, and/or skills.

# Basic %

Proficient %

Advanced %

# **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

#### **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.

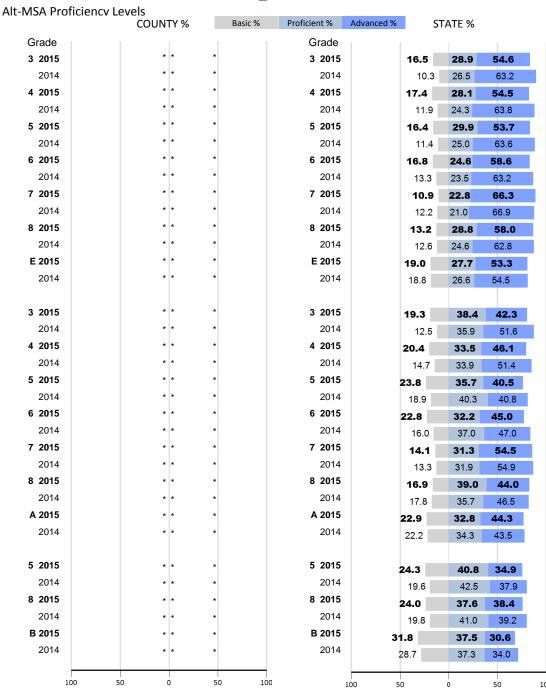
Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and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

# **Dorchester County**

Reading

**Mathematics** 



# 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.

2	5 2015		* *	*		5 2015	24.3	40.8	34.9		
Science	2014		* *	*		2014	19.6	42.5	37.9		
.5	8 2015		* *	*		8 2015	24.0	37.6	38.4		
	2014		* *	*		2014	19.8	41.0	39.2		
	B 2015		* *	*		B 2015	31.8	37.5	30.6	•	
	2014		* *	*		2014	28.7	37.3	34.0		
							20.7	07.0	04.0		
	10	0 !	50 0	50	100	1	00 50	0	50	100	
	*Applies to Alt MSA o	nly		E	: English; <b>A</b> : Algebr	a/Data Analysi	s; <b>B</b> : Biology				
Basic %	*Reading: Students are unable to read understand literature and passages of information that written for students in their grade.	comprel are appropr	s have difficulty hending grade riate literature and	*Mathematics: Students show th partially mastere concepts that Ma rhen students to know this grade level.	ed the skills and aryland expects	mastered the	w they have only partially skills and concepts defined nd Algebra/Data Analysis	Science: Students show t attain proficienc supporting evide provide little or information.	y. They use mence, and resp	ninimal oonses	<b>Biology:</b> 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 writte students in their grade, and t can demonstrate the ability tunderstand literature and passages of information.	they written to grade, a demon- underst	its can read text in for students in thei and they can istrate the ability to tand literature and es of information.	level skills and co	f fundamental grade	data analysis sl	of fundamental algebra / kills and concepts and can entry-level problems in	Students use sur generally comple of scientific cond skills.	ete with some	integration	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 te that is above their grade level they can demonstrate the abi understand complex literatur passages of information.	l, and comprel lity to complex e and consiste	x literature and ently apply appropria e choices to write	solve complex pr mathematics and	d demonstrate o reason	algebra/data a	egularly solve complex nalysis problems and uperior ability to reason y.	Students use sci demonstrate a fi concepts, princi	ull integration	of scientific	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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# **Dorchester County**

# PARCC Assessment Performance Results Summary - 2015

											Perf	orma	nce l	.eve								
				Lev	el 1			Lev	el 2			Lev	el 3			Lev	el 4			Lev	el 5	
			D		et meet	t	Partia	lly met	expecta	itions	Appro	oached	expecta	tions	N	let exp	ectation	ıs	Exce	eded e	xpectati	ions
	TES	TED	Cou	unt	%	5	Cou	unt	%	5	Co	unt	%	6	Coi	ınt	9	6	Cou	ınt	%	5
	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	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	4.4
English/Language Arts 4	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
English/Language Arts 5	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
English/Language Arts 6	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
English/Language Arts 7	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
English/Language Arts 8	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
English/Language Arts 10	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
Mathematics 3	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
Mathematics 4	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
Mathematics 5	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
Mathematics 6	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
Mathematics 7	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
Mathematics 8	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
Algebra 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
Algebra II	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)

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

18.8 26.6 54.5

	Sc	hool	Co	unty	St	ate	Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:					
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional 43.9	39.0	43.4	34.0	27.4	27.2
High	94.7	94.2	≥ 95.0	93.5	92.4	92.7	Advanced Professional 46.3	36.6	52.5	50.0	65.2	65.5
o .							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 9.8	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	ed teacl	ners			
Class of 2014 (4-Year Rate)		84.82		87.90		86.39	All Quartiles 14.1	13.2	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	84.18		87.46		88.70		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

											Second	ary Low Poverty	,		*	*	*	*	6.7	6.0	
											Second	ary High Poverty			-	-	6.9	4.3	17.7	15.7	
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Prof	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′%	;	STATE	%			GRADE	S	CHOOL	_ %	С	COUNT	/ %	S	STATE 9	%
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	19.3	69.8	10.9	21.9	69.2	8.9	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	14.9	69.6	15.5	19.5	67.4	13.1	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	*	*	*	10.3	26.5	63.2
												4 2015	*	*	*	*	*	*	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3		
												7 2015	*	*	*	*	*	*	10.9		
												2014	*	*	*	*	*	*		21.0	
												8 2015	*	*	*	*	*	*		28.8	
												2014	*	*	*	*	*	*		24.6	
												E 2015	*	*	*	*	*	*		27.7	

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

# **Cambridge-South Dorchester High School**

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	146	44	30.1	33	22.6	31	21.2	30	20.5	8	5.5
Algebra I	205	40	19.5	108	52.7	45	22.0	12	5.9	*	≤5.0
Algebra II	17	10	58.8	3	17.6	4	23.5	*	≤5.0	*	≤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

	Sc	hool	Cou	ınty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	94.2	94.6	94.0	94.7	95.4	95.7	% of certificates:					
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional 40.9	45.5	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 54.5	36.4	52.5	50.0	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed tead	hers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 0.0	0.	0 6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46	07.50	88.70	00.55	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

										Seco	ndary High Poverty			*	*	6.9	4.3	17.7	15.7	,
											ı	_		_						
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %		STATE	%		GRADE	S	CHOO	L %	C	COUNTY	′ %	ξ	STATE 9	%
5 2015	75.8	24.2	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	71.0	27.4	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*	12.5	35.9	51.6
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	*	*	*	10.3	26.5	63.2
											4 2015	*	*	*	*	*	*	17.4	28.1	54.5
											2014	*	*	*	*	*	*	11.9	24.3	63.8
											5 2015	*	*	*	*	*	*	16.4	29.9	53.7
											2014	*	*	*	*	*	*	11.4	25.0	63.6
											6 2015	*	*	*	*	*	*	16.8	24.6	58.6
											2014	*	*	*	*	*	*	13.3	23.5	63.2
											7 2015	*	*	*	*	*	*	10.9	22.8	66.3
											2014	*	*	*	*	*	*	12.2	21.0	66.9
											8 2015	*	*	*	*	*	*	13.2	28.8	58.0
											2014	*	*	*	*	*	*	12.6	24.6	62.8
											E 2015	*	*	*	*	*	*	19.0	27.7	53.3
											2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# **Choptank Elementary School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	49	13	26.5	14	28.6	9	18.4	13	26.5	*	≤5.0
English/Language Arts 4	50	13	26.0	14	28.0	12	24.0	9	18.0	*	≤5.0
English/Language Arts 5	62	17	27.4	22	35.5	13	21.0	10	16.1	*	≤5.0
Mathematics 3	49	5	10.2	13	26.5	13	26.5	16	32.7	*	≤5.0
Mathematics 4	50	5	10.0	19	38.0	9	18.0	17	34.0	*	≤5.0
Mathematics 5	61	5	8.2	28	45.9	21	34.4	7	11.5	*	≤5.0

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

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Level 3: Approached expectations

Level 4: Met expectations

18.8 26.6 54.5

	Sc	hool	Cou	ınty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:						
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional	*	*	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional	*	*	52.5	50.0	65.2	65.5
				23.3		22.7	Resident Teacher	*	*	0.0	0.0	1.1	0.7
							Conditional Teacher	*	*	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly q	ualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles	*	*	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		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 Low Foverty						

												dary Low Poverty dary High Poverty			*	*	* 6.9	* 4.3	6.7 17.7	6.0 15.7	
											36001	uary nigh Poverty					0.9	4.3	17.7	15.7	
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	<b>/</b> %		STATE	%			GRADE	S	CHOOL	- %	С	OUNTY	%	9	STATE 9	%
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	*	*	*	10.3	26.5	63.2
												4 2015	*	*	*	*	*	*	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3	23.5	63.2
												7 2015	*	*	*	*	*	*	10.9	22.8	66.3
												2014	*	*	*	*	*	*	12.2	21.0	66.9
												8 2015	*	*	*	*	*	*	13.2	28.8	58.0
												2014	*	*	*	*	*	*	12.6	24.6	62.8
												E 2015	*	*	*	*	*	*	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysi:

# **Dorchester County Career and Technology Center**

## PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Cou	inty	Sta	ate	9	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	r Qualifications 201	15	2014	2015	2014	2015	2014
Elementary	94.1	94.5	94.0	94.7	95.4	95.7	ertificates:						
Middle	*	*	93.0	93.7	95.0	95.4	dard Professional 44.0	)	26.1	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	nced Professional 56.0	)	69.6	52.5	50.0	65.2	65.5
							lent Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
							litional Teacher 0.0	)	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							lasses NOT taught by highly quali	fied	teach	ers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	Quartiles 0	.0	0.0	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		mentary Low Poverty	*	*	*	*	2.9	3.0
							mentary High Poverty	*	*	2.1	0.0	10.5	11.4
							ondary Low Poverty	*	*	*	*	6.7	6.0
							ondary High Poverty	*	*	6.9	4.3	17.7	15.7

											High Poverty			*	*	6.9	4.3	17.7	15.7	
				_										_ ~		_				
			oficier	-					asic %	Proficient % Advanced %				A Profi						
GRADE		CHOOL			OUNTY			STATE			GRADE	S	CHOO	L %	C	OUNTY *			STATE 9	
5 2015		33.3			41.6		36.7		9.5		5 2015	*	*	*	*	*	*		40.8	
2014	43.6 *	52.7			47.7		35.8		9.3		2014	·		*		*	*		42.5	
8 2015		*	*				31.9		6.4		8 2015	Ţ		*	Ţ	Ţ	*		37.6	
2014 *D 2015	*	*	*		56.0		30.6		6.6		2014	*	*		*	*	*		41.0	
*B 2015	*	*	*		69.2				23.4		<b>B 2015</b> 2014	*	*	*	*	*	*		<b>37.5</b> 37.3	
2014		·		19.5	67.4	13.1	15.4	01.7	22.9		2014	•	·					20.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19 3	38.4	42.3
											2014	*	*	*	*	*	*		35.9	
											4 2015	*	*	*	*	*	*		33.5	
											2014	*	*	*	*	*	*		33.9	
											5 2015	*	*	*	*	*	*		35.7	
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*		28.9	
											2014	*	*	*	*	*	*		26.5	
											4 2015	*	*	*	*	*	*		28.1	
											2014	*	*	*	*	*	*		24.3	
											5 2015	*	*		*	*	*		29.9	
											2014	*	*	*	*	*	*	11.4		63.6
											6 <b>2015</b>	*	*	*	*	*	*		24.6	
											2014 <b>7 2015</b>	*	*	*	*	*	*		23.5 <b>22.8</b>	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	
											2014	*	*	*	*	*	*		26.6	

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

# **Hurlock Elementary School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	82	28	34.1	25	30.5	25	30.5	*	≤5.0	*	≤5.0
English/Language Arts 4	60	8	13.3	22	36.7	13	21.7	14	23.3	*	≤5.0
English/Language Arts 5	63	19	30.2	18	28.6	15	23.8	11	17.5	*	≤5.0
Mathematics 3	82	18	22.0	26	31.7	28	34.1	10	12.2	*	≤5.0
Mathematics 4	60	7	11.7	13	21.7	21	35.0	19	31.7	*	≤5.0
Mathematics 5	63	12	19.0	21	33.3	19	30.2	10	15.9	*	≤5.0

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

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#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

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Level 4: Met expectations

	Scho	ol	Cou	ınty	St	ate		Sc	hool	Cou	ınty	Sta	te
Attendance Rate %	2015 2	014	2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:						
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional	*	*	43.4	34.0	27.4	27.2
High	*	* >	95.0	93.5	92.4	92.7	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
ohort Graduation Rate							% of classes NOT taught b	y highly qualifi	ed teac	hers			
Cohort Graduation Rate Class of 2014 (4-Year Rate)		*		87.90		86.39	% of classes NOT taught b All Quartiles	y highly qualifi *	ed teac	hers 6.1	L 6.2	8.4	7.6
Class of 2014 (4-Year Rate)	*	*	37.46	87.90	88.70	86.39		*	*	6.1	L 6.2		
Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	*	*	37.46	87.90	88.70	86.39	All Quartiles	* / *	*	6.1	* *	2.9	3.0
Class of 2014 (4-Year Rate)	*	*	37.46	87.90	88.70	86.39	All Quartiles Elementary Low Povert	* / * y *	k k	6.1 * *	* *	2.9	3.0 11.4

												ndary Low Poverty ndary High Poverty			*	*	* 6.9	* 4.3	6.7 17.7	6.0 15.7	
											30001	radi y mgm r overty						7.5		13.7	
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOO	L %	(	COUNTY	′ %	S	TATE	%
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5			5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	*	*	*	10.3	26.5	63.2
												4 2015	*	*	*	*	*	*	17.4	28.1	54.5
												2014	*	*	*	*	*	*	11.9	24.3	63.8
												5 2015	*	*	*	*	*	*	16.4	29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*	16.8	24.6	58.6
												2014	*	*	*	*	*	*	13.3		
												7 2015	*	*	*	*	*		10.9		
												2014	*	*	*	*	*		12.2		
												8 2015	*	*	*	*	*	*	13.2		
												2014	*	*	*	*	*	*	12.6		
												E 2015	*	*	*	*	*	*	19.0		

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

# **Judith P. Hoyer Early Childhood Center**

## PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Exced expect	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

#### 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

18.8 26.6 54.5

Science

	Sc	hool	Cou	ınty	Sta	ate	So	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2019	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:					
Middle	92.0	92.8	93.0	93.7	95.0	95.4	Standard Professional 58.6	35.7	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 37.9	35.7	52.5	50.0	65.2	65.5
Ü							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed tea	chers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 6.9	9 4	.3 <b>6.1</b>	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		Elementary Low Poverty 3	•	* *	*	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

									Secondary High Povert	y		*	*	6.9	4.3	17.7	15.7	7
	B.46	'A Des	- <b>f</b> : -:	1 -				lasis (/	Proficient % Advanced %	A 14	DAC A	D. e			-1-			
			oficier	-				Basic %				\ Profi						.,
GRADE	*	CHOOL *	. %		OUNTY		STATE		GRADE	* S	CHOOL	- % *	<u>,</u>	OUNTY *	*		STATE	
<b>5 2015</b> 2014	*	*	*		<b>41.6</b> 47.7		<b>53.9</b> 54.9	9.5	<b>5 2015</b> 2014	*	*	*	*	*	*		<b>40.8</b> 42.5	
8 <b>2015</b>		50.9				≤ <b>5.0</b>	61.7	9.3 <b>6.4</b>	8 2015	*	*	*	*	*	*		37.6	
2014		44.8					62.8	6.6	2014	*	*	*	*	*	*			39.2
*B 2015	*	*	*		69.2		61.2		B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*			13.1			2014	*	*	*	*	*	*		37.3	
									3 2015	*	*	*	*	*	*	19.3	38.4	42.3
									2014	*	*	*	*	*	*	12.5	35.9	51.6
									4 2015	*	*	*	*	*	*	20.4	33.5	46.1
									2014	*	*	*	*	*	*	14.7	33.9	51.4
									5 2015	*	*	*	*	*	*	23.8	35.7	40.5
									2014	*	*	*	*	*	*	18.9	40.3	40.8
									6 2015	*	*	*	*	*	*	22.8	32.2	45.0
									2014	*	*	*	*	*	*	16.0	37.0	47.0
									7 2015	*	*	*	*	*	*	14.1	31.3	54.5
									2014	*	*	*	*	*	*	13.3	31.9	54.9
									8 2015	*	*	*	*	*	*	16.9	39.0	44.0
									2014	*	*	*	*	*	*	17.8	35.7	46.5
									A 2015	*	*	*	*	*	*	22.9	32.8	44.3
									2014	*	*	*	*	*	*	22.2	34.3	43.5
									3 2015	*	*	*	*	*	*		28.9	54.6
									2014	*	*	*	*	*	*			63.2
									4 2015	*	*	*	*	*	*		28.1	
									2014	*	*	*	*	*	*			63.8
									5 2015	*	*	*	*	*	*		29.9	
									2014	*	*	*	*	*	*			63.6
									6 2015	*	*	*	*	*	*		24.6	
									2014	*	*	*	*	*	*		23.5	
									<b>7 2015</b> 2014	*	*	*	*	*	*			66.3
									8 <b>201</b> 4	*	*	*	*	*	*		21.0 28.8	
									2014	*	*	*	*	*	*		24.6	
									E 2015	*	*	*	*	*	*		24.6 27.7	
									E 2015							13.0	27.7	33.3

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

#### **Mace's Lane Middle School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	172	75	43.6	48	27.9	36	20.9	12	7.0	*	≤5.0
English/Language Arts 7	153	55	35.9	54	35.3	30	19.6	13	8.5	*	≤5.0
English/Language Arts 8	173	58	33.5	47	27.2	48	27.7	20	11.6	*	≤5.0
English/Language Arts 10	*	*	*	*	*	*	*	*	*	*	*
Mathematics 6	172	63	36.6	62	36.0	36	20.9	11	6.4	*	≤5.0
Mathematics 7	156	30	19.2	67	42.9	48	30.8	11	7.1	*	≤5.0
Mathematics 8	139	70	50.4	51	36.7	17	12.2	*	≤5.0	*	≤5.0
Algebra I	33	*	≤5.0	7	21.2	17	51.5	9	27.3	*	≤5.0

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Cou	unty	Sta	ate	So	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	93.2	93.9	94.0	94.7	95.4	95.7	% of certificates:					
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional 50.0	36.4	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 45.8	40.9	52.5	50.0	65.2	65.5
3							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 4.2	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed tea	chers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 4.0	0	.0 <b>6.1</b>	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		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

									Secondary High Pover			*	*	6.9	4.3	17.7	15.7	
	NAS	ι Dr	oficier	ncv I c	wole		В	asic %	Proficient % Advanced %	ΛI	+_N/IS/	\ Prof	iciono	v l ev	alc			
ODADE				-		. 0/								-			TATE (	0/
GRADE <b>5 2015</b>		33.9			OUNTY	% ≤ <b>5.0</b>	53.9		GRADE <b>5 201</b> 5		SCHOO!	L % *	*	OUNTY *	% *	24.3	TATE	
2014		29.8			47.7		54.9	9.3	2014		*	*	*	*	*		42.5	
8 2015	*	*	*			≤5.0	61.7	6.4	8 2015		*	*	*	*	*	24.0		
2014	*	*	*			≤5.0	62.8	6.6	2014		*	*	*	*	*		41.0	
*B 2015	*	*	*	21.9	69.2		61.2		В 2015		*	*	*	*	*		37.5	
2014	*	*	*			13.1			2014		*	*	*	*	*		37.3	
									3 2015	*	*	*	*	*	*	19.3	38.4	42.3
									2014	*	*	*	*	*	*	12.5	35.9	51.6
									4 2015	*	*	*	*	*	*	20.4	33.5	46.1
									2014	*	*	*	*	*	*	14.7	33.9	51.4
									5 2015	*	*	*	*	*	*	23.8	35.7	40.5
									2014	*	*	*	*	*	*	18.9	40.3	40.8
									6 2015	*	*	*	*	*	*	22.8	32.2	45.0
									2014	*	*	*	*	*	*	16.0	37.0	47.0
									7 2015	*	*	*	*	*	*	14.1	31.3	54.5
									2014	*	*	*	*	*	*	13.3	31.9	54.9
									8 2015	*	*	*	*	*	*	16.9	39.0	44.0
									2014	*	*	*	*	*	*	17.8	35.7	46.5
									A 2015	*	*	*	*	*	*		32.8	
									2014	*	*	*	*	*	*	22.2	34.3	43.5
									3 2015		*	*	*	*	*			54.6
									2014		*	*	*	*	*		26.5	
									4 2015		*	*	*	*	*	17.4		
									2014 5 <b>201</b> 5		*	*	*	*	*	11.9	29.9	
									2014		*	*	*	*	*		25.0	
									6 2015		*	*	*	*	*		24.6	
									2014		*	*	*	*	*	13.3		
									7 2015		*	*	*	*	*	10.9		
									2014		*	*	*	*	*	12.2		
									8 2015		*	*	*	*	*	13.2		
									2014	*	*	*	*	*	*	12.6		
									E 2015	*	*	*	*	*	*	19.0	27.7	53.3
									2014	*	*	*	*	*	*	18.8	26.6	54.5

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

# **Maple Elementary School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	64	33	51.6	16	25.0	9	14.1	6	9.4	*	≤5.0
English/Language Arts 4	50	11	22.0	17	34.0	13	26.0	9	18.0	*	≤5.0
English/Language Arts 5	61	20	32.8	20	32.8	13	21.3	8	13.1	*	≤5.0
Mathematics 3	64	17	26.6	18	28.1	17	26.6	11	17.2	*	≤5.0
Mathematics 4	49	8	16.3	8	16.3	13	26.5	20	40.8	*	≤5.0
Mathematics 5	61	11	18.0	29	47.5	11	18.0	10	16.4	*	≤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

	Sc	chool	Co	unty	St	ate	Sch	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:					
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional 33.3	30.0	43.4	34.0	27.4	27
High	≥ 95.0	92.4	≥ 95.0	93.5	92.4	92.7	Advanced Professional 60.0	66.7	52.5	50.0	65.2	65
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0
							Conditional Teacher 0.0	0.0	2.3	0.0	1.5	1.
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	ed teach	ners			
Class of 2014 (4-Year Rate)		92.68		87.90		86.39	All Quartiles 10.7	13.5	6.1	6.2	8.4	
Class of 2014 (5-Year Rate)	92.68	32.00	87.46	050	88.70	55.55	Elementary Low Poverty *	*	*	*	2.9	) :
(0 1001100)							Elementary High Poverty *	*	2.1	0.0	10.5	1
							Secondary Low Poverty *	*	*	*	6.7	

											indary Low Poverty indary High Poverty			*	*	6.9	4.3		5.7
	MS	A Pro	oficier	ıcy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els		
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%		GRADE	S	CHOO	_ %	С	OUNTY	′ %	STAT	Ξ %
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5		5 2015	*	*	*	*	*	*	24.3 40.8	34.9
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3		2014	*	*	*	*	*	*	19.6 42.	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0 37.0	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8 41.0	39.2
*B 2015	19.1	74.5	6.4	21.9	69.2	8.9	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8 37.	30.6
2014	21.2	68.1	10.6	19.5	67.4	13.1	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7 37.3	34.0
											3 2015	*	*	*	*	*	*	19.3 38.4	42.3
											2014	*	*	*	*	*	*	12.5 35.9	51.6
											4 2015	*	*	*	*	*	*	20.4 33.	46.1
											2014	*	*	*	*	*	*	14.7 33.9	51.4
											5 2015	*	*	*	*	*	*	23.8 35.	7 40.5
											2014	*	*	*	*	*	*	18.9 40.3	40.8
											6 2015	*	*	*	*	*	*	22.8 32.	45.0
											2014	*	*	*	*	*	*	16.0 37.0	47.0
											7 2015	*	*	*	*	*	*	14.1 31.3	54.5
											2014	*	*	*	*	*	*	13.3 31.9	54.9
											8 2015	*	*	*	*	*	*	16.9 39.0	44.0
											2014	*	*	*	*	*	*	17.8 35.	46.5
											A 2015	*	*	*	*	*	*	22.9 32.8	3 44.3
											2014	*	*	*	*	*	*	22.2 34.3	3 43.5
											3 2015	*	*	*	*	*	*	16.5 28.9	54.6
											2014	*	*	*	*	*	*	10.3 26.	63.2
											4 2015	*	*	*	*	*	*	17.4 28.	L <b>54.5</b>
											2014	*	*	*	*	*	*	11.9 24.3	63.8
											5 2015	*	*	*	*	*	*	16.4 29.9	53.7
											2014	*	*	*	*	*	*	11.4 25.0	63.6
											6 2015	*	*	*	*	*	*	16.8 24.0	5 58.6
											2014	*	*	*	*	*	*	13.3 23.	63.2
											7 2015	*	*	*	*	*	*	10.9 22.8	66.3
											2014	*	*	*	*	*	*	12.2 21.0	
											8 2015	*	*	*	*	*	*	13.2 28.	3 58.0
											2014	*	*	*	*	*	*	12.6 24.0	
											E 2015	*	*	*	*	*	*	19.0 27.	

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

# **North Dorchester High School**

PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not yet meet expectations		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	119	15	12.6	20	16.8	31	26.1	42	35.3	11	9.2
Algebra I	142	14	9.9	48	33.8	60	42.3	20	14.1	*	≤5.0
Algebra II	20	2	10.0	9	45.0	8	40.0	*	≤5.0	*	≤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

	Sc	hool	Cou	inty	Sta	ate	Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7	% of certificates:					
Middle	93.8	94.7	93.0	93.7	95.0	95.4	Standard Professional 30.4	25.0	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 65.2	54.2	52.5	50.0	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 4.3	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualified	d teach	ers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 0.0	1.9	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		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

										Secondary Low Povert Secondary High Pover			*	*	6.9	4.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficie	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	A Profi	icienc	y Lev	els			
GRADE	S	CHOOL	- %	С	OUNT	Y %	;	STATE	%	GRADE	S	CHOO	L %	С	OUNTY	′ %		STATE	%
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5	5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3	2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	40.7	57.9	≤5.0	42.6	56.2	≤5.0	31.9	61.7	6.4	8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	32.9	65.1	≤5.0	42.2	56.0	≤5.0	30.6	62.8	6.6	2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4	B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	2014	*	*	*	*	*	*	28.7	37.3	34.0
										3 2015	*	*	*	*	*	*	19.3	38.4	42.3
										2014	*	*	*	*	*	*	12.5	35.9	51.6
										4 2015	*	*	*	*	*	*	20.4	33.5	46.1
										2014	*	*	*	*	*	*	14.7	33.9	51.4
										5 2015	*	*	*	*	*	*	23.8	35.7	40.5
										2014	*	*	*	*	*	*	18.9	40.3	40.8
										6 2015	*	*	*	*	*	*	22.8	32.2	45.0
										2014	*	*	*	*	*	*	16.0	37.0	47.0
										7 2015	*	*	*	*	*	*	14.1	31.3	54.5
										2014	*	*	*	*	*	*	13.3	31.9	54.9
										8 2015	*	*	*	*	*	*	16.9	39.0	44.0
										2014	*	*	*	*	*	*	17.8	35.7	46.5
										A 2015	*	*	*	*	*	*	22.9	32.8	44.3
										2014	*	*	*	*	*	*	22.2	34.3	43.5
										3 2015	*	*	*	*	*	*	16.5	28.9	54.6
										2014		*	*	*	*	*			63.2
										4 2015	*	*	*	*	*	*		28.1	
										2014	*	*	*	*	*	*			63.8
										5 2015	*	*	*	*	*	*		29.9	53.7
										2014	*	*	*	*	*	*	11.4	25.0	63.6
										6 2015	*	*	*	*	*	*		24.6	58.6
										2014	*	*	*	*	*	*		23.5	
										7 2015	*	*	*	*	*	*			66.3
										2014	*	*	*	*	*	*		21.0	
										8 2015	*	*	*	*	*	*		28.8	
										2014	*	*	*	*	*	*		24.6	
										E 2015	*	*	*	*	*	*		27.7	
										2014	*	*	*	*	*	*	18.8	26.6	54.5

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

#### **North Dorchester Middle School**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	135	30	22.2	31	23.0	36	26.7	37	27.4	*	≤5.0
English/Language Arts 7	113	23	20.4	38	33.6	24	21.2	24	21.2	*	≤5.0
English/Language Arts 8	140	37	26.4	13	9.3	39	27.9	47	33.6	*	≤5.0
Mathematics 6	137	29	21.2	36	26.3	37	27.0	34	24.8	*	≤5.0
Mathematics 7	113	11	9.7	41	36.3	37	32.7	24	21.2	*	≤5.0
Mathematics 8	87	36	41.4	28	32.2	17	19.5	6	6.9	*	≤5.0
Algebra I	52	*	≤5.0	5	9.6	20	38.5	25	48.1	*	≤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

\* 18.8 26.6 54.5

	Sc	hool	Cou	ınty	Sta	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	15	2014	2015	2014	2015	2014
Elementary	94.0	94.7	94.0	94.7	95.4	95.7	% of certificates:						
Middle	*	*	93.0	93.7	95.0	95.4	Standard Professional 65.	5	46.4	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 34.	5	39.3	52.5	50.0	65.2	65.5
							Resident Teacher 0.	0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.	0	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qual	lified	l teach	ers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 0	0.0	0.0	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		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

											ry High Poverty			*	*	6.9	4.3	17.7	15.7	
			oficier	-				В	asic %	Proficient % Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE		CHOOL			OUNT			STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY			STATE	
5 2015	55.7	40.0	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5		5 2015	*	*	*	*	*	*		40.8	
2014	49.3	49.3	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3		2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4		8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6		2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4		B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3
											2014	*	*	*	*	*	*	12.5	35.9	51.6
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1
											2014	*	*	*	*	*	*	14.7	33.9	51.4
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5
											2014	*	*	*	*	*	*	18.9	40.3	40.8
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0
											2014	*	*	*	*	*	*	16.0	37.0	47.0
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5
											2014	*	*	*	*	*	*	13.3	31.9	54.9
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0
											2014	*	*	*	*	*	*	17.8	35.7	46.5
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3
											2014	*	*	*	*	*	*	22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16.5	28.9	54.6
											2014	*	*	*	*	*	*	10.3	26.5	63.2
											4 2015	*	*	*	*	*	*	17.4	28.1	54.5
											2014	*	*	*	*	*	*	11.9	24.3	63.8
											5 2015	*	*	*	*	*	*	16.4	29.9	53.7
											2014	*	*	*	*	*	*	11.4	25.0	63.6
											6 2015	*	*	*	*	*	*	16.8	24.6	58.6
											2014	*	*	*	*	*	*	13.3	23.5	63.2
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	

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

# **Sandy Hill Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	72	37	51.4	23	31.9	6	8.3	6	8.3	*	≤5.0
English/Language Arts 4	60	13	21.7	19	31.7	15	25.0	11	18.3	*	≤5.0
English/Language Arts 5	71	21	29.6	19	26.8	19	26.8	12	16.9	*	≤5.0
Mathematics 3	72	26	36.1	21	29.2	19	26.4	6	8.3	*	≤5.0
Mathematics 4	62	8	12.9	22	35.5	14	22.6	18	29.0	*	≤5.0
Mathematics 5	71	11	15.5	24	33.8	21	29.6	15	21.1	*	≤5.0

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Cou	unty	St	ate	So	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.5	94.0	94.7	95.4	95.7	% of certificates:					
Middle	≥ 95.0	94.3	93.0	93.7	95.0	95.4	Standard Professional 38.5	38.5	43.4	34.0	27.4	27.2
High	*	*	≥ 95.0	93.5	92.4	92.7	Advanced Professional 61.5	61.5	52.5	50.0	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ed tea	chers			
Class of 2014 (4-Year Rate)		*		87.90		86.39	All Quartiles 3.9	) 3	.9 <b>6.1</b>	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*		87.46		88.70		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.

											ondary High Poverty			*	*	6.9	4.3	17.7	15.7		_
	MS	Δ Pro	ficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Δl+.	.MSA	\ Profi	cienc	v l ev	als.				
CDADE				-		, 0/	,				CDADE					-			TATE (	0/	
GRADE <b>5 2015</b>		CHOOL <b>68.2</b>			OUNTY <b>41.6</b>			53.9	% 9.5		GRADE <b>5 2015</b>	*	CHOOL *	<b>-</b> 70 ∗	*	OUNTY *	% ∗		STATE 9 <b>40.8</b>		í
2014	17.4		8.7		47.7			54.9	9.3		2014	*	*	*	*	*	*		42.5		
8 2015	8.7		≤5.0		56.2			61.7	6.4		8 2015	*	*	*	*	*	*		37.6		l
2014		93.3	6.7		56.0	≤5.0		62.8	6.6		2014	*	*	*	*	*	*		41.0		l
*B 2015	*	*	*			8.9		61.2			B 2015	*	*	*	*	*	*		37.5		
2014	*	*	*		67.4			61.7			2014	*	*	*	*	*	*		37.3		l
																					۱
											3 2015	*	*	*	*	*	*	19.3	38.4	42.3	ĺ
											2014	*	*	*	*	*	*			51.6	
											4 2015	*	*	*	*	*	*	20.4	33.5	46.1	l
											2014	*	*	*	*	*	*	14.7	33.9	51.4	
											5 2015	*	*	*	*	*	*	23.8	35.7	40.5	
											2014	*	*	*	*	*	*	18.9	40.3	40.8	l
											6 2015	*	*	*	*	*	*	22.8	32.2	45.0	l
											2014	*	*	*	*	*	*	16.0	37.0	47.0	l
											7 2015	*	*	*	*	*	*	14.1	31.3	54.5	l
											2014	*	*	*	*	*	*	13.3	31.9	54.9	l
											8 2015	*	*	*	*	*	*	16.9	39.0	44.0	l
											2014	*	*	*	*	*	*	17.8	35.7	46.5	
											A 2015	*	*	*	*	*	*	22.9	32.8	44.3	l
											2014	*	*	*	*	*	*	22.2	34.3	43.5	
											3 2015	*	*	*	*	*	*		28.9		l
											2014	*	*	*	*	*	*		26.5		
											4 2015	*	*	*	•	*	*		28.1		
											2014	*	*	*	*	*	*		24.3		l
											<b>5 2015</b> 2014	*	*	*	*	*	*	11.4		<b>53.7</b> 63.6	
											6 2015	*	*	*	*	*	*		24.6		
											2014	*	*	*	*	*	*		23.5		
											7 2015	*	*	*	*	*	*		22.8		
											2014	*	*	*	*	*	*		21.0		
											8 2015	*	*	*	*	*	*		28.8		
											2014	*	*	*	*	*	*		24.6		
											E 2015	*	*	*	*	*	*		27.7		
											2014	*	*	*	*	*	*	18.8	26.6	54.5	ı

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

## **South Dorchester School**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	16	*	≤5.0	3	18.8	6	37.5	6	37.5	1	6.3
English/Language Arts 4	16	*	≤5.0	4	25.0	5	31.3	7	43.8	*	≤5.0
English/Language Arts 5	22	4	18.2	4	18.2	4	18.2	10	45.5	*	≤5.0
English/Language Arts 6	28	*	≤5.0	*	≤5.0	15	53.6	11	39.3	*	≤5.0
English/Language Arts 7	21	*	≤5.0	2	9.5	6	28.6	8	38.1	5	23.8
English/Language Arts 8	23	*	≤5.0	4	17.4	5	21.7	12	52.2	*	≤5.0
Mathematics 3	16	*	≤5.0	*	≤5.0	4	25.0	10	62.5	2	12.5
Mathematics 4	16	1	6.3	1	6.3	9	56.3	5	31.3	*	≤5.0
Mathematics 5	22	*	≤5.0	3	13.6	5	22.7	11	50.0	2	9.1
Mathematics 6	28	*	≤5.0	8	28.6	10	35.7	8	28.6	*	≤5.0
Mathematics 7	21	*	≤5.0	2	9.5	3	14.3	15	71.4	*	≤5.0
Mathematics 8	23	2	8.7	2	8.7	11	47.8	8	34.8	*	≤5.0

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### **PARCC Performance Level Descriptors (PLD)**

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

vienna Eiem	entary	<b>2C</b>	no									
	School	County		St	ate	S	School		Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	15 2	2014	2015	2014	2015	2014
Elementary	<b>93.9</b> ≥ 95.0	94.0	94.7	95.4	95.7	% of certificates:						
Middle	* *	93.0	93.7	95.0	95.4	Standard Professional 8.3	}	8.3	43.4	34.0	27.4	27.2
High	* *	≥ 95.0	93.5	92.4	92.7	Advanced Professional 91.7	,	91.7	52.5	50.0	65.2	65.5
5						Resident Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	)	0.0	2.3	0.0	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualit	fied	teach	ers			
Class of 2014 (4-Year Rate)	*		87.90		86.39	All Quartiles 0.	.0	0.0	6.1	6.2	8.4	7.6
Class of 2014 (5-Year Rate)	*	87.46		88.70		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

												ondary Low Poverty ondary High Poverty			*	*	6.9	4.3	6.7 17.7	6.0 15.7	
												, , ,									
	MS	A Pro	oficie	ncy Le	evels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	C	COUNTY	Y %	:	STATE	%			GRADE	S	CHOO	L %	С	OUNTY	′ %	,	STATE	%
5 2015	31.3		9.4			≤5.0		53.9	9.5			5 2015	*	*	*	*	*	*		40.8	
2014	41.2	58.8	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3			2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4			8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6			2014	*	*	*	*	*	*	19.8	41.0	39.2
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4			B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9			2014	*	*	*	*	*	*	28.7	37.3	34.0
												3 2015	*	*	*	*	*	*	19.3	38.4	42.3
												2014	*	*	*	*	*	*	12.5	35.9	51.6
												4 2015	*	*	*	*	*	*	20.4	33.5	46.1
												2014	*	*	*	*	*	*	14.7	33.9	51.4
												5 2015	*	*	*	*	*	*	23.8	35.7	40.5
												2014	*	*	*	*	*	*	18.9	40.3	40.8
												6 2015	*	*	*	*	*	*	22.8	32.2	45.0
												2014	*	*	*	*	*	*	16.0	37.0	47.0
												7 2015	*	*	*	*	*	*	14.1	31.3	54.5
												2014	*	*	*	*	*	*	13.3	31.9	54.9
												8 2015	*	*	*	*	*	*	16.9	39.0	44.0
												2014	*	*	*	*	*	*	17.8	35.7	46.5
												A 2015	*	*	*	*	*	*	22.9	32.8	44.3
												2014	*	*	*	*	*	*	22.2	34.3	43.5
												3 2015	*	*	*	*	*	*	16.5	28.9	54.6
												2014	*	*	*	*	*	*			63.2
												4 2015	*	*	*	*	*	*		28.1	
												2014	*	*	*	*	*	*			63.8
												5 2015	*	*	*	*	*	*		29.9	53.7
												2014	*	*	*	*	*	*	11.4	25.0	63.6
												6 2015	*	*	*	*	*	*		24.6	58.6
												2014	*	*		*	*	*		23.5	
												7 2015	*	*		*	*	*		22.8	
												2014	*	*		*	*	*		21.0	
												8 2015	*	*	*	*	*	*		28.8	
												2014 E 2015	*	*	*	*	*	*		24.6 <b>27.7</b>	
												£ 2015							15.0	21.1	33.3

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

# **Vienna Elementary School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
		Lev	el 1	Lev	el 2	Level 3		Lev	el 4	Lev	el 5	
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Exceeded expectations		
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 3	32	6	18.8	13	40.6	5	15.6	8	25.0	*	≤5.0	
English/Language Arts 4	31	11	35.5	7	22.6	8	25.8	5	16.1	*	≤5.0	
English/Language Arts 5	32	4	12.5	6	18.8	12	37.5	10	31.3	*	≤5.0	
Mathematics 3	32	3	9.4	5	15.6	12	37.5	11	34.4	*	≤5.0	
Mathematics 4	31	5	16.1	11	35.5	9	29.0	6	19.4	*	≤5.0	
Mathematics 5	32	5	15.6	4	12.5	12	37.5	11	34.4	*	≤5.0	

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Trai Wick Lic	IIICIICA	, y									
	School	Cou	unty	St	ate	Scl	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	<b>94.7</b> ≥ 95.0	94.0	94.7	95.4	95.7	% of certificates:					
Middle	* *	93.0	93.7	95.0	95.4	Standard Professional 29.4	23.5	43.4	34.0	27.4	27.
High	* *	≥ 95.0	93.5	92.4	92.7	Advanced Professional 64.7	58.8	52.5	50.0	65.2	65.
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.
						Conditional Teacher 0.0	0.0	2.3	0.0	1.5	1.
Cohort Graduation Rate						% of classes NOT taught by highly qualific	d teach	ners			
Class of 2014 (4-Year Rate)	*		87.90		86.39	All Quartiles 8.3	11.1	6.1	6.2	8.4	
Class of 2014 (5-Year Rate)	*	87.46	07.50	88.70	00.55	Elementary Low Poverty *	*	*	*	2.9	) 3
, , , , , , , , , , , , , , , , , , , ,						Elementary High Poverty *	*	2.1	0.0	10.5	1:
						Secondary Low Poverty *	*	*	*	6.7	' <del>(</del>
						Secondary High Poverty *	*	6.9	4.3	17.7	15

										Secondary H				*	*	6.9	4.3	17.7	15.7	
			oficier	-					asic %	Proficient % Advanced %				\ Profi						
GRADE		CHOOL			OUNT			STATE			GRADE	S	CHOO	L %	С	OUNTY			STATE 9	
5 2015		64.0			41.6		36.7		9.5		5 2015	*	*	*	*	*	*		40.8	
2014		66.7			47.7		35.8		9.3		2014	*	*	*	*	*	*		42.5	
8 2015	*	*	*				31.9		6.4		8 2015	*	*	*	*	*	*		37.6	
2014	*	*	*		56.0		30.6		6.6		2014	*	*	*	*	*	*		41.0	
*B 2015	*	*	*		69.2				23.4		B 2015	*	*	*	*	*	*		37.5	
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9		2014	*	*	*	*	*	*	28.7	37.3	34.0
											3 2015	*	*	*	*	*	*		38.4	
											2014	*	*	*	*	*	*		35.9	
											4 2015	*	*	*	*	*	*		33.5	
											2014	*	*	*	*	*	*		33.9	
											5 2015	*	*	*	*	*	*		35.7	
											2014	*	*	*	*	*	*		40.3	
											6 2015	*	*	*	*	*	*		32.2	
											2014	*	*	*	*	*	*		37.0	
											7 2015			*		*	*		31.3	
											2014	•	*	*		•	*		31.9	
											8 2015	*	*	*	*	*	*		39.0	
											2014	*	*		*	*	*		35.7	
											A 2015	*	*		*	*	*		32.8	
											2014					_		22.2	34.3	43.5
											3 2015	*	*	*	*	*	*	16 5	28.9	E/1 6
											2014	*	*	*	*	*	*		26.5	
											4 2015	*	*	*	*	*	*		28.1	
											2014	*	*	*	*	*	*		24.3	
											5 2015	*	*	*	*	*	*		29.9	
											2014	*	*	*	*	*	*	11.4		63.6
											6 2015	*	*	*	*	*	*		24.6	
											2014	*	*	*	*	*	*		23.5	
											7 2015	*	*	*	*	*	*		22.8	
											2014	*	*	*	*	*	*		21.0	
											8 2015	*	*	*	*	*	*		28.8	
											2014	*	*	*	*	*	*		24.6	
											E 2015	*	*	*	*	*	*		27.7	
											2014	*	*	*	*	*	*		26.6	

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

# **Warwick Elementary School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level					
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Level 5 Exceeded expectations		
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations			
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 3	60	11	18.3	20	33.3	10	16.7	19	31.7	*	≤5.0	
English/Language Arts 4	50	8	16.0	9	18.0	15	30.0	17	34.0	*	≤5.0	
English/Language Arts 5	50	5	10.0	12	24.0	15	30.0	18	36.0	*	≤5.0	
Mathematics 3	60	5	8.3	10	16.7	25	41.7	18	30.0	*	≤5.0	
Mathematics 4	50	*	≤5.0	12	24.0	14	28.0	22	44.0	*	≤5.0	
Mathematics 5	50	*	≤5.0	12	24.0	23	46.0	10	20.0	3	6.0	

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

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations