## Montgomery County

## 2022-2023 School Report Card

Montgomery County (15)
Grade Levels: Elementary / Middle / High

## HOW DID MY ELEMENTARY SCHOOLS DO OVERALL?

Overall Elementary school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.2 | $\star$ | - |
| Academic Progress | 35.0 | 21.0 | n/a | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 23.5 | n/a | $\boldsymbol{x}$ |

* Earned points may not equal total points due to rounding. $\quad=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID MY MIDDLE SCHOOLS DO OVERALL?

Overall Middle school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.6 | $\boldsymbol{x}$ | $\checkmark$ |
| Academic Progress | 35.0 | 18.6 | n/a | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.1 | $\boldsymbol{*}$ | * |
| School Quality and Student Success | 35.0 | 20.7 | n/a | $\boldsymbol{*}$ |

* Earned points may not equal total points due to rounding. $\quad=$ Met $\boldsymbol{X}=$ Not Met


## HOW DID MY HIGH SCHOOLS DO OVERALL?

Overall High school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.1 | $\otimes$ | * |
| Graduation Rate | 15.0 | 13.6 | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.8 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.6 | n/a | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 17.9 | n/a | ( |

[^0]| ACHIEVEMENT (E/M/H) | MATH |  |  | ENGLISH LANGUAGE ARTS |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.5\% / 25.4\% / 45.7\% | $\boldsymbol{x}$ | $\checkmark$ | 55.3\% / 53.7\% / 65.4\% | $\checkmark$ | $\checkmark$ |
| Am. Indian/AK Native | 32.9\% / 15.9\% / 41.2\% | ( | * | 44.3\% / 46.9\% / 59.1\% | ( | $\bigcirc$ |
| Asian | 73.6\% / 52.4\% / 75.2\% | $\boldsymbol{*}$ | $\checkmark$ | 77.8\% / 79.0\% / 82.2\% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 34.3\% / 11.4\% / 25.7\% | ( | 0 | 46.7\% / 42.1\% / 56.8\% | ( | ( |
| Hispanic/Latino | 23.1\% / 7.5\% / 18.2\% | $\boldsymbol{*}$ | $\checkmark$ | 32.1\% / 30.8\% / 45.5\% | $\checkmark$ | $\checkmark$ |
| HI/Pac. Islander | 51.2\% / 20.8\% / na | $\boldsymbol{\otimes}$ | $\checkmark$ | 68.3\% / 79.2\% / na | $\checkmark$ | $\checkmark$ |
| White | 69.8\% / 41.8\% / 70.4\% | $\boldsymbol{*}$ | - | 77.6\% / 75.2\% / 81.4\% | $\checkmark$ | - |
| Two or more races | 63.7\% / 40.9\% / 64.4\% | $\boldsymbol{*}$ | - | 71.7\% / 70.9\% / 79.8\% | - | - |
| Students w/Disabilities | 19.0\% / 8.3\% / 16.7\% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 20.7\% / 17.8\% / 33.0\% | - | - |
| English Learner | 20.0\% / <= 5.0\% / <= 5.0\% | $\boldsymbol{*}$ | - | 24.4\% / 12.0\% / 7.8\% | * | $\checkmark$ |
| Econ. Disadvantaged | 23.6\% / 7.5\% / 20.2\% | $\boldsymbol{x}$ | $\checkmark$ | 33.3\% / 31.0\% / 49.2\% | - | $\checkmark$ |

Footnote: Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. $\boldsymbol{\nabla}=$ Met $\boldsymbol{X}=$ Not Met

| Graduation rate (H) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 90.34\% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 92.15\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 97.09\% | ( | $\boldsymbol{*}$ | 97.62\% | ( | * |
| Black/African Amer. | 90.83\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 92.77\% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 80.37\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 83.57\% | $\star$ | $\boldsymbol{*}$ |
| White | 96.77\% | $\checkmark$ | $\checkmark$ | 97.66\% | $\checkmark$ | $\checkmark$ |
| Two or more races | 93.18\% | $\boldsymbol{*}$ | $\star$ | 94.89\% | * | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 75.28\% | $\checkmark$ | $\checkmark$ | 81.38\% | - | $\checkmark$ |
| English Learner | 64.84\% | $\star$ | * | 71.82\% | (2) | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 82.34\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 85.91\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

Footnote: Only Student groups with 30 or more students are reported. Student groups include the following: American Indian/Alaskan Native, Asian, Native hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners.

V $=$ Met $\boldsymbol{x}=$ Not Met

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard.

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8 th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## A. Mario Loiederman Middle <br> 2022-2023 School Report Card

A. Mario Loiederman Middle (0787)

Grade Levels: Middle
County: Montgomery County

12701 Goodhill Rd
Silver Spring, MD 20906
Phone: 240-740-5830

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.5 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 12.2 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.1 | $\boldsymbol{*}$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 17.6 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 37.3 |  |  |

$$
\frac{\text { Total Earned Points: } 37.3}{\text { Total Points Possible: } 100.0}=\frac{37.30}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $5.1 \%$ | 0.3 out of 5.0 |
| Percent Proficient English Language Arts | $33.0 \%$ | 1.7 out of 5.0 |
| Average Performance Level Mathematics | 1.5 | 1.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

## 6.5 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $11.4 \%$ | 0.4 out of 3.5 |
| Percent Proficient Social Studies | $18.3 \%$ | 0.6 out of 3.5 |
| Student Growth Percentile Mathematics | 33.0 | 3.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 41.5 | 5 out of 12.5 |
| Credit for Well Rounded Curriculum | $90.3 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $10.7 \%$ | 1.1 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Students not Chronically Absent | 67.7\% | 4 out of 15.0 |
|  |  | School Survey - Student | 3.0 | 2.1 out of 7.0 |
|  |  | School Survey - Educator | 4.9 | 1.5 out of 3.0 |
| $\frac{1}{1}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  | $17.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 5.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 33.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 10.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 71.4 \% | - | $\checkmark$ |
| Black/African Amer. | <= 5.0 \% | ( | $\bigcirc$ | 42.1 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | <= $5.0 \%$ | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 19.4 \% | * | $\bigcirc$ |
| White | 19.5 \% | $\otimes$ | $\checkmark$ | 67.8\% | $\boldsymbol{\otimes}$ | $\star$ |
| Two or more races | 24.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 72.4 \% | - | $\bigcirc$ |
| Students w/Disabilities | <= 5.0 \% | ( | $\bigcirc$ | 9.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\star$ | < $=5.0 \%$ | * | - |
| Econ. Disadvantaged | < 5.0 \% | ( | ( | 18.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Albert Einstein High (0789)
11135 Newport Mill Rd
Grade Levels: High
Kensington, MD 20895-1699
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 16.1 | $\times$ | $\boldsymbol{*}$ |
| Graduation Rate | 15.0 | 13.3 | * | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.9 | * | ( |
| Readiness for Post-Secondary Success | 10.0 | 6.8 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 16.2 | na | * |
| TOTAL POINTS: | 100.0 | 55.2 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{5 5 . 2}}{\text { Total Points Possible: } 100.0}=5$

[^1]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.7 \%$ | 2.3 out of 7.5 |
| Percent Proficient English Language Arts | $61.4 \%$ | 4.6 out of 7.5 |
| Average Performance Level Mathematics | 2.1 | 3.9 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.8 | 5.2 out of 7.5 |

16.1

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $87.8 \%$ | 8.8 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $89.8 \%$ | 4.5 out of 5.0 |

13.3

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 16.2 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 64.2\% | 3 out of 15.0 |
|  | School Survey - Student | 4.2 | 2.9 out of 7.0 |
|  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 87.0\% | 8.7 out of 10.0 |
|  |  |  | $\begin{gathered} 16.2 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $0 \text { POINTS }$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 61.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 42.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 73.3 \% | - | $\boldsymbol{*}$ |
| Black/African Amer. | 17.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 56.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 11.7 \% | $\boldsymbol{*}$ | - | 42.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 65.9 \% | $\checkmark$ | $\bigcirc$ | 93.8\% | $\checkmark$ | $\checkmark$ |
| Two or more races | 60.9 \% | $\boldsymbol{*}$ | $\bigcirc$ | 83.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 13.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 26.4 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | ( | 7.7 \% | ( | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 48.5 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.$=$ Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 87.82\% | * | $\boldsymbol{x}$ | 89.77\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 88.30\% | - | - | 91.30\% | - | - |
| Hispanic/Latino | 80.90\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 83.67\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 97.96\% | - | $\checkmark$ | 97.96\% | - | - |
| Students w/Disabilities | 65.31\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 71.74\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 62.12\% | * | $\boldsymbol{*}$ | 66.67\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 79.45\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 82.19\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

[^2]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Arcola Elementary

Arcola Elementary (0790)
Grade Levels: Elementary
1820 Franwall Ave

County: Montgomery County
Silver Spring, MD 20902
Phone: 301-287-8585

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.4 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.4 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.1 | - | ( |
| School Quality and Student Success | 35.0 | 15.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 49.8 |  |  |

$\frac{\text { Total Earned Points: } 49.8}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $20.5 \%$ | 1 out of 5.0 |
| Percent Proficient English Language Arts | $25.8 \%$ | 1.3 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.6 out of 5.0 |

7.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $60.9 \%$ | 6.1 out of 10.0 |

## 6.1 <br> EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 20.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 25.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 46.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 53.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 27.8 \% | $\boldsymbol{x}$ | - | 44.2 \% | $\checkmark$ | - |
| Hispanic/Latino | 13.5 \% | $\boldsymbol{x}$ | - | 15.8 \% | $\boldsymbol{x}$ | ( |
| White | 58.3 \% | $\checkmark$ | - | 66.7 \% | $\checkmark$ | - |
| Students w/Disabilities | 10.3 \% | $\boldsymbol{x}$ | - | 6.9 \% | $\boldsymbol{x}$ | - |
| English Learner | 10.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 11.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 16.5 \% | - | - | 19.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Argyle Middle

Argyle Middle (0823)
2400 Bel Pre Rd
Grade Levels: Middle Silver Spring, MD 20906-0000
County: Montgomery County
Phone: 240-740-6370

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.1 | * | $\bigcirc$ |
| Academic Progress | 35.0 | 14.7 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 1.7 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 16.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 40.2 |  |  |

$\frac{\text { Total Earned Points: } 40.2}{\text { Total Points Possible: } 100.0}=\frac{\mathbf{4 0}}{\text { Total EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $9.6 \%$ | 0.5 out of 5.0 |
| Percent Proficient English Language Arts | $35.3 \%$ | 1.8 out of 5.0 |
| Average Performance Level Mathematics | 1.6 | 2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

7.1

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $17.7 \%$ | 0.6 out of 3.5 |
| Percent Proficient Social Studies | $28.6 \%$ | 1 out of 3.5 |
| Student Growth Percentile Mathematics | 36.0 | 4 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 48.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $86.2 \%$ | 2.6 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $16.5 \%$ | 1.7 out of 10.0 |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 9.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 26.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 60.6 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 9.9 \% | ( | - | 39.5 \% | * | - |
| Hispanic/Latino | <= $5.0 \%$ | $\boldsymbol{\otimes}$ | $\checkmark$ | 22.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 24.3 \% | $\otimes$ | * | 68.5 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 27.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.6 \% | $\bigcirc$ | $\bigcirc$ |
| Students w/Disabilities | <= 5.0 \% | ( | (2) | 12.2 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 8.4 \% | * | - |
| Econ. Disadvantaged | < 5.0 \% | ( | - | 28.4 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Ashburton Elementary (0425)
Grade Levels: Elementary
County: Montgomery County

6314 Lone Oak Dr Bethesda, MD 20817-1746

Phone: 240-740-1300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.3 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 22.4 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.4 | $\checkmark$ | - |
| School Quality and Student Success | 35.0 | 26.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 69.5 |  |  |

$\frac{\text { Total Earned Points: } 69.5}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $57.7 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $59.4 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

12.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 83.9\% | 8.4 out of 10.0 |
|  |  |  | 8.4 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 57.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 59.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 74.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 71.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 36.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 47.1 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| Hispanic/Latino | 40.0\% | (2) | $\boldsymbol{*}$ | 47.8\% | $\bigcirc$ | (2) |
| White | 66.7 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 63.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 65.8 \% | $\boldsymbol{*}$ | ( | 65.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 26.7 \% | (2) | $\boldsymbol{*}$ | 17.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 42.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 35.7 \% | $\boldsymbol{x}$ | $\bigcirc$ | 44.6 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

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## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Bannockburn Elementary (0420)
Grade Levels: Elementary
County: Montgomery County

6520 Dalroy Ln
Bethesda, MD 20817-5410
Phone: 240-740-1270

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 16.1 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 24.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 10.0 | $\bigcirc$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 30.3 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 80.7 |  |  |

$\frac{\text { Total Earned Points: } 80.7}{\text { Total Points Possible: } 100.0}=\frac{80.6 \%}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $80.3 \%$ | 4 out of 5.0 |
| Percent Proficient English Language Arts | $88.0 \%$ | 4.4 out of 5.0 |
| Average Performance Level Mathematics | 3.0 | 3.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.1 | 3.9 out of 5.0 |

16.1 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 76.1\% | 3.8 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 54.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 10.0 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 100.0\% | 10 out of 10.0 |
|  |  |  | 10.0 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 30.3 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 89.6\% | 12.5 out of 15.0 |
|  | School Survey - Student | 7.9 | 5.5 out of 7.0 |
|  | School Survey - Educator | 7.6 | 2.3 out of 3.0 |
| 0 POINTS $18$ <br> 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  | $30.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 30 <br> EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| 0 POINTS | 18 | $\frac{\mathrm{I}}{35 \text { POINTS }}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  | Access to Well Rounded Curriculum |  |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 80.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 88.0 \% | $\boldsymbol{x}$ | - |
| Asian | 94.6 \% | $x$ | - | 94.6 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Black/African Amer. | 61.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 70.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 81.8 \% | $\checkmark$ | $\checkmark$ | 86.4 \% | $\checkmark$ | $\checkmark$ |
| White | 80.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 91.3 \% | $\boldsymbol{x}$ | - |
| Two or more races | 66.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 66.7 \% | * | * |
| Students w/Disabilities | 51.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 58.1 \% | $\boldsymbol{x}$ | - |
| English Learner | 75.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 90.9 \% | - | - |
| Econ. Disadvantaged | 58.3 \% | $\checkmark$ | $\checkmark$ | 66.7 \% | $\checkmark$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Bayard Rustin Elementary
2022-2023 School Report Card

Percentile Rank: 74 (Elementary)

Bayard Rustin Elementary (0346)
332 W Edmonston Dr
Grade Levels: Elementary
County: Montgomery County

Rockville, MD 20852
Phone: 240-740-4320

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.7 | * | $\checkmark$ |
| Academic Progress | 35.0 | 22.6 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.3 | $\checkmark$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 24.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 66.4 |  |  |

$\frac{\text { Total Earned Points: } 66.4}{\text { Total Points Possible: } 100.0}=\frac{66.4 \%}{\text { total } \mathbf{6 A R N E} \text { preccent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 51.3\% | 2.6 out of 5.0 |
|  | TS |  | Percent Proficient English Language Arts | 56.9\% | 2.8 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| $0 \text { POINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.6 | 3.2 out of 5.0 |
|  |  |  |  |  | $11.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 50.5\% | 2.5 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 59.5 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 54.5 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 80.9\% | 4 out of 5.0 |
|  |  |  |  |  | $22.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $73.3 \%$ | 7.3 out of 10.0 |

7.3 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.4\% | 9 out of 15.0 |
|  |  |  | School Survey - Student | 7.9 | 5.5 out of 7.0 |
|  |  |  | School Survey - Educator | 7.2 | 2.1 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 81.8\% | 8.2 out of 10.0 |
|  |  |  |  |  | $24.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{\substack{\text { POINTS }}}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 51.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 56.9 \% | $\checkmark$ | $\checkmark$ |
| Asian | 70.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 75.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Black/African Amer. | 41.9 \% | $\bigcirc$ | $\checkmark$ | 51.6 \% | $\bigcirc$ | $\checkmark$ |
| Hispanic/Latino | 23.3 \% | ( | $\checkmark$ | 25.4 \% | ( | ( |
| White | 64.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 74.0 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 75.0 \% | $\boldsymbol{*}$ | - | 82.1 \% | $\bigcirc$ | - |
| Students w/Disabilities | 21.3 \% | (2) | (2) | 17.0\% | $\bigcirc$ | $\bigcirc$ |
| English Learner | 19.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 20.2 \% | ( | * |
| Econ. Disadvantaged | 31.1 \% | $\bigcirc$ | - | 34.3 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## 2022-2023 School Report Card

Beall Elementary (0207)
Grade Levels: Elementary
County: Montgomery County

451 Beall Ave
Rockville, MD 20850-1844
Phone: 240-740-1220

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.8 | $\boldsymbol{x}$ | * |
| Academic Progress | 35.0 | 21.8 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.9 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 26.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 70.2 |  |  |

$$
\frac{\text { Total Earned Points: } 70.2}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $54.1 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $69.5 \%$ | 3.5 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

12.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 56.9\% | 2.8 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 53.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.5 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.6\% | 4.9 out of 5.0 |
|  |  |  |  |  | $21.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 8.9 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 88.9\% | 8.9 out of 10.0 |
|  |  |  | 8.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a | ARE A COMBINATION OF: |
|  | NTS P |  |  | Students not Chronically Absent |
| $\underset{0 \text { POINTS }}{\substack{\text { and }}}$ |  |  | IMPROVEMENT | School Survey - Student |
|  |  |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 54.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 69.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 85.7 \% | $\checkmark$ | $\checkmark$ | 74.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 19.2 \% | ( | (2) | 38.5 \% | $\bigcirc$ | ( |
| Hispanic/Latino | 30.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.9 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 64.9 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 79.8 \% | $\bigcirc$ | * |
| Two or more races | 66.7 \% | $\checkmark$ | $\checkmark$ | 86.7 \% | $\bigcirc$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 26.7 \% | (\%) | $\bigcirc$ | 23.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 21.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 25.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 32.2 \% | $\bigcirc$ | $\bigcirc$ | 41.4 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Bells Mill Elementary (0607)
Grade Levels: Elementary
County: Montgomery County

8225 Bells Mill Rd
Potomac, MD 20854-4066
Phone: 240-740-0480

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.3 | * | - |
| Academic Progress | 35.0 | 24.4 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.9 | $\checkmark$ | (8) |
| School Quality and Student Success | 35.0 | 30.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 78.8 |  |  |

$$
\frac{\text { Total Earned Points: } 78.8}{\text { Total Points Possible: } 100.0}==
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $74.8 \%$ | 3.7 out of 5.0 |
| Percent Proficient English Language Arts | $83.5 \%$ | 4.2 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.8 out of 5.0 |

15.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 87.1\% | 4.4 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 53.0 | 7.5 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 55.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 8.9 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 88.6\% | 8.9 out of 10.0 |
|  |  |  | 8.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 90.0\% | 12.5 out of 15.0 |
|  | TS |  | School Survey - Student | 8.0 | 5.6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.3 | 2.2 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $30.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 30 <br> EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| 0 POINTS | 18 | $\frac{\mathrm{I}}{35 \text { POINTS }}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  | Access to Well Rounded Curriculum |  |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 74.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 83.5 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 89.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 89.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 33.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 57.1 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 72.4 \% | - | $\bigcirc$ | 93.1 \% | $\bigcirc$ | $\bigcirc$ |
| White | 75.4 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 82.5 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 92.9 \% | $\checkmark$ | $\boldsymbol{*}$ | 100.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 37.9 \% | $\boldsymbol{*}$ | - | 44.8\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 46.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 53.1 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 34.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 53.1 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Belmont Elementary (0513)
Grade Levels: Elementary
County: Montgomery County

19528 Olney Mill Rd
Olney, MD 20832-1111
Phone: 240-740-5705

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.7 | - | $\checkmark$ |
| Academic Progress | 35.0 | 21.9 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 29.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 73.2 |  |  |

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\frac{\text { Total Earned Points: } 73.2}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 70.4\% | 3.5 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 79.8\% | 4 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 3.0 | 3.7 out of 5.0 |
|  |  |  |  |  | $14.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 58.7\% | 2.9 out of 5.0 |
|  | T P |  | Student Growth Percentile Mathematics | 51.5 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 52.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.6 \%$ | 7.1 out of 10.0 |

7.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 89.1\% | 12 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.3 | 5.1 out of 7.0 |
|  |  |  | School Survey - Educator | 7.9 | 2.4 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $29.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 70.4 \% | - | - | 79.8 \% | - | - |
| Asian | 91.7 \% | - | $\checkmark$ | 100.0 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 47.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 75.0 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 32.0 \% | * | * | 52.0 \% | $\boldsymbol{*}$ | * |
| White | 78.1 \% | $\checkmark$ | $\checkmark$ | 83.8\% | $\checkmark$ | $\checkmark$ |
| Two or more races | 100.0 \% | $\checkmark$ | $\checkmark$ | 90.0 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 41.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 30.8 \% | - | $\checkmark$ | 30.8 \% | - | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Benjamin Banneker Middle

Benjamin Banneker Middle (0333)
Grade Levels: Middle
County: Montgomery County

14800 Perrywood Dr
Burtonsville, MD 20866-1828
Phone: 240-740-6250

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.5 | $\boldsymbol{x}$ | $\otimes$ |
| Academic Progress | 35.0 | 13.6 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 3.1 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 19.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 42.7 |  |  |

$\frac{\text { Total Earned Points: } 42.7}{\text { Total Points Possible: } 100.0}=\frac{42.6 \%}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $6.1 \%$ | 0.3 out of 5.0 |
| Percent Proficient English Language Arts | $31.9 \%$ | 1.6 out of 5.0 |
| Average Performance Level Mathematics | 1.5 | 1.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

## 6.5 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $17.2 \%$ | 0.6 out of 3.5 |
| Percent Proficient Social Studies | $26.7 \%$ | 0.9 out of 3.5 |
| Student Growth Percentile Mathematics | 44.0 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 36.0 | 4 out of 12.5 |
| Credit for Well Rounded Curriculum | $84.3 \%$ | 2.5 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $31.2 \%$ | 3.1 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 79.5\% | 8.5 out of 15.0 |
|  | NTS |  | School Survey - Student | 2.8 | 2 out of 7.0 |
|  |  |  | School Survey - Educator | 3.7 | 1.1 out of 3.0 |
| $\frac{1}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 78.3\% | 7.8 out of 10.0 |
|  |  |  |  |  | $19.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 6.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 31.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 19.7 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 59.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | < 5.0 \% | ( | (2) | 30.6 \% | ( | ( |
| Hispanic/Latino | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 21.6 \% | $\star$ | $\boldsymbol{*}$ |
| White | 11.5 \% | $\boldsymbol{\otimes}$ | * | 46.2 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 13.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 39.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 11.4\% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 5.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 5.2 \% | ( | - | 26.6 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Bethesda Elementary (0401)
Grade Levels: Elementary
County: Montgomery County

7600 Arlington Rd Bethesda, MD 20814-0000

Phone: 240-204-5300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.4 | $\bigcirc$ | $\checkmark$ |
| Academic Progress | 35.0 | 26.4 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 8.3 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 27.0 | na | * |
| TOTAL POINTS: | 100.0 | 76.0 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{7 6 . 0}}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{750}{\text { total Earned Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $68.9 \%$ | 3.4 out of 5.0 |
| Percent Proficient English Language Arts | $75.3 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

14.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 58.1\% | 2.9 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 69.0 | 10 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.0\% | 5 out of 5.0 |
|  |  |  |  |  | $26.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 82.9\% | 8.3 out of 10.0 |
|  |  |  | 8.3 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 83.0\% | 10 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.6 | 4.6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.7 | 2.3 out of 3.0 |
| $\begin{aligned} & \text { I } \\ & 0 \text { POINTS } \end{aligned}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 68.9 \% | $\checkmark$ | $\checkmark$ | 75.3 \% | $\checkmark$ | $\checkmark$ |
| Asian | 80.7 \% | $\checkmark$ | $\checkmark$ | 78.8 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 42.4 \% | (2) | - | 59.4 \% | - | - |
| Hispanic/Latino | 37.0\% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 48.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 79.4 \% | - | $\bigcirc$ | 84.7 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 80.6 \% | $\checkmark$ | $\checkmark$ | 86.7 \% | $\checkmark$ | - |
| Students w/Disabilities | 19.2 \% | ( | (\%) | 19.2 \% | (2) | $\boldsymbol{*}$ |
| English Learner | 42.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 39.2 \% | $\boldsymbol{*}$ | * |
| Econ. Disadvantaged | 34.1 \% | - | - | 46.5 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

4301 East-West Hwy Bethesda, MD 20814-0000

Phone: 240-740-0400

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 21.0 | * | * |
| Graduation Rate | 15.0 | 14.2 | * | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 3.9 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 8.3 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 21.1 | na | * |
| TOTAL POINTS: | 100.0 | 68.5 |  |  |

$\frac{\text { Total Earned Points: } 68.5}{\text { Total Points Possible: } 100.0}=$

[^3]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $63.5 \%$ | 4.8 out of 7.5 |
| Percent Proficient English Language Arts | $82.1 \%$ | 6.2 out of 7.5 |
| Average Performance Level Mathematics | 2.2 | 4.1 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.2 | 6 out of 7.5 |
|  | $\mathbf{2 1 . 0}$ |  |
| EARNED POINTS |  |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $94.4 \%$ | 9.4 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $96.1 \%$ | 4.8 out of 5.0 |

14.2

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) |  |  | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: <br> Academic Achievement <br> Graduation Rate |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\boldsymbol{*}$ |  |
|  |  |  | IMPROVEMENT |  |
|  |  |  |  | Progress in Achieving English Language Proficiency |
| 0 POINTS | 1 32 | 65 POINTS | $\boldsymbol{*}$ | Readiness for Post-Secondary Success |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\stackrel{\text { POINTS }}{ }$ | 18 | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 82.1 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 56.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 72.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Black/African Amer. | 33.8 \% | (2) | ( | 74.7 \% | - | (2) |
| Hispanic/Latino | 37.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 68.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 84.6 \% | - | $\bigcirc$ | 90.9 \% | $\bigcirc$ | $\otimes$ |
| Two or more races | 64.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 81.6 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 34.1 \% | $\boldsymbol{*}$ | * | 58.3 \% | $\bigcirc$ | $\boldsymbol{\otimes}$ |
| English Learner | 13.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 16.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 25.8 \% | ( | (2) | 67.7 \% | $\bigcirc$ | (2) |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.$=$ Met $\boldsymbol{x}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 94.43\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 96.15\% | - | - |
| Asian | 100.00\% | - | $\boldsymbol{x}$ | 100.00\% | - | $\boldsymbol{x}$ |
| Black/African Amer. | 90.36\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 90.59\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 78.26\% | * | $\boldsymbol{x}$ | 84.95\% | - | - |
| White | 98.87\% | - | $\boldsymbol{x}$ | 99.72\% | - | $\checkmark$ |
| Two or more races | 96.77\% | - | $\checkmark$ | 100.00\% | - | $\boldsymbol{x}$ |
| Students w/Disabilities | 85.00\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 92.86\% | $\checkmark$ | - |
| English Learner | 66.67\% | $\checkmark$ | $\checkmark$ | 82.50\% | - | - |
| Econ. Disadvantaged | 76.74\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 82.61\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

[^4]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Beverly Farms Elementary
2022-2023 School Report Card

Beverly Farms Elementary (0226)
Grade Levels: Elementary
County: Montgomery County

8501 Post Oak Road
Potomac, MD 20854-3548
Phone: 240-740-0200

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.6 | * | $\checkmark$ |
| Academic Progress | 35.0 | 26.0 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 9.3 | $\checkmark$ | - |
| School Quality and Student Success | 35.0 | 28.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 78.0 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{7 8 . 0}}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{78.00}{\text { total EaRNed Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $69.0 \%$ | 3.5 out of 5.0 |
| Percent Proficient English Language Arts | $79.7 \%$ | 4 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

14.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 60.0\% | 3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 64.0 | 9.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $26.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 92.9\% | 9.3 out of 10.0 |
| , |  |  | 9.3 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 87.0\% | 11.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.1 | 4.3 out of 7.0 |
|  |  |  | School Survey - Educator | 8.0 | 2.4 out of 3.0 |
| $\stackrel{I}{0}$ | 1 18 | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $28.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 69.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 79.7 \% | $\checkmark$ | $\checkmark$ |
| Asian | 85.0\% | $\boldsymbol{*}$ | $\checkmark$ | 86.0\% | ( | - |
| Black/African Amer. | 36.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 52.0 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\chi}$ |
| Hispanic/Latino | 52.0 \% | (2) | $\boldsymbol{*}$ | 84.0\% | $\bigcirc$ | $\bigcirc$ |
| White | 66.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 80.8 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 71.4 \% | $\boldsymbol{*}$ | ( | 75.9 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 44.0 \% | - | $\bigcirc$ | 44.0 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 48.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 48.5 \% |  | $\bigcirc$ | 61.8\% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Bradley Hills Elementary (0410) Grade Levels: Elementary County: Montgomery County

8701 Hartsdale Ave
Bethesda, MD 20817
Phone: 240-204-5210

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 16.2 | - | $\checkmark$ |
| Academic Progress | 35.0 | 26.4 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 9.2 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 28.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 80.3 |  |  |

$\frac{\text { Total Earned Points: } 80.3}{\text { Total Points Possible: } 100.0}=\frac{80.2 \%}{\text { TTTAL EARNED PERCENT }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 83.9\% | 4.2 out of 5.0 |
|  | TS PO |  | Percent Proficient English Language Arts | 89.5\% | 4.5 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 3.0 | 3.8 out of 5.0 |
| $0 \text { POINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 3.0 | 3.8 out of 5.0 |
|  |  |  |  |  | $16.2$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 78.2\% | 3.9 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 65.5 | 9.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 58.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $26.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 83.9 \% | $\checkmark$ | - | 89.5 \% | - | $\checkmark$ |
| Asian | 91.7 \% | $\checkmark$ | $\checkmark$ | 91.7 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 50.0\% | $\checkmark$ | $\boldsymbol{x}$ | 50.0\% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 84.6 \% | - | - | 84.6 \% | - | $\checkmark$ |
| White | 84.2 \% | $\checkmark$ | $\checkmark$ | 90.6 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Two or more races | 84.4 \% | - | V | 96.9 \% | - | $\checkmark$ |
| Students w/Disabilities | 43.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 62.5 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 50.0 \% | $\boldsymbol{x}$ | * | 72.7 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Briggs Chaney Middle (0335)
1901 Rainbow Dr
Grade Levels: Middle Silver Spring, MD 20905-0000
County: Montgomery County
Phone: 301-288-8300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.6 | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Academic Progress | 35.0 | 17.4 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.2 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 19.5 | na | $\otimes$ |
| TOTAL POINTS: | 100.0 | 45.7 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{4 5 . 7}}{\text { Total Points Possible: } 100.0}=\frac{45.60}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $12.3 \%$ | 0.6 out of 5.0 |
| Percent Proficient English Language Arts | $37.8 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

7.6

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $17.9 \%$ | 0.6 out of 3.5 |
| Percent Proficient Social Studies | $30.9 \%$ | 1.1 out of 3.5 |
| Student Growth Percentile Mathematics | 51.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $88.5 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $12.4 \%$ | 1.2 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.2\% | 9 out of 15.0 |
|  | NTS |  | School Survey - Student | 3.2 | 2.2 out of 7.0 |
|  |  |  | School Survey - Educator | 4.7 | 1.4 out of 3.0 |
| $\stackrel{1}{0} \frac{\text { POINTS }}{}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 68.5\% | 6.9 out of 10.0 |
|  |  |  |  |  | $19.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 12.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 37.8\% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 33.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 67.9 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 10.6 \% | ( | - | 37.4 \% | * | - |
| Hispanic/Latino | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 23.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 28.6 \% | $\otimes$ | $\bigcirc$ | 53.7 \% | $\boldsymbol{*}$ | - |
| Two or more races | 9.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 40.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 5.7 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 11.3 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | <= 5.0 \% | * | $\bigcirc$ | 6.8 \% | * | * |
| Econ. Disadvantaged | 7.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 27.2 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Brooke Grove Elementary (0518)
Grade Levels: Elementary
County: Montgomery County

2700 Spartan Rd
Olney, MD 20832-1507
Phone: 240-722-1800

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.8 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 21.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 4.3 | $\boldsymbol{*}$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 25.3 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 62.7 |  |  |

$$
\frac{\text { Total Earned Points: } 62.7}{\text { Total Points Possible: } 100.0}=\frac{10.6}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $51.5 \%$ | 2.6 out of 5.0 |
| Percent Proficient English Language Arts | $58.2 \%$ | 2.9 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

11.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 49.1\% | 2.5 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 56.5 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 45.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 96.4\% | 4.8 out of 5.0 |
|  |  |  |  |  | $21.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\cdots$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 42.6\% | 4.3 out of 10.0 |
| $1$ |  |  | $4.3$ <br> EARNED POINTS |
|  |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $78.8 \%$ | 8.5 out of 15.0 |
| School Survey - Student | 7.1 | 5 out of 7.0 |
| School Survey - Educator | 6.1 | 1.8 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

25.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | $\begin{array}{ll}\text { Students not Chronically Absent } \\ \text { IMPROVEMENT } & \text { School Survey - Student }\end{array}$ |  |
|  |  |  |  |  |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ | 18 | $35 \text { Points }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 51.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 55.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 70.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 46.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 54.0 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 20.0 \% | (2) | * | 25.8 \% | (2) | (2) |
| White | 60.6 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 70.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 87.5 \% | $\checkmark$ | $\bigcirc$ | 68.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 14.3 \% | (2) | - | 11.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 16.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 16.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 31.5 \% | $\boldsymbol{x}$ | $\bigcirc$ | 36.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Brookhaven Elementary (0807)
Grade Levels: Elementary
County: Montgomery County

4610 Renn St
Rockville, MD 20853-2707
Phone: 240-740-0500

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 59.5}{\text { Total Points Possible: } 100.0}=
$$

[^5]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $27.6 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $42.5 \%$ | 2.1 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

9.0 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 26.4\% | 1.3 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 61.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $69.3 \%$ | 6.9 out of 10.0 |

## 6.9 <br> EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 72.3\% | 6 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.9 | 4.1 out of 7.0 |
|  |  |  | School Survey - Educator | 7.1 | 2.1 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 27.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 42.5 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 35.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 57.1 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 34.9 \% | * | $\bigcirc$ | 58.1 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 18.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 32.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 20.0 \% | $\boldsymbol{\chi}$ | $\checkmark$ | 10.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 14.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 26.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 17.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 31.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. =Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Brown Station Elementary
2022-2023 School Report Card
3 OUT OF 5 STARS

Brown Station Elementary (0559)
Grade Levels: Elementary
County: Montgomery County

851 Quince Orchard Blvd
Gaithersburg, MD 20878
Phone: 240-740-0260

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.8 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 19.4 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 4.8 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 20.7 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 52.7 |  |  |

$$
\frac{\text { Total Earned Points: } 52.7}{\text { Total Points Possible: } 100.0}=\frac{5.60}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $23.3 \%$ | 1.2 out of 5.0 |
| Percent Proficient English Language Arts | $28.4 \%$ | 1.4 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

7.8 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 17.6\% | 0.9 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 47.0 | 6 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 54.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | 19.4 <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\theta$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 48.0\% | 4.8 out of 10.0 |
|  |  |  | 4.8 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $65.4 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 7.5 | 5.3 out of 7.0 |
| School Survey - Educator | 6.5 | 1.9 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

20.7 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 23.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 28.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 51.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 58.6 \% | * | $\boldsymbol{x}$ |
| Black/African Amer. | 25.8 \% | $\boldsymbol{x}$ | - | 29.0\% | $\boldsymbol{x}$ | - |
| Hispanic/Latino | 12.7 \% | $\boldsymbol{x}$ | - | 18.3 \% | $\boldsymbol{x}$ | - |
| White | 50.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 56.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 12.0 \% | $\boldsymbol{x}$ | - | 8.3 \% | $\boldsymbol{x}$ | - |
| English Learner | 10.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 14.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 18.2 \% | $\boldsymbol{x}$ | - | 24.4 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Percentile Rank: 85 (Elementary)

Burning Tree Elementary (0419)
Grade Levels: Elementary
7900 Beech Tree Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.7 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 21.4 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 28.8 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 70.8 |  |  |

$$
\frac{\text { Total Earned Points: } 70.8}{\text { Total Points Possible: } 100.0}=70.8 \%
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{V}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 67.4\% | 3.4 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 69.6\% | 3.5 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.8 | 3.5 out of 5.0 |
|  |  |  |  |  | $13.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 69.6\% | 7 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.0 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 67.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 69.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 83.3 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 80.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 11.8 \% | ( | (2) | 29.4 \% | $\checkmark$ | ( |
| Hispanic/Latino | 32.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 41.4 \% | $\star$ | $\boldsymbol{*}$ |
| White | 78.9 \% | $\bigcirc$ | $\checkmark$ | 78.5 \% | $\boldsymbol{*}$ | * |
| Two or more races | 72.2 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 77.8\% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 19.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 21.8 \% | $\boldsymbol{\chi}$ | (2) |
| English Learner | 39.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 33.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 18.2 \% | ( | $\bigcirc$ | 27.3 \% | $\bigcirc$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Burnt Mills Elementary (0309)
Grade Levels: Elementary
County: Montgomery County

13313 Old Columbia Pike
Silver Spring, MD 20904
Phone: 240-740-7320

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.9 | * | $\checkmark$ |
| Academic Progress | 35.0 | 21.6 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.2 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 19.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 57.2 |  |  |

$$
\frac{\text { Total Earned Points: } 57.2}{\text { Total Points Possible: } 100.0}=\frac{57.10}{\text { TOTAL EARNED PERGENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $29.8 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $39.7 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

8.9

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 23.0\% | 1.1 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 58.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 54.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $71.9 \%$ | 7.2 out of 10.0 |
| Towards Learning English |  |  |

## 7.2 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 68.2\% | 4.5 out of 15.0 |
|  | NTS |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 5.6 | 1.7 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $19.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 29.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 39.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 26.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 47.1 \% | * | $\boldsymbol{*}$ |
| Black/African Amer. | 32.9 \% | * | $\checkmark$ | 41.7 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 14.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 23.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 60.0 \% | $\bigcirc$ | - | NA |  |  |
| Two or more races | 50.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 53.3 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 22.2 \% | $\checkmark$ | $\bigcirc$ | 22.2 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 17.9 \% | $\boldsymbol{*}$ | - | 23.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 24.4 \% | ( | $\bigcirc$ | 35.6 \% | ( | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Burtonsville Elementary (0302)
Grade Levels: Elementary
County: Montgomery County

15516 Old Columbia Pike
Burtonsville, MD 20866-0000
Phone: 240-740-5700

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.4 | $\times$ | * |
| Academic Progress | 35.0 | 17.4 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 23.7 | na | * |
| TOTAL POINTS: | 100.0 | 58.6 |  |  |

$\frac{\text { Total Earned Points: } 58.6}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $39.0 \%$ | 1.9 out of 5.0 |
| Percent Proficient English Language Arts | $51.4 \%$ | 2.6 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

10.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 28.1\% | 1.4 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 42.0 | 5.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 44.0 | 5.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 99.0\% | 4.9 out of 5.0 |
|  |  |  | $17.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.8 \%$ | 7.1 out of 10.0 |

7.1<br>EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 78.7\% | 8.5 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 6.6 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $23.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 39.0 \% | $\boldsymbol{x}$ | - | 51.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 66.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 69.7 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Black/African Amer. | 36.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 30.6 \% | * | $\checkmark$ | 45.8 \% | * | * |
| White | 53.3 \% | * | $\boldsymbol{x}$ | 64.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | <= 5.0 \% | $\boldsymbol{x}$ | $\checkmark$ | < $=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 26.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 31.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 25.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 36.0 \% | * | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cabin John Middle

Cabin John Middle (0606)
10701 Gainsborough Road
Grade Levels: Middle
County: Montgomery County

Potomac, MD 20854
Phone: 240-406-1600

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.6 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Academic Progress | 35.0 | 20.0 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 4.7 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 23.4 | na | $\otimes$ |
| TOTAL POINTS: | 100.0 | 60.7 |  |  |


| Total Earned Points: 60.7 | 0 |
| :---: | :---: |
| Total Points Possible: 100.0 |  |

* Earned points may not equal total points due to rounding. $\boldsymbol{\varnothing}=$ Met $\boldsymbol{\otimes}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $48.6 \%$ | 2.4 out of 5.0 |
| Percent Proficient English Language Arts | $72.5 \%$ | 3.6 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

12.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $52.1 \%$ | 1.8 out of 3.5 |
| Percent Proficient Social Studies | $70.7 \%$ | 2.5 out of 3.5 |
| Student Growth Percentile Mathematics | 50.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $91.5 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $47.2 \%$ | 4.7 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 89.9\% | 12.5 out of 15.0 |
|  | S |  | School Survey - Student | 5.8 | 4.1 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 46.7\% | 4.7 out of 10.0 |
|  |  |  |  |  | $23.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 48.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 72.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 71.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 87.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 25.6 \% | ( | - | 47.0 \% | * | (2) |
| Hispanic/Latino | 27.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 54.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 42.9 \% | $\otimes$ | $\otimes$ | 72.8 \% | $\boldsymbol{*}$ | $\star$ |
| Two or more races | 51.7 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 77.6 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 26.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 30.0 \% | * | * |
| English Learner | 26.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 33.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 24.2 \% | ( | $\bigcirc$ | 48.5 \% | (2) | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Candlewood Elementary
2022-2023 School Report Card

Percentile Rank: 87 (Elementary)

Candlewood Elementary (0508)
Grade Levels: Elementary
7210 Osprey Drive

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.8 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 23.8 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.7 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 27.9 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 72.1 |  |  |

$$
\frac{\text { Total Earned Points: } 72.1}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $57.9 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $66.1 \%$ | 3.3 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

12.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 58.0\% | 2.9 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 62.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 52.5 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.1\% | 4.9 out of 5.0 |
|  |  |  |  |  | $23.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 77.3\% | 7.7 out of 10.0 |
|  |  |  | 7.7 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 84.3\% | 10.5 out of 15.0 |
|  | TS PP |  | School Survey - Student | 7.0 | 4.9 out of 7.0 |
|  |  |  | School Survey - Educator | 9.1 | 2.7 out of 3.0 |
| $\stackrel{I}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 97.1\% | 9.7 out of 10.0 |
|  |  |  |  |  | $27.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 57.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 66.1 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ |
| Asian | 76.9 \% | $\checkmark$ | - | 84.6 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 33.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0 \% | $\boldsymbol{x}$ | - |
| Hispanic/Latino | 31.7 \% | $x$ | * | 43.9 \% | $\boldsymbol{x}$ | * |
| White | 69.7 \% | $\checkmark$ | $\checkmark$ | 72.4 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Two or more races | 71.4 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ | 85.7 \% | $\checkmark$ | - |
| Students w/Disabilities | 12.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 20.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 36.6 \% | * | * | 45.0 \% | $\boldsymbol{x}$ | - |
| Econ. Disadvantaged | 42.5 \% | $\checkmark$ | $\checkmark$ | 45.0 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cannon Road Elementary (0310)
Grade Levels: Elementary
County: Montgomery County

901 Cannon Road
Silver Spring, MD 20904
Phone: 240-740-0520

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 55.3}{\text { Total Points Possible: } 100.0}=\frac{55.30}{\text { TOTAL EARNED PERCENT }}
$$

[^6]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $27.8 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $32.1 \%$ | 1.6 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

8.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 18.5 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 20.9\% | 1 out of 5.0 |
|  | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 43.5 | 5.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $18.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 82.6\% | 8.3 out of 10.0 |
|  |  |  | 8.3 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $69.6 \%$ | 5 out of 15.0 |
| School Survey - Student | 4.9 | 3.4 out of 7.0 |
| School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

20.3 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 27.8 \% | $\boldsymbol{x}$ | - | 32.1 \% | $\boldsymbol{x}$ | - |
| Asian | 54.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 25.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 36.1 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 16.7 \% | * | $\checkmark$ | 21.7 \% | * | $\checkmark$ |
| White | 60.0 \% | $\checkmark$ | $\checkmark$ | 30.0\% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 9.8 \% | $\boldsymbol{*}$ | - | <= 5.0 \% | * | $\checkmark$ |
| English Learner | 12.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 18.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 20.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 29.5 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Captain James E. Daly Elementary

2022-2023 School Report Card

Captain James E. Daly Elementary (0111)
Grade Levels: Elementary
County: Montgomery County

20301 Brandermill Dr Germantown, MD 20876-5644

Phone: 240-740-0600

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 54.8}{\text { Total Points Possible: } 100.0}=
$$

[^7]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| - | Percent Proficient Mathematics | 19.0\% | 0.9 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 20) | Percent Proficient English Language Arts | 32.8\% | 1.6 out of 5.0 |
|  | Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| I I I <br> 0 POINTS 10 20 POINTS | Average Performance Level English Language Arts | 2.2 | 2.8 out of 5.0 |
|  |  |  | $7.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 20.9\% | 1 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 57.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.8\% | 4.9 out of 5.0 |
|  |  |  |  |  | $22.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $72.7 \%$ | 7.3 out of 10.0 |

7.3 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $63.9 \%$ | 2.5 out of 15.0 |
| School Survey - Student | 4.9 | 3.5 out of 7.0 |
| School Survey - Educator | 4.7 | 1.4 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) METn/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 19.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 32.8 \% | $\boldsymbol{x}$ | - |
| Asian | 64.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 78.6 \% | $\checkmark$ | - |
| Black/African Amer. | 18.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 42.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Hispanic/Latino | 13.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 21.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 26.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 53.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 11.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 5.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 13.7 \% | * | $\checkmark$ | 18.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 16.3 \% | - | $\checkmark$ | 25.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Carderock Springs Elementary
2022-2023 School Report Card

Carderock Springs Elementary (0604)
Grade Levels: Elementary
County: Montgomery County

7401 Persimmon Tree Lane
Bethesda, MD 20817
Phone: 240-740-0540

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 75.3}{\text { Total Points Possible: } 100.0}=75.30
$$

[^8]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $78.3 \%$ | 3.9 out of 5.0 |
| Percent Proficient English Language Arts | $84.8 \%$ | 4.2 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

15.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 72.7\% | 3.6 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 44.0 | 5.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 55.5 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 96.4\% | 4.8 out of 5.0 |
|  |  |  |  |  | $22.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 95.2\% | 9.5 out of 10.0 |
| \| |  |  | 9.5 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $84.8 \%$ | 10.5 out of 15.0 |
| School Survey - Student | 7.8 | 5.5 out of 7.0 |
| School Survey - Educator | 8.3 | 2.5 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

28.4 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 78.3 \% | $\boldsymbol{x}$ | - | 84.8 \% | $\boldsymbol{x}$ | - |
| Asian | 76.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 84.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 77.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 81.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 81.6 \% | $\boldsymbol{x}$ | - | 87.4 \% | $\checkmark$ | - |
| Two or more races | 84.6 \% | $\checkmark$ | $\boldsymbol{x}$ | 92.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 27.3 \% | $\boldsymbol{*}$ | * | 40.9 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 57.1\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 73.7 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 70.0 \% | - | $\checkmark$ | 70.0 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Carl Sandburg Center (0215)
Grade Levels: Elementary
County: Montgomery County

1002 First St
Rockville, MD 20850
Phone: 240-740-4340

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 3.3 | $\mathbf{~ I M P R O V E M E N T ~}$ |
| Academic Progress | 35.0 | 7.5 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 1.8 | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | $\mathbf{x}$ | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{1 5 . 5}$ | $\mathbf{8}$ |

$\frac{\text { Total Earned Points: } \mathbf{2 8 . 1}}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $<=5.0 \%$ | 0.2 out of 5.0 |
| Percent Proficient English Language Arts | $<=5.0 \%$ | 0 out of 5.0 |
| Average Performance Level Mathematics | 1.2 | 1.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 1.3 | 1.6 out of 5.0 |

3.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $<=5.0 \%$ | 0 out of 5.0 |
| Student Growth Percentile Mathematics | 21.0 | 1.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 14.0 | 1 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

7.5

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $18.2 \%$ | 1.8 out of 10.0 |

1.8 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $57.7 \%$ | 1 out of 15.0 |
| School Survey - Student | 4.1 | 2.8 out of 7.0 |
| School Survey - Educator | 5.4 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

15.5

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| OPOINTS | 18 |  | $\otimes$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | <= 5.0 \% | $\boldsymbol{x}$ | $\checkmark$ | <= 5.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | <= 5.0 \% | * | $\boldsymbol{x}$ | < $=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Hispanic/Latino | NA |  |  | $<=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | <= 5.0 \% | $\boldsymbol{x}$ | - | $<=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 8.3 \% | $\boldsymbol{x}$ | $\checkmark$ | $<=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 5.9 \% | $\times$ | $\checkmark$ | <= 5.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Cashell Elementary

Cashell Elementary (0511)
Grade Levels: Elementary
County: Montgomery County

17101 Cashell Rd
Rockville, MD 20853-1054
Phone: 240-740-0560

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.4 | $x$ | - |
| Academic Progress | 35.0 | 21.2 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.5 | $\checkmark$ | (x) |
| School Quality and Student Success | 35.0 | 26.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 67.6 |  |  |

$\frac{\text { Total Earned Points: } 67.6}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $54.3 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $63.6 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

12.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 33.3\% | 1.7 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 61.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 42.0 | 5.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 75.0\% | 7.5 out of 10.0 |
|  |  |  | 7.5 |
|  |  |  | EARNED POINTS |
| $\mathbf{1}$ I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.2\% | 9.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.6 | 4.6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.9 | 2.4 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 54.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.6 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 58.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.3 \% | * | $\checkmark$ |
| Black/African Amer. | 42.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 66.7 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 36.1 \% | (2) | $\checkmark$ | 44.4\% | (2) | $\bigcirc$ |
| White | 67.9 \% | $\bigcirc$ | $\checkmark$ | 71.7 \% | $\bigcirc$ | $\boldsymbol{\otimes}$ |
| Two or more races | 61.1 \% | $\checkmark$ | $\checkmark$ | 77.8 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 20.7 \% | (2) | - | 20.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 14.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 21.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 32.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 41.9 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cedar Grove Elementary (0703)
Grade Levels: Elementary
County: Montgomery County

24001 Ridge Rd Germantown, MD 20876-4636

Phone: 240-740-6190

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 73.8}{\text { Total Points Possible: } 100.0}=\quad 3.8 \%
$$

* Earned points may not equal total points due to rounding. $\square$ $=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $69.4 \%$ | 3.5 out of 5.0 |
| Percent Proficient English Language Arts | $77.0 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

14.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 57.8\% | 2.9 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 62.0 | 9 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 53.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 8.9 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 88.9\% | 8.9 out of 10.0 |
|  |  |  | 8.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 78.7\% | 8.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 8.0 | 5.6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.3 | 2.2 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 26 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $35 \text { POINTS }$ | $\otimes$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 69.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 77.0\% | $\checkmark$ | $\checkmark$ |
| Asian | 88.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 88.7 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 43.2 \% | ( | - | 63.9 \% | - | (2) |
| Hispanic/Latino | 42.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 60.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 69.2 \% | $\otimes$ | $\bigcirc$ | 75.0 \% | $\bigcirc$ | - |
| Two or more races | 90.9 \% | $\checkmark$ | $\checkmark$ | 90.9 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 20.8 \% | ( | (\%) | 29.2 \% | (2) | $\checkmark$ |
| English Learner | 38.5 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 48.0 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 48.4 \% | - | - | 56.7 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Chevy Chase Elementary (0403)
Grade Levels: Elementary
County: Montgomery County

4015 Rosemary St
Chevy Chase, MD 20815-0000
Phone: 301-657-4994

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 75.7}{\text { Total Points Possible: } 100.0}=75.70
$$

[^9]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 70.9\% | 3.5 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 63.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 57.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.8\% | 4.9 out of 5.0 |
|  |  |  |  |  | $25.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 89.6\% | 12.5 out of 15.0 |
|  | TS |  | School Survey - Student | 7.3 | 5.1 out of 7.0 |
|  |  |  | School Survey - Educator | 7.5 | 2.3 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $29.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 73.1 \% | $\checkmark$ | $\checkmark$ | 79.6 \% | $\checkmark$ | $\checkmark$ |
| Asian | 90.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 93.2 \% | ( | - |
| Black/African Amer. | 45.8\% | $\checkmark$ | $\checkmark$ | 56.4 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 48.0\% | (2) | $\bigcirc$ | 48.0\% | (2) | (2) |
| White | 88.1 \% | $\bigcirc$ | $\bigcirc$ | 95.2 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 70.8 \% | $\boldsymbol{*}$ | (2) | 75.0 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 33.3 \% | $\bigcirc$ | $\bigcirc$ | 45.2 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 19.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 36.0\% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 34.5 \% | $\checkmark$ | $\bigcirc$ | 45.3 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Clarksburg Elementary (0101)
Grade Levels: Elementary
County: Montgomery County

13530 Redgrave PI Clarksburg, MD 20871-9701

Phone: 240-740-3530

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.7 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 22.0 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.6 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 24.6 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 66.9 |  |  |

$\frac{\text { Total Earned Points: } 66.9}{\text { Total Points Possible: } 100.0}=\frac{6.8 \%}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 59.7\% | 3 out of 5.0 |
|  | TS PO |  | Percent Proficient English Language Arts | 62.5\% | 3.1 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.7 | 3.3 out of 5.0 |
|  |  |  |  |  | $12.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 39.8\% | 2 out of 5.0 |
|  | PO |  | Student Growth Percentile Mathematics | 61.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $75.7 \%$ | 7.6 out of 10.0 |

7.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.0\% | 9 out of 15.0 |
|  | TS PO |  | School Survey - Student | 5.6 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 5.8 | 1.7 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ \text { OPOINTS } \end{gathered}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 62.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 80.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 80.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 45.1 \% | $\bigcirc$ | $\bigcirc$ | 52.1 \% | * | (2) |
| Hispanic/Latino | 46.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 41.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 63.4\% | $\bigcirc$ | * | 80.5 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 61.5 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 53.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 12.5 \% | $\boldsymbol{*}$ | $\otimes$ | 16.1 \% | $\boldsymbol{*}$ | * |
| English Learner | 51.5 \% | $\checkmark$ | $\checkmark$ | 40.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 43.1 \% | $\checkmark$ | $\bigcirc$ | 40.2 \% | ( | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Clarksburg High (0249)
Grade Levels: High
County: Montgomery County

22500 Wims Rd
Clarksburg, MD 20871
Phone: 240-740-6000

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 18.1 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Graduation Rate | 15.0 | 14.5 | $\checkmark$ | - |
| Progress in Achieving English Language Proficiency | 10.0 | 2.3 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 8.2 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 13.9 | na | * |
| TOTAL POINTS: | 100.0 | 56.9 |  |  |

$$
\frac{\text { Total Earned Points: } 56.9}{\text { Total Points Possible: } 100.0}=\frac{56.8 \%}{\text { TOTAL EARNED PERCENT }}
$$

[^10]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $45.7 \%$ | 3.4 out of 7.5 |
| Percent Proficient English Language Arts | $71.7 \%$ | 5.4 out of 7.5 |
| Average Performance Level Mathematics | 2.0 | 3.8 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.9 | 5.5 out of 7.5 |

18.1

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $96.2 \%$ | 9.6 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $96.8 \%$ | 4.8 out of 5.0 |

14.5

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $22.6 \%$ | 2.3 out of 10.0 |

## 2.3 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 0 | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 59.5\% | 1 out of 15.0 |
| (TOTAL POINTS POSSIBLE: 35) | School Survey - Student | 4.4 | 3.1 out of 7.0 |
|  | School Survey - Educator | 4.7 | 1.4 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 83.8\% | 8.4 out of 10.0 |
|  |  |  | $13.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) |  |  | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: <br> Academic Achievement <br> Graduation Rate |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\boldsymbol{*}$ |  |
|  |  |  | IMPROVEMENT |  |
|  |  |  |  |  |
|  | $\begin{gathered} 1 \\ 32 \end{gathered}$ | 65 POINTS | $\boldsymbol{*}$ | Readiness for Post-Secondary Success |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 45.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 71.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 77.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 79.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 31.3 \% | ( | - | 74.7 \% | - | (2) |
| Hispanic/Latino | 20.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 54.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 50.8 \% | $\otimes$ | $\boldsymbol{*}$ | 80.3 \% | $\bigcirc$ | * |
| Two or more races | 75.0 \% | $\checkmark$ | $\checkmark$ | 78.9 \% | $\checkmark$ | - |
| Students w/Disabilities | 20.5 \% | ( | (\%) | 38.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | < $=5.0$ \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | <= 5.0 \% | $\boldsymbol{*}$ | $\star$ |
| Econ. Disadvantaged | 25.6 \% | (2) | - | 58.2 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. Met $\boldsymbol{x}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 96.21\% | $\checkmark$ | $\checkmark$ | 96.81\% | $\checkmark$ | - |
| Asian | 98.77\% | - | $\boldsymbol{x}$ | 99.38\% | - | - |
| Black/African Amer. | 96.17\% | $\checkmark$ | - | 96.74\% | $\checkmark$ | - |
| Hispanic/Latino | 91.56\% | * | $\boldsymbol{x}$ | 92.81\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 97.71\% | $\checkmark$ | $\boldsymbol{x}$ | 97.71\% | $\checkmark$ | $\boldsymbol{x}$ |
| Two or more races | 100.00\% | - | $\checkmark$ | 100.00\% | - | $\checkmark$ |
| Students w/Disabilities | 89.58\% | $\checkmark$ | $\checkmark$ | 93.62\% | $\checkmark$ | $\checkmark$ |
| English Learner | 85.71\% | $\checkmark$ | $\checkmark$ | 83.72\% | $\boldsymbol{x}$ | $\times$ |
| Econ. Disadvantaged | 89.11\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 92.00\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |

[^11]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Clearspring Elementary (0706)
Grade Levels: Elementary
County: Montgomery County

9930 Moyer Rd
Damascus, MD 20872-2393
Phone: 240-740-2580

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.4 | $\boldsymbol{x}$ | * |
| Academic Progress | 35.0 | 21.1 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 22.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 62.6 |  |  |

$\frac{\text { Total Earned Points: } 62.6}{\text { Total Points Possible: } 100.0}=62.50$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: | :---: |
| Percent Proficient Mathematics | $56.9 \%$ | 2.8 out of 5.0 |
| Percent Proficient English Language Arts | $61.1 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.3 out of 5.0 |

12.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $51.6 \%$ | 2.6 out of 5.0 |
| Student Growth Percentile Mathematics | 55.5 | 8 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 42.0 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

21.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $68.0 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 74.2\% | 6.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.5 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 6.5 | 1.9 out of 3.0 |
| $\begin{aligned} & \text { I INTS } \\ & 0 \text { POIN } \end{aligned}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 56.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 86.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 89.6 \% | $\otimes$ | $\boldsymbol{*}$ |
| Black/African Amer. | 40.4 \% | $\otimes$ | $\bigcirc$ | 42.1 \% | $\boldsymbol{*}$ | * |
| Hispanic/Latino | 33.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 42.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 63.9 \% | ( | $\bigcirc$ | 66.0 \% | ( | (2) |
| Two or more races | 57.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 17.5 \% | * | - | 17.7 \% | $\otimes$ | - |
| English Learner | 20.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 25.6 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 27.3 \% | $\boldsymbol{*}$ | - | 34.1 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Clopper Mill Elementary (0100)
Grade Levels: Elementary
County: Montgomery County

18501 Cinnamon Dr Germantown, MD 20874-2060

Phone: 240-740-2180

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.2 | * | * |
| Academic Progress | 35.0 | 18.6 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 7.4 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 20.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 54.5 |  |  |

$\frac{\text { Total Earned Points: } 54.5}{\text { Total Points Possible: } 100.0}=\frac{54.5 \%}{\text { total Earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $18.3 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $37.6 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

8.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 21.3\% | 1.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 44.0 | 5.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 52.5 | 7 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 18.6 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| T | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 74.3\% | 7.4 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.4 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $67.9 \%$ | 4 out of 15.0 |
| School Survey - Student | 6.8 | 4.7 out of 7.0 |
| School Survey - Educator | 5.4 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

20.3 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 18.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 37.6 \% | $\boldsymbol{x}$ | * |
| Asian | 21.4 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 53.8 \% | $\checkmark$ | * |
| Black/African Amer. | 27.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 45.5 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 9.8 \% | $\boldsymbol{x}$ | * | 29.3 \% | $\boldsymbol{x}$ | - |
| White | 50.0 \% | $\boldsymbol{x}$ | $\checkmark$ | NA |  |  |
| Students w/Disabilities | 15.9 \% | $\boldsymbol{x}$ | - | 20.5 \% | - | - |
| English Learner | < $=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 20.6 \% | $\boldsymbol{x}$ | - |
| Econ. Disadvantaged | 6.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 21.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cloverly Elementary (0308)
Grade Levels: Elementary
County: Montgomery County

800 Briggs Chaney Rd
Silver Spring, MD 20905
Phone: 301-989-5770

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.1 | - | - |
| Academic Progress | 35.0 | 16.9 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.7 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 23.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 60.4 |  |  |

$\frac{\text { Total Earned Points: } 60.4}{\text { Total Points Possible: } 100.0}=\frac{\mathbf{6 0 . 4}}{\text { total abane percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $46.7 \%$ | 2.3 out of 5.0 |
| Percent Proficient English Language Arts | $52.9 \%$ | 2.6 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

11.1

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 40.0\% | 2 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 47.0 | 6 out of 12.5 |
| 1 I | Student Growth Percentile English Language Arts | 35.0 | 4 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 98.7\% | 4.9 out of 5.0 |
|  |  |  | $\begin{gathered} 16.9 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 86.8\% | 8.7 out of 10.0 |
|  |  |  | 8.7 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 75.1\% | 7 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 6.6 | 4.6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.1 | 2.1 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $23.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.7 \% | $\bigcirc$ | $\checkmark$ | 52.9 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 63.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 72.7 \% | $\bigcirc$ | $\bigcirc$ |
| Black/African Amer. | 39.6 \% | $\bigcirc$ | $\bigcirc$ | 43.4 \% | $\bigcirc$ | * |
| Hispanic/Latino | 25.0 \% | * | $\checkmark$ | 31.6 \% | * | $\checkmark$ |
| White | 63.8\% | $\bigcirc$ | $\checkmark$ | 69.6 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 73.3 \% | $\checkmark$ | $\checkmark$ | 73.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 10.3 \% | (2) | - | 11.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 21.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 22.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 28.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 28.3 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Col. Zadok Magruder High (0510)
Grade Levels: High
County: Montgomery County

5939 Muncaster Mill Rd
Rockville, MD 20855-1735
Phone: 240-740-5550

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 15.7 | * | $\star$ |
| Graduation Rate | 15.0 | 13.9 | - | - |
| Progress in Achieving English Language Proficiency | 10.0 | 2.4 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.5 | na | - |
| School Quality and Student Success | 35.0 | 15.1 | na | * |
| TOTAL POINTS: | 100.0 | 54.6 |  |  |

$$
\frac{\text { Total Earned Points: } 54.6}{\text { Total Points Possible: } 100.0}=54.6 \%
$$

[^12]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $40.4 \%$ | 3 out of 7.5 |
| Percent Proficient English Language Arts | $60.6 \%$ | 4.5 out of 7.5 |
| Average Performance Level Mathematics | 1.5 | 2.9 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.8 | 5.2 out of 7.5 |

15.7

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $92.3 \%$ | 9.2 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $93.7 \%$ | 4.7 out of 5.0 |

13.9

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress $24.3 \%$ <br> Towards Learning English  $\mathbf{2 . 4 \text { out of } 1 0 . 0}$ |  |  |

## 2.4 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 81.8\% | 3.5 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 80.5\% | 4 out of 5.0 |
|  |  |  | 7.5 |
| I I  <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


ALL TARGET(S) MET
n/a

IMPROVEMENT
$\star$

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Students not Chronically Absent
School Survey - Student
School Survey - Educator
Access to Well Rounded Curriculum


* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met


[^13]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cold Spring Elementary (0238)
Grade Levels: Elementary County: Montgomery County

9201 Falls Chapel Way
Potomac, MD 20854-3059
Phone: 240-740-4390

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.6 | * | $x$ |
| Academic Progress | 35.0 | 21.7 | na | * |
| Progress in Achieving English Language Proficiency | na | na | na | na |
| School Quality and Student Success | 35.0 | 32.4 | na | - |
| TOTAL POINTS: | 90.0 | 69.7 |  |  |

$\frac{\text { Total Earned Points: } 69.7}{\text { Total Points Possible: } 90.0}=$

[^14]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $82.0 \%$ | 4.1 out of 5.0 |
| Percent Proficient English Language Arts | $82.3 \%$ | 4.1 out of 5.0 |
| Average Performance Level Mathematics | 3.0 | 3.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

15.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 83.7\% | 4.2 out of 5.0 |
|  | 5 PO |  | Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 35.0 | 4 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.7$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 95.6\% | 14.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.7 | 5.4 out of 7.0 |
|  |  |  | School Survey - Educator | 8.6 | 2.6 out of 3.0 |
| 0 POINTS | 18 | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $32.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?


HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
| (TOTAL POINTS POSSIBLE: 35) |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| 0 POINTS | 18 |  |  | $\bigcirc$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 82.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 82.3 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Asian | 97.1 \% | $\checkmark$ | - | 94.2 \% | * | $\boldsymbol{x}$ |
| Hispanic/Latino | 80.0 \% | $\checkmark$ | $\checkmark$ | 80.0\% | $\checkmark$ | $\checkmark$ |
| White | 70.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 71.3 \% | * | $\boldsymbol{x}$ |
| Two or more races | 73.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 78.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 57.1 \% | $\times$ | * | 42.9 \% | $\boldsymbol{x}$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

College Gardens Elementary (0229)
Grade Levels: Elementary
County: Montgomery County

1700 Yale Place
Rockville, MD 20850
Phone: 301-279-8470

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 71.0}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { TOTAL EARNED PERCENT }}
$$

[^15]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 58.1\% | 2.9 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 67.9\% | 3.4 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| $1$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { PoInts }$ | Average Performance Level English Language Arts | 2.8 | 3.5 out of 5.0 |
|  |  |  |  |  | $13.0$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 59.5\% | 3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 58.5 | 8.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.3\% | 4.9 out of 5.0 |
|  |  |  |  |  | $23.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 82.4\% | 8.2 out of 10.0 |
|  |  |  | 8.2 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 76.0\% | 7.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 8.2 | 5.7 out of 7.0 |
|  |  |  | School Survey - Educator | 9.1 | 2.7 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 58.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 67.9 \% | $\checkmark$ | $\checkmark$ |
| Asian | 78.7 \% | $\bigcirc$ | $\checkmark$ | 87.2 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 35.8 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 56.6 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 39.1 \% | $\bigcirc$ | $\checkmark$ | 45.5 \% | $\bigcirc$ | $\bigcirc$ |
| White | 75.4 \% | $\bigcirc$ | $\bigcirc$ | 80.7 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 64.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 64.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 32.3 \% | $\boldsymbol{*}$ | (2) | 29.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | 33.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 57.1 \% | $\bigcirc$ | $\checkmark$ |
| Econ. Disadvantaged | 29.8 \% | $\bigcirc$ | $\bigcirc$ | 42.6 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Cresthaven Elementary (0808)
Grade Levels: Elementary
County: Montgomery County

1234 Cresthaven Dr
Silver Spring, MD 20903
Phone: 240-740-0580

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.5 | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Academic Progress | 35.0 | 17.7 | na | $\bigcirc$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.6 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 21.4 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 52.3 |  |  |

$\frac{\text { Total Earned Points: } 52.3}{\text { Total Points Possible: } 100.0}=\frac{\text { total Earned percent }}{}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $18.7 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $30.6 \%$ | 1.5 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

7.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $71.8 \%$ | 5.5 out of 15.0 |
| School Survey - Student | 5.3 | 3.7 out of 7.0 |
| School Survey - Educator | 7.5 | 2.2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 18.7 \% | $\boldsymbol{x}$ | - | 30.6 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 40.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 42.1 \% | * | $\checkmark$ |
| Black/African Amer. | 21.3 \% | * | $\checkmark$ | 34.1 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 11.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 22.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 30.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 60.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 9.1 \% | $\boldsymbol{x}$ | - | 7.6 \% | $x$ | $\checkmark$ |
| English Learner | 12.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 21.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 16.3 \% | * | $\checkmark$ | 27.0 \% | * | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Damascus Elementary (0702)
Grade Levels: Elementary County: Montgomery County

10201 Bethesda Church Rd
Damascus, MD 20872-1739
Phone: 240-740-6180

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.8 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 23.4 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.8 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 16.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 58.9 |  |  |

$\frac{\text { Total Earned Points: } 58.9}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $43.9 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $52.3 \%$ | 2.6 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3.1 out of 5.0 |

10.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 77.9\% | 7.8 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.8 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 16.8 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 60.0\% | 1.5 out of 15.0 |
|  | School Survey - Student | 5.2 | 3.6 out of 7.0 |
|  | School Survey - Educator | 5.7 | 1.7 out of 3.0 |
| $\begin{array}{lcl}0 \text { POINTS } & 18 & 35 \text { POINTS }\end{array}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  | $16.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) METn/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 43.9 \% | $\boldsymbol{x}$ | ( | 52.3 \% | $\boldsymbol{x}$ | - |
| Asian | 50.0 \% | $\checkmark$ | $\checkmark$ | 50.0\% | - | $\checkmark$ |
| Black/African Amer. | 21.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 28.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 30.7 \% | $\boldsymbol{x}$ | - | 44.7 \% | $\boldsymbol{x}$ | - |
| White | 64.4 \% | $\checkmark$ | $\checkmark$ | 68.5 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 21.6 \% | $\boldsymbol{x}$ | - | 19.6 \% | $\boldsymbol{x}$ | - |
| English Learner | 25.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 35.4 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 30.8 \% | - | - | 41.3 \% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

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least $75 \%$ of total earned
points percent

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## Graduation Rate

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## Readiness for Post-Secondary Success

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

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## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Damascus High

Damascus High (0701)
25921 Ridge Rd
Grade Levels: High Damascus, MD 20872-1846
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.5 | $\times$ | * |
| Graduation Rate | 15.0 | 13.3 | x | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 3.0 | * | ( |
| Readiness for Post-Secondary Success | 10.0 | 8.2 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 17.7 | na | * |
| TOTAL POINTS: | 100.0 | 59.7 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{5 9 . 7}}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=59.70$

[^16]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $46.0 \%$ | 3.5 out of 7.5 |
| Percent Proficient English Language Arts | $70.6 \%$ | 5.3 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.4 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.9 | 5.4 out of 7.5 |

17.5

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $88.8 \%$ | 8.9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $89.3 \%$ | 4.5 out of 5.0 |

13.3

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 17.7 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 68.6\% | 4.5 out of 15.0 |
|  | School Survey - Student | 4.2 | 2.9 out of 7.0 |
|  | School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| I l I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 84.5\% | 8.5 out of 10.0 |
|  |  |  | 17.7 <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\stackrel{I}{0}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{x}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.6 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 70.3 \% | $\boldsymbol{*}$ | - | 87.8\% | - | - |
| Black/African Amer. | 25.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 60.5 \% | $\theta$ | $\bigcirc$ |
| Hispanic/Latino | 24.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 51.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 56.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 79.1 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Two or more races | 33.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 66.7 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 16.7 \% | (2) | - | 36.7 \% | - | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 6.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 40.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.
 =Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 88.76\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 89.35\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 90.32\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 87.50\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 78.26\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 80.43\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 87.64\% | $\boldsymbol{*}$ | $\boldsymbol{x}$ | 88.64\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 92.21\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 92.21\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 57.41\% | $\boldsymbol{x}$ | * | 58.18\% | ( | * |
| Econ. Disadvantaged | 70.00\% | $\checkmark$ | $\boldsymbol{x}$ | 66.67\% | $\checkmark$ | $\boldsymbol{x}$ |

[^17]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Darnestown Elementary (0351)
Grade Levels: Elementary County: Montgomery County

15030 Turkey Foot Rd Gaithersburg, MD 20878-3901

Phone: 301-284-4260

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.1 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 25.0 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.8 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 28.2 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 71.1 |  |  |

$$
\frac{\text { Total Earned Points: } 71.1}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{V}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $54.6 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $61.1 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

12.1

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 59.3\% | 3 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 69.0 | 10 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 51.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $25.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.7\% | 10 out of 15.0 |
|  | TS P |  | School Survey - Student | 8.5 | 6 out of 7.0 |
|  |  |  | School Survey - Educator | 7.5 | 2.3 out of 3.0 |
| $\stackrel{I}{0}$ | 1 18 | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $28.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 54.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 61.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 46.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 53.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 16.7 \% | * | $\boldsymbol{x}$ | 16.7 \% | * | $\times$ |
| Hispanic/Latino | 33.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 42.9 \% | $\boldsymbol{x}$ | * |
| White | 59.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 68.5 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Two or more races | 90.0 \% | - | $\checkmark$ | 70.0 \% | $\boldsymbol{x}$ | $\times$ |
| Students w/Disabilities | 14.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 14.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 25.0 \% | $\boldsymbol{x}$ | ( | 40.0 \% | - | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 42.9 \% | $\checkmark$ | $\checkmark$ | 42.9 \% | $\checkmark$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Diamond Elementary (0570)
Grade Levels: Elementary
County: Montgomery County

4 Marquis Dr
Gaithersburg, MD 20878-1838
Phone: 240-740-2120

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.3 | * | $\checkmark$ |
| Academic Progress | 35.0 | 23.7 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 7.5 | * | ( |
| School Quality and Student Success | 35.0 | 22.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 68.0 |  |  |

$\frac{\text { Total Earned Points: } 68.0}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $65.2 \%$ | 3.3 out of 5.0 |
| Percent Proficient English Language Arts | $79.8 \%$ | 4 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.7 out of 5.0 |

14.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| \% | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 75.2\% | 7.5 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.5 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.3\% | 6 out of 15.0 |
|  | TS |  | School Survey - Student | 6.3 | 4.4 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\underset{0}{\mathrm{I}}$ | 18 | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 65.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 79.8 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 90.0 \% | $\checkmark$ | $\checkmark$ | 91.5 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 29.8 \% | ( | (2) | 74.5 \% | $\bigcirc$ | - |
| Hispanic/Latino | 42.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.6 \% | $\boldsymbol{*}$ | - |
| White | 58.1 \% | $\otimes$ | * | 75.3 \% | $\boldsymbol{*}$ | * |
| Two or more races | 68.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 68.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 52.5 \% | $\checkmark$ | $\bigcirc$ | 52.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 58.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 62.1 \% | - | * |
| Econ. Disadvantaged | 37.3 \% | ( | - | 70.0 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Dr. Charles R. Drew Elementary (0747) Grade Levels: Elementary County: Montgomery County

1200 Swingingdale Dr
Silver Spring, MD 20905-7049
Phone: 240-740-5670

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 55.7}{\text { Total Points Possible: } 100.0}=
$$

[^18]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $52.1 \%$ | 2.6 out of 5.0 |
| Percent Proficient English Language Arts | $56.1 \%$ | 2.8 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

11.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 50.0\% | 2.5 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 34.0 | 4 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $18.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.8 \%$ | 7.1 out of 10.0 |

7.1 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $65.3 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 5.5 | 3.9 out of 7.0 |
| School Survey - Educator | 4.4 | 1.3 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

18.7

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 52.1 \% | $\boldsymbol{x}$ | ( | 56.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 80.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 73.1 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 49.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 56.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 33.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 36.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 68.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 72.0 \% | $\boldsymbol{x}$ | - |
| Two or more races | 70.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 70.0 \% | $\boldsymbol{x}$ | - |
| Students w/Disabilities | 10.5 \% | $x$ | $\boldsymbol{x}$ | 7.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 36.2 \% | - | $\checkmark$ | 25.0 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 35.8 \% | - | - | 41.0 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Dr. Ronald E. McNair Elementary (0158)
Grade Levels: Elementary
13881 Hopkins Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.3 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 24.6 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.5 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 26.1 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 70.5 |  |  |

$$
\frac{\text { Total Earned Points: } 70.5}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $53.3 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $62.8 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

12.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 42.9\% | 2.1 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 61.5 | 9 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.0\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.8 | 5.5 out of 7.0 |
|  |  |  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| $\underset{\substack{\text { I } \\ 0 \text { POINTS }}}{ }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 53.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 62.8 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 72.4 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 79.6 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 39.3 \% | ( | $\bigcirc$ | 55.7 \% | ( | - |
| Hispanic/Latino | 33.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 37.7 \% | $\star$ | $\boldsymbol{*}$ |
| White | 61.2 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 65.7 \% | $\boldsymbol{*}$ | * |
| Two or more races | 66.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 83.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 17.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 22.5 \% | (1) | $\boldsymbol{\otimes}$ |
| English Learner | 34.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 41.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 33.0 \% | * | $\bigcirc$ | 48.5 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Dr. Sally K. Ride Elementary (0242)
Grade Levels: Elementary
County: Montgomery County

21301 Seneca Crossing Dr Germantown, MD 20876-0000

Phone: 301-353-0994

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.6 | $\times$ | $\bigcirc$ |
| Academic Progress | 35.0 | 21.6 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 5.9 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 21.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 57.8 |  |  |

$$
\frac{\text { Total Earned Points: } 57.8}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{V}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $27.6 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $35.8 \%$ | 1.8 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

8.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 31.9\% | 1.6 out of 5.0 |
|  | PO |  | Student Growth Percentile Mathematics | 63.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 46.5 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 58.7\% | 5.9 out of 10.0 |
|  |  |  | 5.9 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $69.4 \%$ | 5 out of 15.0 |
| School Survey - Student | 6.3 | 4.4 out of 7.0 |
| School Survey - Educator | 7.8 | 2.3 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 27.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 35.8 \% | $\boldsymbol{x}$ | - |
| Asian | 42.9 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 57.1 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 20.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 33.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 18.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.9 \% | $x$ | * |
| White | 66.7 \% | $\checkmark$ | $\checkmark$ | 62.5 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | $<=5.0 \%$ | $\boldsymbol{*}$ | $\boldsymbol{x}$ | 5.1\% | $\boldsymbol{x}$ | $\times$ |
| English Learner | 23.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 25.4 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 21.9 \% | - | $\checkmark$ | 30.5 \% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

DuFief Elementary (0241)
Grade Levels: Elementary
15001 Dufief Dr

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.6 | * | - |
| Academic Progress | 35.0 | 27.5 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 28.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 75.6 |  |  |

$$
\frac{\text { Total Earned Points: } 75.6}{\text { Total Points Possible: } 100.0}==
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $59.4 \%$ | 3 out of 5.0 |
| Percent Proficient English Language Arts | $61.7 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.3 out of 5.0 |

12.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 60.0\% | 3 out of 5.0 |
|  | NTS P |  | Student Growth Percentile Mathematics | 68.0 | 10 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 64.0 | 9.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $27.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $71.1 \%$ | 7.1 out of 10.0 |

7.1<br>EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $84.9 \%$ | 10.5 out of 15.0 |
| School Survey - Student | 8.1 | 5.7 out of 7.0 |
| School Survey - Educator | 7.5 | 2.2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

28.4 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 61.7 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 72.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 67.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 35.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 45.2 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 31.3 \% | $\boldsymbol{x}$ | - | 43.8 \% | , | - |
| White | 76.9 \% | $\checkmark$ | $\checkmark$ | 69.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Two or more races | 75.0 \% | $\checkmark$ | - | 91.7 \% | $\checkmark$ | - |
| Students w/Disabilities | 15.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 13.0\% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 46.2 \% | $\boldsymbol{x}$ | ( | 34.6 \% | $\boldsymbol{x}$ | - |
| Econ. Disadvantaged | 26.7 \% | $\checkmark$ | $\checkmark$ | 40.0\% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Earle B. Wood Middle (0820)
14615 Bauer Dr
Grade Levels: Middle Rockville, MD 20853-0000
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.1 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 20.0 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.9 | $\boldsymbol{*}$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 22.5 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 54.5 |  |  |

$$
\frac{\text { Total Earned Points: } 54.5}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $20.5 \%$ | 1 out of 5.0 |
| Percent Proficient English Language Arts | $52.2 \%$ | 2.6 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

## 9.1 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $29.0 \%$ | 1 out of 3.5 |
| Percent Proficient Social Studies | $50.3 \%$ | 1.8 out of 3.5 |
| Student Growth Percentile Mathematics | 53.0 | 7.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 52.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $90.3 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $29.5 \%$ | 2.9 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 83.3\% | 10 out of 15.0 |
|  | TS |  | School Survey - Student | 4.2 | 2.9 out of 7.0 |
|  |  |  | School Survey - Educator | 4.2 | 1.3 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 82.9\% | 8.3 out of 10.0 |
|  |  |  |  |  | $22.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 20.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 52.2 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 33.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 72.7 \% | - | - |
| Black/African Amer. | 12.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 42.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 6.1 \% | * | $\boldsymbol{x}$ | 33.3 \% | $\boldsymbol{x}$ | - |
| White | 37.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 73.2 \% | $\checkmark$ | $\checkmark$ |
| Two or more races | 42.9 \% | $\boldsymbol{x}$ | - | 78.6 \% | $\checkmark$ | - |
| Students w/Disabilities | 6.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 16.8\% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | <= $5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 9.5 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 7.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 33.7 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

East Silver Spring Elementary (0756)
Grade Levels: Elementary
County: Montgomery County

631 Silver Spring Ave
Silver Spring, MD 20910-4607
Phone: 240-740-0620

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.3 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.7 | - | ( |
| School Quality and Student Success | 35.0 | 24.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 63.9 |  |  |

$\frac{\text { Total Earned Points: } 63.9}{\text { Total Points Possible: } 100.0}=\frac{63.9}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=\mathrm{Met} \boldsymbol{\chi}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $50.2 \%$ | 2.5 out of 5.0 |
| Percent Proficient English Language Arts | $55.8 \%$ | 2.8 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

11.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $82.0 \%$ | 9.5 out of 15.0 |
| School Survey - Student | 4.7 | 3.3 out of 7.0 |
| School Survey - Educator | 5.6 | 1.7 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 50.2 \% | $\checkmark$ | $\checkmark$ | 55.8 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | 42.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 46.6 \% | ( | $\boldsymbol{x}$ |
| Hispanic/Latino | 23.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| White | 84.4 \% | - | $\checkmark$ | 90.9 \% | $\checkmark$ | - |
| Students w/Disabilities | 30.4 \% | - | $\boldsymbol{x}$ | 43.5 \% | V | - |
| English Learner | 25.8\% | * | - | 24.2 \% | $x$ | $\checkmark$ |
| Econ. Disadvantaged | 35.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 37.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Eastern Middle (0775)
Grade Levels: Middle Silver Spring, MD 20901-0000
County: Montgomery County
Phone: 240-740-6280

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.3 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 16.2 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 1.6 | $x$ | (8) |
| School Quality and Student Success | 35.0 | 20.1 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 47.2 |  |  |

$$
\frac{\text { Total Earned Points: } 47.2}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $29.0 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $47.5 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 9.3 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $32.6 \%$ | 1.1 out of 3.5 |
| Percent Proficient Social Studies | $39.6 \%$ | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics 47.0 6 out of 12.5 <br> Student Growth Percentile English <br> Language Arts 40.0 5 out of 12.5 <br> Credit for Well Rounded Curriculum $88.3 \%$ 2.6 out of 3.0 | 16.2 <br> EARNED POINTS |  |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $15.6 \%$ | 1.6 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 85.7\% | 11 out of 15.0 |
|  | TS P |  | School Survey - Student | 3.3 | 2.3 out of 7.0 |
|  |  |  | School Survey - Educator | 4.2 | 1.3 out of 3.0 |
| $\begin{aligned} & \text { I INTS } \\ & 0 \text { POIN } \end{aligned}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 55.2\% | 5.5 out of 10.0 |
|  |  |  |  |  | $20.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 29.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 47.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 77.3 \% | $\checkmark$ | $\checkmark$ | 87.9 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 16.3 \% | ( | $\bigcirc$ | 44.2 \% | $\bigcirc$ | ( |
| Hispanic/Latino | 7.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 22.1 \% | ( | $\boldsymbol{*}$ |
| White | 71.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 92.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 77.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 91.7 \% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 7.5 \% | $\boldsymbol{*}$ | $\bigcirc$ | 13.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 7.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 9.2 \% | * | $\bigcirc$ | 29.9 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Fairland Elementary (0303)
Grade Levels: Elementary
14315 Fairdale Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.7 | * | - |
| Academic Progress | 35.0 | 23.0 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.6 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 18.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 58.8 |  |  |

$$
\frac{\text { Total Earned Points: } 58.8}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $31.7 \%$ | 1.6 out of 5.0 |
| Percent Proficient English Language Arts | $47.7 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

9.7 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 22.0\% | 1.1 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 61.5 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 55.5 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.8\% | 4.9 out of 5.0 |
|  |  |  |  |  | $23.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $75.6 \%$ | 7.6 out of 10.0 |

7.6 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 31.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 47.7 \% | $\checkmark$ | - |
| Asian | 56.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 62.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 34.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 20.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.8 \% | $\checkmark$ | - |
| Students w/Disabilities | 16.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 16.7 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 26.9 \% | * | - | 32.7 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 25.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 43.0 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Fallsmead Elementary (0233)
Grade Levels: Elementary
County: Montgomery County

1800 Greenplace Ter
Rockville, MD 20850-2942
Phone: 240-740-3545

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.4 | $\boldsymbol{\otimes}$ | $\boldsymbol{\chi}$ |
| Academic Progress | 35.0 | 25.9 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.5 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 27.4 | na | $\otimes$ |
| TOTAL POINTS: | 100.0 | 75.3 |  |  |

$$
\frac{\text { Total Earned Points: } 75.3}{\text { Total Points Possible: } 100.0}=75.20
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $71.0 \%$ | 3.6 out of 5.0 |
| Percent Proficient English Language Arts | $76.5 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

14.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 70.2\% | 3.5 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 63.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 59.0 | 8.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.9\% | 4.9 out of 5.0 |
|  |  |  |  |  | $25.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 85.9\% | 11 out of 15.0 |
|  |  |  | School Survey - Student | 6.2 | 4.4 out of 7.0 |
| $\stackrel{1}{0}$ |  | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | School Survey - Educator | 6.9 | 2.1 out of 3.0 |
|  | $\begin{gathered} 1 \\ 18 \end{gathered}$ |  | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 71.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 86.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 86.8 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 37.8 \% | ( | (2) | 51.4 \% | ( | ( |
| Hispanic/Latino | 55.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 58.6 \% | $\star$ | $\checkmark$ |
| White | 73.9 \% | $\bigcirc$ | $\bigcirc$ | 81.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 70.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 76.5 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 32.4 \% | (1) | $\boldsymbol{*}$ | 38.2 \% | * | $\boldsymbol{\otimes}$ |
| English Learner | 62.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 50.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 33.3 \% | $\bigcirc$ | $\bigcirc$ | 54.3 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Farmland Elementary (0219)
Grade Levels: Elementary
County: Montgomery County

7000 Old Gate Road
Rockville, MD 20852
Phone: 240-740-0660

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.5 | $\otimes$ | $\bigcirc$ |
| Academic Progress | 35.0 | 23.2 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.8 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 26.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 71.7 |  |  |

$$
\frac{\text { Total Earned Points: } 71.7}{\text { Total Points Possible: } 100.0}=\frac{1.60}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $66.3 \%$ | 3.3 out of 5.0 |
| Percent Proficient English Language Arts | $68.0 \%$ | 3.4 out of 5.0 |
| Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

13.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 64.7\% | 3.2 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.5 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $23.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 87.7\% | 8.8 out of 10.0 |
| I |  |  | 8.8 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.4\% | 9.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 6.6 | 4.6 out of 7.0 |
|  |  |  | School Survey - Educator | 6.7 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 26 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $35 \text { POINTS }$ | $\otimes$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 66.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 68.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 83.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 36.1 \% | ( | (2) | 62.9 \% | $\bigcirc$ | $\checkmark$ |
| Hispanic/Latino | 29.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 38.0 \% | $\star$ | $\star$ |
| White | 73.6 \% | * | $\bigcirc$ | 72.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 72.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 83.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 29.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 22.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | 53.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 43.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 38.9 \% | * | - | 50.0 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Fields Road Elementary (0566)
1 School Dr
Grade Levels: Elementary
County: Montgomery County

Gaithersburg, MD 20878-2809
Phone: 240-740-7000

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 51.7}{\text { Total Points Possible: } 100.0}=\frac{51.7 \%}{\text { Total Earned percent }}
$$

[^19]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $33.3 \%$ | 1.7 out of 5.0 |
| Percent Proficient English Language Arts | $41.7 \%$ | 2.1 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

9.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $32.8 \%$ | 1.6 out of 5.0 |
| Student Growth Percentile Mathematics | 36.5 | 4.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 48.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $98.3 \%$ | 4.9 out of 5.0 |

17.6

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $51.2 \%$ | 5.1 out of 10.0 |

## 5.1 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 69.9\% | 5 out of 15.0 |
|  | NTS |  | School Survey - Student | 5.0 | 3.5 out of 7.0 |
|  |  |  | School Survey - Educator | 4.4 | 1.3 out of 3.0 |
| $0 \text { POINTS }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $19.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 33.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 41.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 55.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 64.3 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 10.5 \% | (2) | ( | 18.4 \% | * | (2) |
| Hispanic/Latino | 15.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 21.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 66.7 \% | * | $\bigcirc$ | 78.0 \% | $\checkmark$ | $\bigcirc$ |
| Two or more races | 50.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 70.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 22.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 12.9 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 15.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 16.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 15.8 \% | ( | $\checkmark$ | 23.7 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Flora M. Singer Elementary
2022-2023 School Report Card
3 OUT OF 5 STARS

Flora M. Singer Elementary (0770) Grade Levels: Elementary County: Montgomery County

2600 Hayden Drive
Silver Spring, MD 20902
Phone: 240-740-0330

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.6 | $\boldsymbol{*}$ | $\checkmark$ |
| Academic Progress | 35.0 | 18.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.4 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 24.4 | na | $\star$ |
| TOTAL POINTS: | 100.0 | 58.7 |  |  |

$$
\frac{\text { Total Earned Points: } 58.7}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $44.6 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $50.4 \%$ | 2.5 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

10.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 18.3 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 47.2\% | 2.4 out of 5.0 |
|  | Student Growth Percentile Mathematics | 42.0 | 5.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 44.5 | 5.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 98.9\% | 4.9 out of 5.0 |
|  |  |  | $18.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $77.6 \%$ | 8 out of 15.0 |
| School Survey - Student | 6.0 | 4.2 out of 7.0 |
| School Survey - Educator | 7.3 | 2.2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 44.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 42.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 36.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 30.6 \% | ( | $\bigcirc$ | 38.9 \% | ( | ( |
| Hispanic/Latino | 21.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 29.4 \% | $\star$ | $\boldsymbol{*}$ |
| White | 68.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 73.0 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 72.7 \% | $\checkmark$ | $\checkmark$ | 77.3 \% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 13.0\% | (1) | $\bigcirc$ | 14.3 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| English Learner | 15.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 15.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.3 \% | * | $\bigcirc$ | 19.4 \% | $\boldsymbol{*}$ | (2) |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Flower Hill Elementary (0549)
Grade Levels: Elementary
County: Montgomery County

18425 Flower Hill Way Gaithersburg, MD 20879-4600

Phone: 240-740-5820

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.2 | $\times$ | * |
| Academic Progress | 35.0 | 16.4 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.5 | $\checkmark$ | (8) |
| School Quality and Student Success | 35.0 | 18.2 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 48.3 |  |  |

$\frac{\text { Total Earned Points: } 48.3}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $17.3 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $27.0 \%$ | 1.3 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

7.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| 4 | Percent Proficient Science | 20.3\% | 1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 44.0 | 5.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 41.0 | 5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 96.9\% | 4.8 out of 5.0 |
|  |  |  | $16.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $65.0 \%$ | 6.5 out of 10.0 |

## 6.5 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $65.7 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 4.8 | 3.3 out of 7.0 |
| School Survey - Educator | 5.2 | 1.5 out of 3.0 |
| Access to Well Rounded Curriculum | $98.5 \%$ | 9.8 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: |
|  |  |  |
|  |  |  |
|  | IMPROVEMENT | School Survey - Student |
| o POINTS | $\otimes$ | School Survey - Educator |
|  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 17.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 27.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 38.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 44.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 16.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 20.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 10.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 22.0 \% | $x$ | $\boldsymbol{x}$ |
| White | 25.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 50.0\% | $\checkmark$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 12.9 \% | $\boldsymbol{x}$ | - | 12.5 \% | $\boldsymbol{x}$ | - |
| English Learner | 8.9 \% | * | $\boldsymbol{x}$ | 14.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 9.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 20.9 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Flower Valley Elementary (0506)
Grade Levels: Elementary
County: Montgomery County

4615 Sunflower Dr Rockville, MD 20853-1751

Phone: 240-740-1780

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.5 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 19.1 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.0 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 24.2 | na | $\star$ |
| TOTAL POINTS: | 100.0 | 62.8 |  |  |

$\frac{\text { Total Earned Points: } 62.8}{\text { Total Points Possible: } 100.0}=\frac{620}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\varnothing}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $44.2 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $62.3 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 2.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

11.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $42.9 \%$ | 2.1 out of 5.0 |
| Student Growth Percentile Mathematics | 49.5 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 42.0 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

19.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 77.6\% | 8 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.6 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 7.5 | 2.3 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 44.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 62.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 28.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 64.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 47.2 \% | $\bigcirc$ | $\bigcirc$ | 53.8 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Hispanic/Latino | 19.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 43.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 58.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 81.0\% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 66.7 \% | $\checkmark$ | $\bigcirc$ | 70.8 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 10.3 \% | (2) | (2) | 15.8 \% | (2) | $\boldsymbol{*}$ |
| English Learner | 13.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 37.8\% | $\bigcirc$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 19.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 35.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Forest Knolls Elementary (0803)
Grade Levels: Elementary
County: Montgomery County

10830 Eastwood Ave
Silver Spring, MD 20901-0000
Phone: 240-740-1640

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.8 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 19.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.2 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 25.4 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 64.7 |  |  |

$$
\frac{\text { Total Earned Points: } 64.7}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $49.1 \%$ | 2.5 out of 5.0 |
| Percent Proficient English Language Arts | $59.5 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.3 out of 5.0 |

11.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 48.1\% | 2.4 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 44.0 | 5.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.5\% | 4.9 out of 5.0 |
|  |  |  |  |  | $19.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 82.5\% | 8.2 out of 10.0 |
|  |  |  | 8.2 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 49.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 59.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 71.4 \% | $\checkmark$ | $\boldsymbol{\otimes}$ | 84.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 46.2 \% | ( | (2) | 48.7 \% | $\bigcirc$ | ( |
| Hispanic/Latino | 28.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.7 \% | $\star$ | $\boldsymbol{*}$ |
| White | 67.1 \% | $\boldsymbol{*}$ | $\bigcirc$ | 82.2 \% | $\bigcirc$ | * |
| Two or more races | 61.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.2 \% | $\checkmark$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 23.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 23.1 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | 15.0 \% | $\boldsymbol{*}$ | * | 18.4 \% | * | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 22.5 \% | * | $\boldsymbol{*}$ | 27.1 \% | $\boldsymbol{*}$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

2 OUT OF 5 STARS

```
Forest Oak Middle (0248)
Grade Levels: Middle
County: Montgomery County
```

651 Saybrooke Oaks Blvd

## Gaithersburg, MD 20877

Phone: 240-740-7570

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.3 | $x$ | - |
| Academic Progress | 35.0 | 14.3 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.9 | * | ( |
| School Quality and Student Success | 35.0 | 13.0 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 35.5 |  |  |

$$
\frac{\text { Total Earned Points: } 35.5}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $<=5.0 \%$ | 0.2 out of 5.0 |
| Percent Proficient English Language Arts | $30.8 \%$ | 1.5 out of 5.0 |
| Average Performance Level Mathematics | 1.5 | 1.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

## 6.3 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $12.2 \%$ | 0.4 out of 3.5 |
| Percent Proficient Social Studies | $21.6 \%$ | 0.8 out of 3.5 |
| Student Growth Percentile Mathematics | 41.0 | 5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 44.5 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $88.8 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $18.7 \%$ | 1.9 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 70.4\% | 5 out of 15.0 |
|  | TS P |  | School Survey - Student | 3.4 | 2.4 out of 7.0 |
|  |  |  | School Survey - Educator | 4.2 | 1.3 out of 3.0 |
| $\frac{1}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 43.3\% | 4.3 out of 10.0 |
|  |  |  |  |  | $13.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| O POINTS | 18 |  | $\boldsymbol{*}$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | < 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 30.8 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 14.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 52.7 \% | - | $\checkmark$ |
| Black/African Amer. | 5.4 \% | ( | $\bigcirc$ | 35.6 \% | * | - |
| Hispanic/Latino | <= $5.0 \%$ | $\boldsymbol{\otimes}$ | $\checkmark$ | 23.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 10.0 \% | $\otimes$ | * | 53.0 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 10.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 31.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | <= 5.0 \% | ( | $\bigcirc$ | 6.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 6.8 \% | * | - |
| Econ. Disadvantaged | < 5.0 \% | ( | ( | 23.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Fox Chapel Elementary (0106) Grade Levels: Elementary County: Montgomery County

19315 Archdale Rd
Germantown, MD 20876
Phone: 240-740-0680

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.6 | $\boldsymbol{x}$ | $\checkmark$ |
| Academic Progress | 35.0 | 22.2 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.6 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 21.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 62.9 |  |  |

$\frac{\text { Total Earned Points: } 62.9}{\text { Total Points Possible: } 100.0}=\frac{62.8 \%}{\text { total EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $47.9 \%$ | 2.4 out of 5.0 |
| Percent Proficient English Language Arts | $58.7 \%$ | 2.9 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.3 out of 5.0 |

11.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 54.3\% | 2.7 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 57.5 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 48.0 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $76.4 \%$ | 7.6 out of 10.0 |

7.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $71.0 \%$ | 5.5 out of 15.0 |
| School Survey - Student | 6.1 | 4.3 out of 7.0 |
| School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| OPOINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 47.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.7 \% | $\checkmark$ | $\checkmark$ |
| Asian | 80.8\% | $\boldsymbol{*}$ | $\checkmark$ | 80.8 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 48.1 \% | $\bigcirc$ | - | 67.5 \% | $\bigcirc$ | - |
| Hispanic/Latino | 24.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 33.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 73.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 84.2 \% | * | $\bigcirc$ |
| Two or more races | 71.4 \% | $\checkmark$ | $\checkmark$ | 78.6 \% | $\bigcirc$ | $\bigcirc$ |
| Students w/Disabilities | 16.2 \% | $\boldsymbol{*}$ | (2) | 24.3 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | 18.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 27.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 33.3 \% | (2) | - | 46.6 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

2022-2023 School Report Card

Francis Scott Key Middle (0311)
Grade Levels: Middle
County: Montgomery County

910 Schindler Drive
Silver Spring, MD 20903
Phone: 301-422-5700

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.0 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 16.8 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.1 | $\boldsymbol{*}$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 17.8 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 43.7 |  |  |

$$
\frac{\text { Total Earned Points: } 43.7}{\text { Total Points Possible: } 100.0}=\frac{4.6 \%}{\text { Total Earned percent }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $6.7 \%$ | 0.3 out of 5.0 |
| Percent Proficient English Language Arts | $36.7 \%$ | 1.8 out of 5.0 |
| Average Performance Level Mathematics | 1.6 | 2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

## 7.0 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $14.4 \%$ | 0.5 out of 3.5 |
| Percent Proficient Social Studies | $18.4 \%$ | 0.6 out of 3.5 |
| Student Growth Percentile Mathematics | 47.0 | 6 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 51.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $87.0 \%$ | 2.6 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $21.0 \%$ | 2.1 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 17.8 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 74.1\% | 6.5 out of 15.0 |
|  | School Survey - Student | 3.4 | 2.4 out of 7.0 |
|  | School Survey - Educator | 4.9 | 1.5 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 74.4\% | 7.4 out of 10.0 |
|  |  |  | 17.8 <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\underset{0 \text { POINTS }}{1}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 6.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 36.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 19.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 56.2 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 6.5 \% | ( | (2) | 38.7 \% | * | - |
| Hispanic/Latino | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 30.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 22.7 \% | $\otimes$ | $\boldsymbol{*}$ | 61.9 \% | $\boldsymbol{*}$ | - |
| Two or more races | 13.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 42.9 \% | $\checkmark$ | - |
| Students w/Disabilities | < 5.0 \% | ( | $\bigcirc$ | 9.1 \% | (2) | $\checkmark$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 15.5 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | <= 5.0 \% | ( | - | 32.8 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Gaithersburg Elementary (0553)
Grade Levels: Elementary
County: Montgomery County

35 N Summit Ave
Gaithersburg, MD 20877-2921
Phone: 240-740-4900

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.5 | * | - |
| Academic Progress | 35.0 | 16.1 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.3 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 17.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 45.2 |  |  |

$\frac{\text { Total Earned Points: } 45.2}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.6 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $20.6 \%$ | 1 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.5 out of 5.0 |

6.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| $\cdots$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 13.7\% | 0.7 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 45.0 | 6 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 38.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 98.5\% | 4.9 out of 5.0 |
|  |  |  | 16.1 <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $60.8 \%$ | 1.5 out of 15.0 |
| School Survey - Student | 5.9 | 4.1 out of 7.0 |
| School Survey - Educator | 5.6 | 1.7 out of 3.0 |
| Access to Well Rounded Curriculum | $99.2 \%$ | 9.9 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) METn/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.6 \% | $\boldsymbol{x}$ | - | 20.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 36.4 \% | $\boldsymbol{x}$ | $\checkmark$ | NA |  |  |
| Black/African Amer. | 32.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 42.4 \% | - | $\checkmark$ |
| Hispanic/Latino | 10.4 \% | $\boldsymbol{x}$ | - | 13.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 8.8\% | $\boldsymbol{x}$ | $\checkmark$ | $<=5.0 \%$ | $\boldsymbol{x}$ | - |
| English Learner | 7.3 \% | $\boldsymbol{x}$ | - | 9.9 \% | $\boldsymbol{x}$ | x |
| Econ. Disadvantaged | 14.6 \% | $\boldsymbol{x}$ | - | 17.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Gaithersburg High

Gaithersburg High (0551)
Grade Levels: High Gaithersburg, MD 20877-2392
County: Montgomery County
Phone: 301-284-4500

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 13.1 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Graduation Rate | 15.0 | 12.1 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.5 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Readiness for Post-Secondary Success | 10.0 | 6.4 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 12.2 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 46.3 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{4 6 . 3}}{\text { Total Points Possible: } 100.0}=\frac{46.3 \%}{\text { total earned percent }}$

[^20]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.6 \%$ | 1.6 out of 7.5 |
| Percent Proficient English Language Arts | $45.7 \%$ | 3.4 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.4 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.5 | 4.7 out of 7.5 |

13.1

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $79.8 \%$ | 8 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $81.6 \%$ | 4.1 out of 5.0 |

12.1

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $25.2 \%$ | 2.5 out of 10.0 |

## 2.5 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 12.2 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 52.8\% | 1 out of 15.0 |
|  | School Survey - Student | 4.1 | 2.8 out of 7.0 |
|  | School Survey - Educator | 5.7 | 1.7 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 66.7\% | 6.7 out of 10.0 |
|  |  |  | $12.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS |
| :---: | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 35) |$\quad$| ALL TARGET(S) MET |
| :--- |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE


[^21]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Gaithersburg Middle

2 OUT OF 5 STARS
Equity and EXCELLENCE

## Gaithersburg Middle (0554)

2 Teachers' Way
Grade Levels: Middle Gaithersburg, MD 20877-3499
County: Montgomery County
Phone: 240-740-4950

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.6 | $x$ | ( |
| Academic Progress | 35.0 | 15.3 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 1.3 | $\boldsymbol{x}$ | 8 |
| School Quality and Student Success | 35.0 | 18.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 41.9 |  |  |

$\frac{\text { Total Earned Points: } 41.9}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $8.2 \%$ | 0.4 out of 5.0 |
| Percent Proficient English Language Arts | $30.8 \%$ | 1.5 out of 5.0 |
| Average Performance Level Mathematics | 1.6 | 2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

6.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $15.1 \%$ | 0.5 out of 3.5 |
| Percent Proficient Social Studies | $22.3 \%$ | 0.8 out of 3.5 |
| Student Growth Percentile Mathematics | 44.0 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 47.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $84.0 \%$ | 2.5 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $13.5 \%$ | 1.3 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $72.5 \%$ | 6 out of 15.0 |
| School Survey - Student | 3.3 | 2.3 out of 7.0 |
| School Survey - Educator | 4.8 | 1.4 out of 3.0 |
| Access to Well Rounded Curriculum | $89.5 \%$ | 8.9 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 8.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 30.8 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 24.5 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 62.3 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 9.5 \% | ( | $\checkmark$ | 32.7 \% | ( | - |
| Hispanic/Latino | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 19.9 \% | ( | $\checkmark$ |
| White | 19.8\% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 60.0 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 11.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 45.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | < $=5.0$ \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 7.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | < 5.0 \% | * | * | 18.2 \% | $\boldsymbol{*}$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Galway Elementary (0313) Grade Levels: Elementary County: Montgomery County

12612 Galway Dr
Silver Spring, MD 20904-1799
Phone: 301-595-2930

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.6 | $\times$ | $\checkmark$ |
| Academic Progress | 35.0 | 20.2 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 22.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 59.3 |  |  |

$$
\frac{\text { Total Earned Points: } 59.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.1 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $48.1 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3.1 out of 5.0 |

9.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 23.8\% | 1.2 out of 5.0 |
|  | P $P$ |  | Student Growth Percentile Mathematics | 48.0 | 6.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 54.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.9 \%$ | 7.1 out of 10.0 |

7.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 72.9\% | 6 out of 15.0 |
|  | TS PO |  | School Survey - Student | 6.2 | 4.4 out of 7.0 |
|  |  |  | School Survey - Educator | 6.7 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $\begin{gathered} 22.4 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 48.1 \% | $\boldsymbol{x}$ | * |
| Asian | 46.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 62.5 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 33.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 52.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 11.5 \% | $\boldsymbol{x}$ | * | 31.8\% | $x$ | - |
| White | 60.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 60.0\% | $\checkmark$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 5.3 \% | * | $\checkmark$ | 21.1 \% | - | - |
| English Learner | 18.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 34.3 \% | ( | $\checkmark$ |
| Econ. Disadvantaged | 22.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 36.4 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Garrett Park Elementary (0204)
Grade Levels: Elementary
County: Montgomery County

4810 Oxford Street
Kensington, MD 20896
Phone: 240-740-0700

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.6 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 19.7 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.3 | $\checkmark$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 23.8 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 65.4 |  |  |

$$
\frac{\text { Total Earned Points: } 65.4}{\text { Total Points Possible: } 100.0}=\frac{650}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $63.2 \%$ | 3.2 out of 5.0 |
| Percent Proficient English Language Arts | $74.0 \%$ | 3.7 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

13.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 43.6\% | 2.2 out of 5.0 |
|  | TS |  | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $19.7$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 83.0\% | 8.3 out of 10.0 |
|  |  |  | 8.3 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 79.8\% | 8.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 6.7 | 2 out of 3.0 |
| $\stackrel{1}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $23.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.0 \% | $\checkmark$ | $\checkmark$ |
| Asian | 74.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 77.6 \% | ( | $\boldsymbol{*}$ |
| Black/African Amer. | 34.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 65.1 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 42.9 \% | (2) | $\bigcirc$ | 54.5 \% | $\bigcirc$ | $\bigcirc$ |
| White | 77.8\% | $\bigcirc$ | $\bigcirc$ | 85.6 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 82.8 \% | $\checkmark$ | ( | 82.8 \% | $\bigcirc$ | - |
| Students w/Disabilities | 34.8 \% | - | $\boldsymbol{*}$ | 26.1 \% | - | $\checkmark$ |
| English Learner | 44.1 \% | $\checkmark$ | $\boldsymbol{*}$ | 52.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 31.0 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 51.4 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Georgian Forest Elementary (0786)
Grade Levels: Elementary
County: Montgomery County

3100 Regina Dr
Silver Spring, MD 20906-5353
Phone: 240-740-0720

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

$\frac{\text { Total Earned Points: } \mathbf{4 8 . 3}}{\text { Total Points Possible: } 100.0}=\frac{\mathbf{4 8 . 2 \%}}{\text { total EARNED Percent }}$

[^22]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $24.2 \%$ | 1.2 out of 5.0 |
| Percent Proficient English Language Arts | $29.3 \%$ | 1.5 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

7.8 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 13.6\% | 0.7 out of 5.0 |
|  | TS |  | Student Growth Percentile Mathematics | 52.5 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 48.0 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 90.9\% | 4.5 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 18.7 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $72.1 \%$ | 7.2 out of 10.0 |
| Towards Learning English |  |  |

## 7.2 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $54.9 \%$ | 1 out of 15.0 |
| School Survey - Student | 4.3 | 3 out of 7.0 |
| School Survey - Educator | 4.9 | 1.5 out of 3.0 |
| Access to Well Rounded Curriculum | $90.9 \%$ | 9.1 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ | 18 |  | $\boldsymbol{*}$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 24.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 29.3 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | 31.6 \% | * | - | 35.1 \% | * | - |
| Hispanic/Latino | 17.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.5 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 15.4 \% | $\boldsymbol{x}$ | - | 15.4 \% | $\boldsymbol{x}$ | - |
| English Learner | 11.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 16.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 17.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 25.0\% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $=$ Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Germantown Elementary (0102)
Grade Levels: Elementary
19110 Liberty Mill Rd

County: Montgomery County

> Germantown, MD 20874-1496

Phone: 240-740-6490

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.4 | $x$ | ( |
| Academic Progress | 35.0 | 21.5 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.2 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 19.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 58.6 |  |  |

$$
\frac{\text { Total Earned Points: } 58.6}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $41.9 \%$ | 2.1 out of 5.0 |
| Percent Proficient English Language Arts | $48.8 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

10.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 46.7\% | 2.3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 49.0 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 93.3\% | 4.7 out of 5.0 |
|  |  |  |  |  | $21.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $71.8 \%$ | 7.2 out of 10.0 |
| Towards Learning English |  |  |

## 7.2 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 67.7\% | 4 out of 15.0 |
|  | NTS |  | School Survey - Student | 5.0 | 3.5 out of 7.0 |
|  |  |  | School Survey - Educator | 6.7 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $19.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 41.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 48.8 \% | $\boldsymbol{x}$ | * |
| Asian | 63.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 57.9 \% | $\boldsymbol{x}$ | * |
| Black/African Amer. | 38.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 45.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 23.1 \% | $\boldsymbol{x}$ | * | 41.0 \% | $x$ | * |
| White | 73.7 \% | $\checkmark$ | $\checkmark$ | 63.2 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 17.9 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ | 10.7 \% | $\boldsymbol{x}$ | $\times$ |
| English Learner | 32.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 40.0 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 29.5 \% | - | $\checkmark$ | 40.9 \% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Glen Haven Elementary (0767)
Grade Levels: Elementary
County: Montgomery County

10900 Inwood Ave
Silver Spring, MD 20902-0000
Phone: 301-649-8051

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.6 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 17.0 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.0 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 18.7 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 50.3 |  |  |

$$
\frac{\text { Total Earned Points: } 50.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.7 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $35.3 \%$ | 1.8 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.8 out of 5.0 |

8.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 27.3\% | 1.4 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 37.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 92.2\% | 4.6 out of 5.0 |
|  |  |  | $17.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 60.3\% | 6 out of 10.0 |
| \\| |  |  | 6.0 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $67.7 \%$ | 4 out of 15.0 |
| School Survey - Student | 4.2 | 2.9 out of 7.0 |
| School Survey - Educator | 5.8 | 1.8 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

18.7

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 35.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 28.0 \% | $\boldsymbol{x}$ | - | 30.0 \% | ( | $\boldsymbol{x}$ |
| Hispanic/Latino | 14.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 20.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 77.5 \% | $\boldsymbol{x}$ | - | 80.0 \% | $\boldsymbol{x}$ | - |
| Two or more races | 40.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 60.0 \% | ( | $\boldsymbol{x}$ |
| Students w/Disabilities | 13.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 13.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 16.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 15.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 17.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 22.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Glenallan Elementary

Glenallan Elementary (0817) Grade Levels: Elementary County: Montgomery County

12520 Heurich Rd
Silver Spring, MD 20902
Phone: 240-740-0760

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 47.1}{\text { Total Points Possible: } 100.0}=\frac{47.10}{\text { TOTAL EARNED PERCENT }}
$$

[^23]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $27.4 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $34.9 \%$ | 1.7 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

8.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 16.5\% | 0.8 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 36.0 | 4 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 30.0 | 3 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 91.8\% | 4.6 out of 5.0 |
|  |  |  |  |  | $12.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $61.2 \%$ | 6.1 out of 10.0 |

## 6.1 <br> EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $71.1 \%$ | 5.5 out of 15.0 |
| School Survey - Student | 5.5 | 3.9 out of 7.0 |
| School Survey - Educator | 5.8 | 1.7 out of 3.0 |
| Access to Well Rounded Curriculum | $91.8 \%$ | 9.2 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 27.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 34.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 65.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 69.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 27.8 \% | ( | - | 34.7 \% | * | (2) |
| Hispanic/Latino | 16.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 22.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 54.5 \% | $\otimes$ | $\bigcirc$ | 59.1 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 16.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 50.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 6.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 10.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 7.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 14.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 17.5 \% | ( | - | 26.4 \% | $\bigcirc$ | ( |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Goshen Elementary (0546)
Grade Levels: Elementary
8701 Warfield Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.6}{\text { Total Points Possible: } 100.0}=
$$

[^24]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

| 10.0 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 20) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Mathematics | 35.5\% | 1.8 out of 5.0 |
|  | Percent Proficient English Language Arts | 48.5\% | 2.4 out of 5.0 |
|  | Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
|  | Average Performance Level English Language Arts | 2.4 | 3 out of 5.0 |
|  |  |  | $10.0$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 25.8\% | 1.3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 42.0 | 5.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 33.5 | 3.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $15.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 79.2\% | 7.9 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 35.5 \% | $\boldsymbol{x}$ | - | 48.5 \% | - | $\boldsymbol{x}$ |
| Asian | 70.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 75.0 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 31.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 44.8 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 29.1 \% | * | $\checkmark$ | 41.2 \% | $\checkmark$ | * |
| White | 40.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 59.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 15.4 \% | $\boldsymbol{x}$ | - | 23.1 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 25.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 33.3 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 33.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.0 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Great Seneca Creek Elementary
2022-2023 School Report Card
3 OUT OF 5 STARS

Great Seneca Creek Elementary (0340)
Grade Levels: Elementary
County: Montgomery County

13010 Dairymaid Dr
Germantown, MD 20874
Phone: 240-740-4380

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.1}{\text { Total Points Possible: } 100.0}=
$$

[^25]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $37.1 \%$ | 1.9 out of 5.0 |
| Percent Proficient English Language Arts | $43.3 \%$ | 2.2 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

9.8 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 22.3\% | 1.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 38.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 86.5\% | 4.3 out of 5.0 |
|  |  |  | $17.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| T | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 73.5\% | 7.4 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.4 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $66.6 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 5.5 | 3.9 out of 7.0 |
| School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| Access to Well Rounded Curriculum | $88.5 \%$ | 8.8 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 37.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 43.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 61.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 26.3 \% | ( | $\bigcirc$ | 35.1 \% | ( | $\checkmark$ |
| Hispanic/Latino | 25.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 32.1 \% | $\star$ | $\star$ |
| White | 60.9 \% | $\bigcirc$ | $\bigcirc$ | 63.0 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 40.0 \% | $\checkmark$ | $\checkmark$ | 53.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 17.1 \% | $\cdots$ | $\bigcirc$ | 17.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 19.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 26.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 23.1 \% | * | $\bigcirc$ | 29.9 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Greencastle Elementary (0334)
Grade Levels: Elementary
County: Montgomery County

13611 Robey Rd
Silver Spring, MD 20904-4829
Phone: 240-740-1420

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.4 | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Academic Progress | 35.0 | 17.9 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.9 | $\bigcirc$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 18.6 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 52.7 |  |  |

$$
\frac{\text { Total Earned Points: } 52.7}{\text { Total Points Possible: } 100.0}=\frac{52.70}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.3 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $40.1 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

8.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 20.4\% | 1 out of 5.0 |
|  | NTS P |  | Student Growth Percentile Mathematics | 50.5 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 41.0 | 5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.2\% | 4.9 out of 5.0 |
|  |  |  |  |  | $17.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 78.7\% | 7.9 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10 ) |  |  | 7.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $66.0 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 5.2 | 3.6 out of 7.0 |
| School Survey - Educator | 5.0 | 1.5 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 21.3 \% | * | - | 40.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 47.6 \% | $\boldsymbol{x}$ | - | 61.9 \% | ( | - |
| Black/African Amer. | 21.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 39.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 11.1 \% | * | $\boldsymbol{x}$ | 32.3 \% | $\boldsymbol{x}$ | - |
| Students w/Disabilities | 6.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 12.5 \% | $\boldsymbol{x}$ | - |
| English Learner | 16.1 \% | * | - | 35.0 \% | - | - |
| Econ. Disadvantaged | 17.0 \% | $\boldsymbol{x}$ | - | 35.7 \% | $\boldsymbol{x}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Greenwood Elementary (0512)
Grade Levels: Elementary
County: Montgomery County

3336 Gold Mine Rd
Brookeville, MD 20833-2713
Phone: 240-740-3420

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.7 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 23.9 | na | $\bigcirc$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.7 | $\bigcirc$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 28.9 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 74.2 |  |  |

$$
\frac{\text { Total Earned Points: } 74.2}{\text { Total Points Possible: } 100.0}=\quad 74.10
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 63.3\% | 3.2 out of 5.0 |
|  | TS PO |  | Percent Proficient English Language Arts | 73.1\% | 3.7 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.3 out of 5.0 |
| $0 \text { IINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.8 | 3.5 out of 5.0 |
|  |  |  |  |  | $13.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 59.4\% | 3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 63.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 51.5 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.0\% | 4.9 out of 5.0 |
|  |  |  |  |  | $23.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 88.5\% | 12 out of 15.0 |
|  |  |  | School Survey - Student | 7.0 | 4.9 out of 7.0 |
|  |  |  | School Survey - Educator | 6.6 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $28.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
|  | 18 | $35 \text { POINTS }$ | $\otimes$ | School Survey - Educator |
| 0 POINTS |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.1 \% | $\bigcirc$ | $\checkmark$ |
| Asian | 58.8 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 64.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 37.0 \% | ( | (2) | 63.0\% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 55.0 \% | $\checkmark$ | $\checkmark$ | 62.5 \% | $\bigcirc$ | - |
| White | 69.9 \% | * | $\bigcirc$ | 79.9 \% | $\bigcirc$ | * |
| Two or more races | 66.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 66.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 41.2 \% | $\checkmark$ | $\bigcirc$ | 29.4 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 21.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.7 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Econ. Disadvantaged | 30.8 \% | $\bigcirc$ | $\bigcirc$ | 42.3 \% | $\boldsymbol{*}$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

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STAR RATING
least $75 \%$ of total earned
points percent

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The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Hallie Wells Middle<br>2022-2023 School Report Card

Hallie Wells Middle (0345)
11701 Little Seneca Parkway
Grade Levels: Middle Clarksburg, MD 20871
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.4 | $x$ | - |
| Academic Progress | 35.0 | 23.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.9 | * | (x) |
| School Quality and Student Success | 35.0 | 23.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 60.2 |  |  |

$\frac{\text { Total Earned Points: } 60.2}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\nabla}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $33.4 \%$ | 1.7 out of 5.0 |
| Percent Proficient English Language Arts | $70.3 \%$ | 3.5 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

11.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $47.4 \%$ | 1.7 out of 3.5 |
| Percent Proficient Social Studies | $63.0 \%$ | 2.2 out of 3.5 |
| Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 58.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $97.7 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $19.2 \%$ | 1.9 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 84.5\% | 10.5 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 5.1 | 3.6 out of 7.0 |
|  |  |  | School Survey - Educator | 8.1 | 2.4 out of 3.0 |
| $\stackrel{I}{1} 0 \text { POINTS }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 70.6\% | 7.1 out of 10.0 |
|  |  |  |  |  | $23.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 33.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 53.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 87.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 11.0 \% | $\otimes$ | - | 53.6 \% | $\bigcirc$ | - |
| Hispanic/Latino | 8.4 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 52.5 \% | * | - |
| White | 27.0\% | $\boldsymbol{*}$ | $\bigcirc$ | 61.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 34.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.0 \% | $\bigcirc$ | $\checkmark$ |
| Students w/Disabilities | < $=5.0$ \% | * | - | 17.9 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| English Learner | 6.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 37.8 \% | $\bigcirc$ | - |
| Econ. Disadvantaged | 14.7 \% | $\boldsymbol{*}$ | - | 51.8\% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Harmony Hills Elementary (0797)
13407 Lydia St
Grade Levels: Elementary
Silver Spring, MD 20906-0000
County: Montgomery County
Phone: 240-740-0780

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 6.7 | $\mathbf{~ I M P R O V E M E N T ~}$ |
| Academic Progress | 35.0 | 16.3 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 6.5 | na |
| School Quality and Student Success | 35.0 | $\mathbf{8}$ |  |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{4 6 . 3}$ |  |

$\frac{\text { Total Earned Points: } 46.3}{\text { Total Points Possible: } 100.0}=\frac{46.2 \%}{\text { Total } \operatorname{sARNED} \text { Percent }}$

[^26]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.8 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $23.2 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.5 out of 5.0 |

6.7 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 16.3 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 16.8\% | 0.8 out of 5.0 |
|  | Student Growth Percentile Mathematics | 37.5 | 4.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 46.0 | 6 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $16.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $65.1 \%$ | 6.5 out of 10.0 |
| Towards Learning English |  |  |

## 6.5 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $58.2 \%$ | 1 out of 15.0 |
| School Survey - Student | 5.8 | 4.1 out of 7.0 |
| School Survey - Educator | 5.5 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

16.7

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) METn/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.2 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | 37.1 \% | $\checkmark$ | - | 42.9 \% | v | - |
| Hispanic/Latino | 11.1 \% | * | $\boldsymbol{*}$ | 18.2 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 10.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 10.3 \% | $\boldsymbol{x}$ | - |
| English Learner | 6.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 8.8 \% | $\boldsymbol{x}$ | * |
| Econ. Disadvantaged | 16.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.2 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $=$ Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

3 OUT OF 5 STARS

Harriet R. Tubman Elementary (0580)
Grade Levels: Elementary
County: Montgomery County

400 Victory Farm Dr
Gaithersburg, MD 20877
Phone: 240-740-6770

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :--- | :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 7.5 | na | na |
| Academic Progress | 25.0 | 17.0 | na | na |
| Progress in Achieving English Language Proficiency | 10.0 | 6.5 | na | na |
| School Quality and Student Success | 18.0 | 5.3 | $\mathbf{n n}$ |  |
| TOTAL POINTS: | $\mathbf{7 3 . 0}$ |  |  |  |

$\frac{\text { Total Earned Points: } 36.3}{\text { Total Points Possible: } 73.0}=\frac{49.70}{\text { total groaned percent }}$

* Earned points may not equal total points due to rounding $\qquad$ $=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $19.1 \%$ | 1 out of 5.0 |
| Percent Proficient English Language Arts | $29.4 \%$ | 1.5 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

7.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| - | Student Growth Percentile Mathematics | 56.5 | 8 out of 12.5 |
| (TOTAL POINTS POSSIBLE: 25) | Student Growth Percentile English Language Arts | 61.5 | 9 out of 12.5 |
|    <br> I I I <br> 0 POINTS 12 25 POINTS |  |  | $17.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $65.4 \%$ | 6.5 out of 10.0 |

## 6.5 <br> EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | MEASURE <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 18) <br> Students not Chronically Absent |  |
| :---: | :---: | :---: | :---: |
| School Survey - Educator | RESULTS | EARNED POINTS* |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

|  |
| :--- | :--- | :--- |
| EARNED POINTS |
| (TOTAL POINTS POSSIBLE: 55) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 18) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Educator |
|  | 1 | 18 POINTS | n/a |  |

## PERCENT PROFICIENT

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 19.1 \% | - | -- | 29.4 \% | $\checkmark$ | -- |
| Black/African Amer. | 27.6 \% | $\checkmark$ | -- | 41.4 \% | $\checkmark$ | -- |
| Hispanic/Latino | 11.2 \% | $\checkmark$ | -- | 19.1 \% | $\checkmark$ | -- |
| Students w/Disabilities | < $=5.0 \%$ | - | -- | $<=5.0 \%$ | - | - |
| English Learner | 12.7 \% | $\checkmark$ | -- | 17.5 \% | $\checkmark$ | -- |
| Econ. Disadvantaged | 10.0 \% | - | -- | 20.0\% | $\checkmark$ | -- |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Herbert Hoover Middle (0228)
8810 Post Oak Rd
Grade Levels: Middle
Potomac, MD 20854
County: Montgomery County
Phone: 301-968-3740

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.6 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 24.7 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 5.8 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 29.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 73.6 |  |  |

$$
\frac{\text { Total Earned Points: } 73.6}{\text { Total Points Possible: } 100.0}==
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $51.4 \%$ | 2.6 out of 5.0 |
| Percent Proficient English Language Arts | $83.6 \%$ | 4.2 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

13.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $64.1 \%$ | 2.2 out of 3.5 |
| Percent Proficient Social Studies | $86.0 \%$ | 3 out of 3.5 |
| Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 61.0 | 9 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.7 \%$ | 3 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $57.9 \%$ | 5.8 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 91.9\% | 13 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.5 | 4.5 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | 1 18 | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 98.1\% | 9.8 out of 10.0 |
|  |  |  |  |  | $29.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 51.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 83.6 \% | $\bigcirc$ | $\checkmark$ |
| Asian | 68.9 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 92.6 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 23.9 \% | ( | $\bigcirc$ | 77.3 \% | $\bigcirc$ | - |
| Hispanic/Latino | 29.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 78.9 \% | $\bigcirc$ | $\checkmark$ |
| White | 42.7 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 76.7 \% | * | $\bigcirc$ |
| Two or more races | 61.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 86.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 20.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 43.7 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 29.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 40.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 26.5 \% | * | - | 68.8 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Highland Elementary (0774)
Grade Levels: Elementary
County: Montgomery County

3100 Medway St
Silver Spring, MD 20902-2225
Phone: 240-740-1770

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.0 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 23.6 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.9 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 22.5 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 63.0 |  |  |

$\frac{\text { Total Earned Points: } 63.0}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { total Earned Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Percent Proficient Mathematics | 29.0\% | 1.4 out of 5.0 |
|  |  | Percent Proficient English Language Arts | 54.0\% | 2.7 out of 5.0 |
|  |  | Average Performance Level Mathematics | 2.1 | 2.7 out of 5.0 |
| $0 \text { POINTS }$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.5 | 3.2 out of 5.0 |
|  |  |  |  | 10.0 <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $69.1 \%$ | 6.9 out of 10.0 |

## 6.9 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.8\% | 6.5 out of 15.0 |
|  | TS |  | School Survey - Student | 5.6 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 6.7 | 2 out of 3.0 |
| $\underset{0}{\mathrm{I}}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 29.0 \% | $\boldsymbol{x}$ | - | 54.0 \% | - | - |
| Black/African Amer. | 31.3 \% | $\boldsymbol{x}$ | - | 56.3 \% | - | - |
| Hispanic/Latino | 22.2 \% | $\boldsymbol{x}$ | - | 47.8\% | - | $\checkmark$ |
| White | 62.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 75.0 \% | $\boldsymbol{x}$ | - |
| Students w/Disabilities | 8.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 17.1 \% | $\boldsymbol{x}$ | * |
| English Learner | 21.3 \% | * | $\checkmark$ | 39.7 \% | - | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 31.4 \% | $\boldsymbol{x}$ | - | 50.0\% | $\checkmark$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Highland View Elementary
2022-2023 School Report Card
3 OUT OF 5 STARS
Percentile Rank: 56 (Elementary)

Highland View Elementary (0784)
Grade Levels: Elementary
9010 Providence Ave

County: Montgomery County Silver Spring, MD 20901-4912

Phone: 240-740-1990

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 59.8}{\text { Total Points Possible: } 100.0}=
$$

[^27]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $38.4 \%$ | 1.9 out of 5.0 |
| Percent Proficient English Language Arts | $53.2 \%$ | 2.7 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

10.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 42.1\% | 2.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 38.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 18.6 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.9 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 79.6\% | 8.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.9 | 3.4 out of 7.0 |
|  |  |  | School Survey - Educator | 6.8 | 2 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 38.4 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 53.2 \% | $\boldsymbol{*}$ | * |
| Black/African Amer. | 27.3 \% | * | $\boldsymbol{*}$ | 39.5 \% | $\checkmark$ | * |
| Hispanic/Latino | 13.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 20.4 \% | $\boldsymbol{x}$ | * |
| White | 65.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 90.2 \% | $\checkmark$ | - |
| Two or more races | 50.0\% | $\checkmark$ | $\checkmark$ | 60.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 23.8 \% | $\checkmark$ | $\boldsymbol{x}$ | 33.3 \% | - | - |
| English Learner | 13.8\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 21.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 16.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 23.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Jackson Road Elementary (0305) Grade Levels: Elementary
County: Montgomery County

900 Jackson Rd
Silver Spring, MD 20904-2807
Phone: 240-740-0800

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 60.3}{\text { Total Points Possible: } 100.0}=\frac{\text { TOTAL EARNED PERCENT }}{}
$$

[^28]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.7 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $39.6 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

9.0 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.3 \%$ | 6.7 out of 10.0 |

## 6.7 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 70.7\% | 5.5 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 5.5 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 5.5 | 1.7 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $21.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 39.6 \% | $\checkmark$ | - |
| Asian | 57.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 71.4 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 28.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 40.5 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 24.8 \% | $\checkmark$ | $\checkmark$ | 31.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| White | 78.6 \% | $\checkmark$ | $\checkmark$ | 71.4 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 5.3 \% | $\boldsymbol{x}$ | - | 5.3 \% | $\boldsymbol{x}$ | - |
| English Learner | 17.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 24.1 \% | $\boldsymbol{x}$ | * |
| Econ. Disadvantaged | 18.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

300 Norwood Rd
Silver Spring, MD 20905
Phone: 240-740-1400

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 14.5 | * | * |
| Graduation Rate | 15.0 | 13.7 | - | - |
| Progress in Achieving English Language Proficiency | 10.0 | 3.0 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 6.8 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 26.6 | na | ( |
| TOTAL POINTS: | 100.0 | 64.6 |  |  |

$$
\frac{\text { Total Earned Points: } 64.6}{\text { Total Points Possible: } 100.0}=
$$

[^29]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $23.1 \%$ | 1.7 out of 7.5 |
| Percent Proficient English Language Arts | $60.2 \%$ | 4.5 out of 7.5 |
| Average Performance Level Mathematics | 1.7 | 3.2 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.7 | 5.1 out of 7.5 |

14.5

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $90.6 \%$ | 9.1 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $92.8 \%$ | 4.6 out of 5.0 |

13.7

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 98.7\% | 15 out of 15.0 |
|  | S PO |  | School Survey - Student | 3.9 | 2.7 out of 7.0 |
|  |  |  | School Survey - Educator | 4.1 | 1.2 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 76.3\% | 7.6 out of 10.0 |
|  |  |  |  |  | $26.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{x}=$ Not Met


[^30]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

JoAnn Leleck at Broad Acres Elementary (0304)
Grade Levels: Elementary
County: Montgomery County

710 Beacon Rd
Silver Spring, MD 20903-0000
Phone: 240-740-1900

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.8 | * | - |
| Academic Progress | 35.0 | 22.1 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.8 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 22.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 59.1 |  |  |

$$
\frac{\text { Total Earned Points: } 59.1}{\text { Total Points Possible: } 100.0}==
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.0 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $23.5 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.6 out of 5.0 |

6.8 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $13.7 \%$ | 0.7 out of 5.0 |
| Student Growth Percentile Mathematics | 66.0 | 9.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 51.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.0 \%$ | 5 out of 5.0 |

22.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 77.9\% | 7.8 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.8 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.5 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | 33.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 51.9 \% | $\checkmark$ | - |
| Hispanic/Latino | 12.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 19.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | < $=5.0 \%$ | $\boldsymbol{x}$ | * | 5.6 \% | * | $\boldsymbol{x}$ |
| English Learner | 11.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 16.7 \% | * | $\checkmark$ |
| Econ. Disadvantaged | 16.1 \% | $\boldsymbol{x}$ | - | 21.7 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $=$ Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

1901 Randolph Rd Silver Spring, MD 20902-0000

Phone: 240-740-0100

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 11.6 | * | * |
| Graduation Rate | 15.0 | 12.5 | - | - |
| Progress in Achieving English Language Proficiency | 10.0 | 3.3 | * | ( |
| Readiness for Post-Secondary Success | 10.0 | 5.1 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 14.4 | na | ( |
| TOTAL POINTS: | 100.0 | 46.9 |  |  |

$\frac{\text { Total Earned Points: } 46.9}{\text { Total Points Possible: } 100.0}=\frac{46.90}{\text { total Earned percent }}$

[^31]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $9.7 \%$ | 0.7 out of 7.5 |
| Percent Proficient English Language Arts | $40.5 \%$ | 3 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.3 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.4 | 4.5 out of 7.5 |

11.6

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $82.7 \%$ | 8.3 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $84.1 \%$ | 4.2 out of 5.0 |

12.5

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $32.7 \%$ | 3.3 out of 10.0 |

## 3.3 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 1 | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| 40 | Students not Chronically Absent | 52.3\% | 1 out of 15.0 |
| (TOTAL POINTS POSSIBLE: 35) | School Survey - Student | 3.5 | 2.5 out of 7.0 |
|  | School Survey - Educator | 4.7 | 1.4 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 95.6\% | 9.6 out of 10.0 |
|  |  |  | $14.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met =Not Met


[^32]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

John H. Poole Middle (0247)
Grade Levels: Middle
17014 Tom Fox Ave

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.8 | $\boldsymbol{\otimes}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 22.4 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.8 | $\boldsymbol{*}$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 23.7 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 59.8 |  |  |

$$
\frac{\text { Total Earned Points: } 59.8}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $41.4 \%$ | 2.1 out of 5.0 |
| Percent Proficient English Language Arts | $69.9 \%$ | 3.5 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

11.8

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $56.4 \%$ | 2 out of 3.5 |
| Percent Proficient Social Studies | $72.3 \%$ | 2.5 out of 3.5 |
| Student Growth Percentile Mathematics | 50.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 58.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $96.0 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $18.2 \%$ | 1.8 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 83.1\% | 10 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 4.7 | 3.3 out of 7.0 |
|  |  |  | School Survey - Educator | 6.6 | 2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 84.7\% | 8.5 out of 10.0 |
|  |  |  |  |  | $\begin{gathered} 23.7 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 41.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 69.9 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 64.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 78.6 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 18.8 \% | ( | (2) | 46.9 \% | $\checkmark$ | (2) |
| Hispanic/Latino | 20.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 53.7 \% | $\bigcirc$ | $\checkmark$ |
| White | 42.9 \% | $\otimes$ | $\bigcirc$ | 71.2 \% | $\bigcirc$ | * |
| Two or more races | 52.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 89.1 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 7.5 \% | ( | $\bigcirc$ | 22.4 \% | (\%) | $\checkmark$ |
| English Learner | 5.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 31.3 \% | $\checkmark$ | - |
| Econ. Disadvantaged | 18.0 \% | ( | - | 42.6 \% | ( | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

2 OUT OF 5 STARS

# John L Gildner Regional Institute for Children \& Adol 

John L Gildner Regional Institute for Children \& Adol (0965) Grade Levels: Middle/High
County: Montgomery County

15000 Broschart Rd
Rockville, MD 20850-3303
Phone: 301-251-6900

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement (M/H) | 20.0 / 22.5 | 5.1 / 7.9 | $\boldsymbol{x} / \boldsymbol{x}$ | ( $1 \times$ |
| Graduation Rate (M/H) | na / na | na / na | na / na | na / na |
| Academic Progress (M/H) | 28.5 / na | 10.0 / na | na / na | - / na |
| Progress in Achieving English Language Proficiency (M/H) | na / na | na/na | na / na | na/na |
| Readiness for Post-Secondary Success (M/H) | na/ 10.0 | na / 5.4 | na / na | na / |
| School Quality and Student Success (M/H) | 25.0 / 28.0 | 5.4 / 10.9 | na / na | $\boldsymbol{*} / \checkmark$ |
| TOTAL POINTS: | 73.5 / 60.5 | 20.4 / 24.3 |  |  |

$$
\frac{\text { Total Earned Points: }(20.4+24.3) 44.7}{\text { Total Points Possible: }(73.5+60.5) 134.0}=\frac{33.3 \%}{\text { Total Earnid percent }}
$$

[^33]
## ACADEMIC ACHIEVEMENT (M)

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 8.3\% | 0.4 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 7.7\% | 0.4 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 1.5 | 1.9 out of 5.0 |
|  | $\begin{gathered} \text { I } \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 1.9 | 2.4 out of 5.0 |
|  |  |  |  |  | $5.1$ <br> EARNED POINTS |

## ACADEMIC PROGRESS (M)

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

## SCHOOL QUALITY AND STUDENT SUCCESS $\mathbb{M}$

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $64.3 \%$ | 3 out of 15.0 |
| School Survey - Student | 1.7 | 1.2 out of 7.0 |
| School Survey - Educator | 4.0 | 1.2 out of 3.0 |
|  | 5.4 |  |
|  |  | EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?


HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 25) |  |  | ALL TARGET(S) MET <br> n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
|  | ${ }_{12}^{12}$ | $25 \text { Points }$ | $\otimes$ | School Survey - Educator |

## PERCENT PROFICIENT

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MIDDLE GRADE SPAN | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 8.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 7.7 \% | $\boldsymbol{\chi}$ | $\checkmark$ |
| Students w/Disabilities | 10.0 \% | (2) | - | 9.1 \% | ( | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V = Met $\boldsymbol{x}=$ $=$ Not Met

HIGH GRADE SPAN

## ACADEMIC ACHIEVEMENT H

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |
| :--- | :--- | :--- | :--- |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

There is insufficient data to provide accountability results for this school.

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH？
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language．

There is insufficient data to provide accountability results for this school．

## READINESS FOR POST－SECONDARY SUCCESS $\dagger$

## HOW MANY STUDENTS ARE ON－TRACK FOR SUCCESS AFTER HIGH SCHOOL？

This high school indicator is a combination of the percent of 9th grade students earning four credits，and the percent of students completing high school meeting a variety of standards beyond their required coursework．


## SCHOOL QUALITY AND STUDENT SUCCESS $⿴ 囗 十$

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT？

This indicator includes the percent of students not absent 10 percent or more school days during the year，a school survey，and the percent of students enrolled in a well rounded curriculum．

| $\square$ | MEASURE | RESULTS | EARNED POINTS＊ |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 56．6\％ | 1 out of 15.0 |
| （TOTAL POINTS POSSIBLE：28） | School Survey－Educator | 4.0 | 1.2 out of 3.0 |
|  | Access to Well Rounded Curriculum | 87．5\％ | 8.8 out of 10.0 |
| I INTS I I <br> 0 POINTS 14 28 POINTS |  |  | 10.9 |
|  |  |  | EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 48) | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: |
|  | $\boldsymbol{x}$ | Academic Achievement |
|  |  | Academic Progress |
| I I I <br> 0 POINTS 24 48 POINTS | $\checkmark$ |  |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 25) |  |  | L TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  | Students not Chronically Absent |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\stackrel{I}{0 \text { POINTS }}$ | 1 12 | $\stackrel{\text { I }}{25 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| HIGH GRADE SPAN | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 25.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 23.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 25.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 23.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $x=$ $=$ Not Met

There is insufficient data to provide accountability results for this school.

* Only Student groups with 30 or more students are reported. Student groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners.$=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## John T. Baker Middle School

John T. Baker Middle School (0705)
Grade Levels: Middle
County: Montgomery County

25400 Oak Dr
Damascus, MD 20872-1814
Phone: 240-207-2440

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 9.5 | IMPROVEMENT |
| Academic Progress | 35.0 | 21.3 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 2.8 | na |
| School Quality and Student Success | 35.0 | 19.9 | $\mathbf{8}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{5 3 . 5}$ |  |

$$
\frac{\text { Total Earned Points: } 53.5}{\text { Total Points Possible: } 100.0}=\frac{53.5 \%}{\text { total } \operatorname{sanNe} \text { регксемт }}
$$

[^34]
## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $24.1 \%$ | 1.2 out of 5.0 |
| Percent Proficient English Language Arts | $52.9 \%$ | 2.6 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

9.5

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $29.7 \%$ | 1 out of 3.5 |
| Percent Proficient Social Studies | $46.0 \%$ | 1.6 out of 3.5 |
| Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 54.0 | 7.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $89.7 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $28.4 \%$ | 2.8 out of 10.0 |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 75.9\% | 7 out of 15.0 |
|  | TS PO |  | School Survey - Student | 3.7 | 2.6 out of 7.0 |
|  |  |  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 87.0\% | 8.7 out of 10.0 |
|  |  |  |  |  | $19.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 24.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 52.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 42.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.1 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 13.9 \% | (2) | $\bigcirc$ | 41.0 \% | $\checkmark$ | - |
| Hispanic/Latino | 11.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 36.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 34.0\% | $\star$ | $\bigcirc$ | 64.7 \% | $\checkmark$ | $\bigcirc$ |
| Two or more races | 23.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 55.4 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 10.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 18.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | < 5.0 \% | ( | $\checkmark$ | 11.7 \% | ( | $\checkmark$ |
| Econ. Disadvantaged | 10.8\% | ( | $\bigcirc$ | 30.2 \% | ( | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Jones Lane Elementary (0360)
Grade Levels: Elementary
County: Montgomery County

15110 Jones Ln
Gaithersburg, MD 20878-3719
Phone: 240-740-4260

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 64.7}{\text { Total Points Possible: } 100.0}=
$$

[^35]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 59.7\% | 3 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 65.8\% | 3.3 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| $0 \text { POINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.7 | 3.4 out of 5.0 |
|  |  |  |  |  | $13.0$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $63.4 \%$ | 6.3 out of 10.0 |

## 6.3 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $79.6 \%$ | 8.5 out of 15.0 |
| School Survey - Student | 3.7 | 2.6 out of 7.0 |
| School Survey - Educator | 7.3 | 2.2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

23.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 65.8 \% | $\checkmark$ | $\checkmark$ |
| Asian | 81.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 90.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 61.1 \% | $\bigcirc$ | $\bigcirc$ | 50.0\% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 26.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 36.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 76.9 \% | $\boldsymbol{*}$ | $\bigcirc$ | 82.1 \% | $\bigcirc$ | (2) |
| Two or more races | 87.5 \% | $\checkmark$ | $\checkmark$ | 87.5 \% | $\bigcirc$ | $\checkmark$ |
| Students w/Disabilities | 47.6 \% | $\checkmark$ | $\bigcirc$ | 66.7 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 18.6 \% | ( | $\checkmark$ | 19.5 \% | ( | $\checkmark$ |
| Econ. Disadvantaged | 28.6 \% | $\bigcirc$ | $\bigcirc$ | 26.2 \% | $\boldsymbol{*}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Judith A. Resnik Elementary (0514)
Grade Levels: Elementary
County: Montgomery County

7301 Hadley Farms Drive Gaithersburg, MD 20879-0000

Phone: 240-740-3240

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 8.7 | $\mathbf{~ I M P R O V E M E N T ~}$ |
| Academic Progress | 35.0 | 19.1 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | $\mathbf{8}$ |
| School Quality and Student Success | 35.0 | 18.5 | $\mathbf{8}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{5 3 . 0}$ |  |

$$
\frac{\text { Total Earned Points: } 53.0}{\text { Total Points Possible: } 100.0}=\frac{53.0 \%}{\text { total } \operatorname{sanNe} \text { регксемт }}
$$

[^36]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $28.6 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $37.1 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

8.7 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $32.9 \%$ | 1.6 out of 5.0 |
| Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 51.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $78.8 \%$ | 3.9 out of 5.0 |

19.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.6 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 28.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 37.1 \% | $\boldsymbol{x}$ | - |
| Asian | 56.0 \% | $\boldsymbol{x}$ | - | 68.0 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 19.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 28.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 17.3 \% | * | $\checkmark$ | 23.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| White | 55.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 60.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Two or more races | 38.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 53.8 \% | * | - |
| Students w/Disabilities | $<=5.0 \%$ | $\boldsymbol{x}$ | $\checkmark$ | <= 5.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 12.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 18.1 \% | $\boldsymbol{x}$ | - |
| Econ. Disadvantaged | 20.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 28.6 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

651 Great Falls Rd
Julius West Middle (0211)
Grade Levels: Middle Rockville, MD 20850-0000
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.4 | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Academic Progress | 35.0 | 20.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.7 | $\boldsymbol{*}$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 20.0 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 53.3 |  |  |

$$
\frac{\text { Total Earned Points: } 53.3}{\text { Total Points Possible: } 100.0}=\frac{5.30}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{\chi}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $33.4 \%$ | 1.7 out of 5.0 |
| Percent Proficient English Language Arts | $56.7 \%$ | 2.8 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

## 10.4 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $42.2 \%$ | 1.5 out of 3.5 |
| Percent Proficient Social Studies | $60.6 \%$ | 2.1 out of 3.5 |
| Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 44.5 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $90.0 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $26.6 \%$ | 2.7 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.8\% | 10 out of 15.0 |
|  | TS PO |  | School Survey - Student | 3.5 | 2.4 out of 7.0 |
|  |  |  | School Survey - Educator | 5.5 | 1.7 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 59.2\% | 5.9 out of 10.0 |
|  |  |  |  |  | $20.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 33.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 56.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 57.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.5 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 14.8 \% | ( | - | 39.0 \% | * | - |
| Hispanic/Latino | 9.8\% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 33.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 47.5 \% | $\otimes$ | $\bigcirc$ | 73.2 \% | $\boldsymbol{*}$ | * |
| Two or more races | 55.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.4 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Students w/Disabilities | 10.8 \% | ( | $\bigcirc$ | 20.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 5.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 16.4 \% | * | $\checkmark$ |
| Econ. Disadvantaged | 11.2 \% | ( | - | 31.4 \% | $\boldsymbol{*}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Kemp Mill Elementary

Kemp Mill Elementary (0805)
Grade Levels: Elementary
County: Montgomery County

411 Sisson St
Silver Spring, MD 20902-0000
Phone: 240-740-5970

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.0 | $\boldsymbol{*}$ | $\checkmark$ |
| Academic Progress | 35.0 | 18.6 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.2 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 21.0 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 52.8 |  |  |

$\frac{\text { Total Earned Points: } 52.8}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{52.70}{\text { total earned Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 18 | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | <= 5.0\% | 0.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 18.6 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $61.6 \%$ | 6.2 out of 10.0 |

## 6.2 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 68.3\% | 4.5 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 6.2 | 4.4 out of 7.0 |
|  |  |  | School Survey - Educator | 6.9 | 2.1 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $21.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 17.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 22.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 20.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 50.0 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 14.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 19.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 10.0 \% | * | $\checkmark$ | 10.0\% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 8.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 15.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 13.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 24.5 \% | $\boldsymbol{x}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $=$ Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Kensington Parkwood Elementary

Kensington Parkwood Elementary (0783)
Grade Levels: Elementary
County: Montgomery County

4710 Saul Rd
Kensington, MD 20895-4299
Phone: 240-740-3700

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.4 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 26.0 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\bigcirc$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 28.8 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 76.3 |  |  |

$\frac{\text { Total Earned Points: } 76.3}{\text { Total Points Possible: } 100.0}==$

* Earned points may not equal total points due to rounding. $\boldsymbol{\varnothing}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $66.9 \%$ | 3.3 out of 5.0 |
| Percent Proficient English Language Arts | $77.9 \%$ | 3.9 out of 5.0 |
| Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

14.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 61.0\% | 3.1 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 64.5 | 9.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 59.5 | 8.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.0\% | 5 out of 5.0 |
|  |  |  |  |  | $26.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $71.4 \%$ | 7.1 out of 10.0 |
| Towards Learning English |  |  |

7.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 28.8 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 88.6\% | 12 out of 15.0 |
|  | School Survey - Student | 7.2 | 5 out of 7.0 |
|  | School Survey - Educator | 5.7 | 1.7 out of 3.0 |
| O POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  | $28.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 66.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 77.9 \% | $\bigcirc$ | $\checkmark$ |
| Asian | 86.1 \% | $\checkmark$ | $\boldsymbol{\otimes}$ | 81.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 15.0\% | ( | $\checkmark$ | 40.0 \% | ( | ( |
| Hispanic/Latino | 40.4 \% | $\boldsymbol{*}$ | ( | 60.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 75.3 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 83.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 76.7 \% | $\checkmark$ | $\checkmark$ | 96.7 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 31.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 22.7 \% | * | $\boldsymbol{\otimes}$ |
| English Learner | 17.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 35.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 21.1 \% | * | $\bigcirc$ | 43.2 \% | * | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Kingsview Middle

Kingsview Middle (0708)
18909 Kingsview Rd
Grade Levels: Middle
Germantown, MD 20874
County: Montgomery County
Phone: 240-740-7130

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.2 | $\boldsymbol{\otimes}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 24.2 | na | $\bigcirc$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.9 | $\boldsymbol{*}$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 22.1 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 59.4 |  |  |

$$
\frac{\text { Total Earned Points: } 59.4}{\text { Total Points Possible: } 100.0}=\frac{59.30}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $35.1 \%$ | 1.8 out of 5.0 |
| Percent Proficient English Language Arts | $66.0 \%$ | 3.3 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

11.2

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $42.5 \%$ | 1.5 out of 3.5 |
| Percent Proficient Social Studies | $57.6 \%$ | 2 out of 3.5 |
| Student Growth Percentile Mathematics 59.0 8.5 out of 12.5 <br> Student Growth Percentile English <br> Language Arts 65.0 9.5 out of 12.5 <br> Credit for Well Rounded Curriculum $89.4 \%$ 2.7 out of 3.0 |  |  |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $19.2 \%$ | 1.9 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.6\% | 9 out of 15.0 |
|  | TS |  | School Survey - Student | 3.9 | 2.7 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 83.9\% | 8.4 out of 10.0 |
|  |  |  |  |  | $22.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |
| :---: | :---: | :---: | :---: |
|  |  | n/a | ARE A COMBINATION OF: |
|  |  |  | Students not Chronically Absent |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 35.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 66.0 \% | $\checkmark$ | $\checkmark$ |
| Asian | 62.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 87.6 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 16.0 \% | ( | - | 53.0 \% | $\bigcirc$ | - |
| Hispanic/Latino | 16.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 46.6 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 39.6 \% | $\otimes$ | $\bigcirc$ | 74.1 \% | $\bigcirc$ | - |
| Two or more races | 37.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 59.2 \% | $\boldsymbol{*}$ | - |
| Students w/Disabilities | 9.5 \% | ( | $\bigcirc$ | 14.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 6.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 23.3 \% | * | - |
| Econ. Disadvantaged | 12.0 \% | ( | - | 45.5 \% | $\checkmark$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Lake Seneca Elementary (0108)
Grade Levels: Elementary
County: Montgomery County

13600 Wanegarden Dr Germantown, MD 20874-1056

Phone: 240-740-0280

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 7.9 | $\mathbf{x}$ |
| Academic Progress | 35.0 | 20.9 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | 6.5 | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | 16.3 | $\mathbf{8}$ |

$$
\frac{\text { Total Earned Points: } 51.6}{\text { Total Points Possible: } 100.0}=\frac{51.60}{\text { TOTAL EARNED PERCENT }}
$$

[^37]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $64.6 \%$ | 6.5 out of 10.0 |
| Towards Learning English |  |  |

## 6.5 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $61.1 \%$ | 1.5 out of 15.0 |
| School Survey - Student | 5.1 | 3.6 out of 7.0 |
| School Survey - Educator | 4.1 | 1.2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

16.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 23.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 32.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 21.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 28.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 12.9 \% | $\boldsymbol{x}$ | - | 23.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 55.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 61.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | $<=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | $<=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 8.1 \% | * | $x$ | 13.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 11.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 18.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Lakeland Park Middle (0522)
1200 Main St
Grade Levels: Middle
Gaithersburg, MD 20878
County: Montgomery County
Phone: 240-740-6450

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.3}{\text { Total Points Possible: } 100.0}=\frac{53.3 \%}{\text { Total Earned percent }}
$$

[^38]
## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.5 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $62.4 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

10.5

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $44.5 \%$ | 1.6 out of 3.5 |
| Percent Proficient Social Studies | $52.9 \%$ | 1.9 out of 3.5 |
| Student Growth Percentile Mathematics | 51.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 46.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $90.5 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $26.3 \%$ | 2.6 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 79.9\% | 8.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.4 | 3 out of 7.0 |
|  |  |  | School Survey - Educator | 4.6 | 1.4 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 81.5\% | 8.2 out of 10.0 |
|  |  |  |  |  | $21.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 62.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 57.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 79.1 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 9.5 \% | ( | (2) | 42.8\% | ( | $\bigcirc$ |
| Hispanic/Latino | 8.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 36.9 \% | $\star$ | * |
| White | 37.1 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 77.1 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 43.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 22.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 10.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 7.4 \% | ( | $\bigcirc$ | 31.6 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Lakewood Elementary (0209)
Grade Levels: Elementary
County: Montgomery County

2534 Lindley Terrace
Rockville, MD 20850-0000
Phone: 240-740-5750

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 69.7}{\text { Total Points Possible: } 100.0}=
$$

[^39]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 66.7\% | 3.3 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 73.5\% | 3.7 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.8 | 3.4 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.8 | 3.5 out of 5.0 |
|  |  |  |  |  | $13.9$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 67.5\% | 3.4 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 57.5 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 37.0 | 4.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $90.9 \%$ | 9.1 out of 10.0 |

## 9.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 85.9\% | 11 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| $\underset{\substack{\text { I } \\ 0 \text { POINTS }}}{ }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $25.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 66.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 73.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 82.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 87.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Black/African Amer. | 40.7\% | ( | $\bigcirc$ | 48.1 \% | $\boldsymbol{*}$ | - |
| Hispanic/Latino | 36.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 34.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 62.5 \% | $\star$ | * | 81.6 \% | $\checkmark$ | $\bigcirc$ |
| Two or more races | 58.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 58.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 15.2 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 18.2 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | 41.0\% | ( | $\boldsymbol{*}$ | 50.0 \% | $\checkmark$ | ( |
| Econ. Disadvantaged | 34.3 \% | $\bigcirc$ | $\bigcirc$ | 43.8 \% | * | $\star$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

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## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

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## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Laytonsville Elementary (0051)
Grade Levels: Elementary
21401 Laytonsville Rd

County: Montgomery County Gaithersburg, MD 20882-1623

Phone: 240-740-1660

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.1 | * | $\checkmark$ |
| Academic Progress | 35.0 | 21.3 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.6 | $\checkmark$ | - |
| School Quality and Student Success | 35.0 | 23.3 | na | * |
| TOTAL POINTS: | 100.0 | 64.3 |  |  |

$\frac{\text { Total Earned Points: } 64.3}{\text { Total Points Possible: } 100.0}=\frac{64.2 \%}{\text { total EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $47.3 \%$ | 2.4 out of 5.0 |
| Percent Proficient English Language Arts | $53.4 \%$ | 2.7 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

11.1

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 45.7\% | 2.3 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 55.5 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $73.9 \%$ | 6.5 out of 15.0 |
| School Survey - Student | 6.9 | 4.8 out of 7.0 |
| School Survey - Educator | 6.5 | 2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

23.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 47.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 53.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 50.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.0 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 38.2 \% | ( | (2) | 38.2 \% | * | (2) |
| Hispanic/Latino | 40.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 51.1 \% | $\bigcirc$ | $\checkmark$ |
| White | 61.0 \% | $\otimes$ | $\bigcirc$ | 65.9 \% | $\bigcirc$ | - |
| Two or more races | 58.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 41.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 17.6 \% | ( | $\bigcirc$ | 17.6\% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 17.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 28.6 \% | * | $\star$ |
| Econ. Disadvantaged | 35.0 \% | $\bigcirc$ | - | 50.0\% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Little Bennett Elementary (0336)
Grade Levels: Elementary
County: Montgomery County

23930 Burdette Forest Rd
Clarksburg, MD 20871
Phone: 240-740-5660

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.8 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 21.7 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 5.4 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 25.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 64.3 |  |  |

$\frac{\text { Total Earned Points: } 64.3}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $52.4 \%$ | 2.6 out of 5.0 |
| Percent Proficient English Language Arts | $59.6 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

11.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.8\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.1 | 4.2 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $25.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | $\begin{array}{ll}\text { Students not Chronically Absent } \\ \text { IMPROVEMENT } & \text { School Survey - Student }\end{array}$ |  |
|  |  |  |  |  |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ | 18 | $35 \text { Points }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 52.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 59.6 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 70.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.9 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 39.3 \% | ( | - | 43.4 \% | * | - |
| Hispanic/Latino | 33.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 57.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 58.8 \% | $\otimes$ | $\bigcirc$ | 63.2 \% | $\boldsymbol{*}$ | * |
| Two or more races | 46.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 46.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 16.4 \% | ( | $\bigcirc$ | 13.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 20.8 \% | $\boldsymbol{*}$ | $\bigcirc$ | 22.9 \% | * | $\star$ |
| Econ. Disadvantaged | 26.5 \% | ( | $\bigcirc$ | 37.3 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Lois P. Rockwell Elementary (0156)
Grade Levels: Elementary
County: Montgomery County

24555 Cutsail Dr
Damascus, MD 20872-0000
Phone: 240-740-5180

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.3 | $\times$ | $\checkmark$ |
| Academic Progress | 35.0 | 20.6 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.9 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 26.6 | na | * |
| TOTAL POINTS: | 100.0 | 68.3 |  |  |

$$
\frac{\text { Total Earned Points: } 68.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $53.4 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $64.4 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.3 out of 5.0 |

12.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 41.8\% | 2.1 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 50.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 8.9 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 89.1\% | 8.9 out of 10.0 |
|  |  |  | 8.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.0\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.6 | 5.3 out of 7.0 |
|  |  |  | School Survey - Educator | 7.5 | 2.2 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 53.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 64.4 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Asian | 78.9 \% | $\boldsymbol{*}$ | $\bigcirc$ | 83.3 \% | $\boldsymbol{*}$ | $\otimes$ |
| Black/African Amer. | 48.4 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 54.8 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ |
| Hispanic/Latino | 47.7\% | $\bigcirc$ | $\bigcirc$ | 58.7 \% | $\bigcirc$ | $\bigcirc$ |
| White | 55.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 67.4\% | $\boldsymbol{*}$ | $\checkmark$ |
| Two or more races | 47.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 64.7 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 20.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 22.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 40.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 51.3 \% | $\bigcirc$ | $\checkmark$ |
| Econ. Disadvantaged | 40.0\% |  | $\bigcirc$ | 49.1 \% | $\bigcirc$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Lucy V. Barnsley Elementary (0505)
Grade Levels: Elementary
County: Montgomery County

14516 Nadine Dr
Rockville, MD 20853
Phone: 240-740-3260

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.6 | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Academic Progress | 35.0 | 25.5 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.5 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 24.2 | na | $\otimes$ |
| TOTAL POINTS: | 100.0 | 69.7 |  |  |

$\frac{\text { Total Earned Points: } 69.7}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $58.4 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $75.8 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

13.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 62.2\% | 3.1 out of 5.0 |
|  | 5 PO |  | Student Growth Percentile Mathematics | 58.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 65.0 | 9.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.3\% | 4.9 out of 5.0 |
|  |  |  |  |  | $25.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $65.2 \%$ | 6.5 out of 10.0 |

## 6.5 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.0\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.9 | 3.4 out of 7.0 |
|  |  |  | School Survey - Educator | 5.7 | 1.7 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 58.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.8 \% | $\checkmark$ | $\checkmark$ |
| Asian | 80.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 97.5 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 60.0 \% | ( | - | 78.5 \% | $\bigcirc$ | - |
| Hispanic/Latino | 32.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 53.6 \% | $\bigcirc$ | $\checkmark$ |
| White | 75.2 \% | $\otimes$ | $\bigcirc$ | 89.3 \% | $\bigcirc$ | - |
| Two or more races | 82.4 \% | $\checkmark$ | $\boldsymbol{*}$ | 91.2 \% | $\checkmark$ | - |
| Students w/Disabilities | 38.3 \% | ( | (\%) | 51.1 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | 31.9 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 47.0\% | $\bigcirc$ | - |
| Econ. Disadvantaged | 34.4 \% | (2) | - | 56.2 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Luxmanor Elementary (0220)
Grade Levels: Elementary
County: Montgomery County

6201 Tilden Ln
Rockville, MD 20852
Phone: 240-740-0820

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 72.6}{\text { Total Points Possible: } 100.0}=\quad 72.50
$$

[^40]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $61.4 \%$ | 3.1 out of 5.0 |
| Percent Proficient English Language Arts | $65.2 \%$ | 3.3 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.3 out of 5.0 |

12.9

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 56.4\% | 2.8 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 65.0 | 9.5 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 51.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 81.7\% | 8.2 out of 10.0 |
|  |  |  | 8.2 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 84.4\% | 10.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.7 | 4 out of 7.0 |
|  |  |  | School Survey - Educator | 8.7 | 2.6 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 61.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 65.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 80.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 73.8 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 50.0 \% | $\bigcirc$ | ( | 58.0 \% | * | ( |
| Hispanic/Latino | 35.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 39.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 71.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 79.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 65.4 \% | $\checkmark$ | $\checkmark$ | 73.1 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 22.0 \% | $\boldsymbol{*}$ | * | 22.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | 49.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 42.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 42.9 \% | $\bigcirc$ | - | 46.8 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Martin Luther King Jr. Middle
2022-2023 School Report Card
2 OUT OF 5 STARS
Equity and EXCELLENCE

Martin Luther King Jr. Middle (0107)
13737 Wisteria Dr
Grade Levels: Middle Germantown, MD 20874-4140
County: Montgomery County
Phone: 240-740-6350

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 8.7 | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 16.9 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ |  |
| School Quality and Student Success | 35.0 | 1.0 | $\mathbf{x}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | 11.1 | $\mathbf{x}$ |

$$
\frac{\text { Total Earned Points: } 37.6}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $17.9 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $49.3 \%$ | 2.5 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

8.7

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $27.2 \%$ | 1 out of 3.5 |
| Percent Proficient Social Studies | $38.8 \%$ | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics | 43.5 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 48.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $85.2 \%$ | 2.6 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $9.7 \%$ | 1 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $69.5 \%$ | 5 out of 15.0 |
| School Survey - Student | 2.6 | 1.8 out of 7.0 |
| School Survey - Educator | 3.3 | 1 out of 3.0 |
| Access to Well Rounded Curriculum | $32.7 \%$ | 3.3 out of 10.0 |

11.1

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| OPOINTS | 18 |  | $\otimes$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 17.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 49.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 57.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 87.8\% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 7.0\% | ( | ( | 38.9 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 7.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 36.7 \% | $\boldsymbol{*}$ | $\times$ |
| White | 35.6 \% | $\otimes$ | $\otimes$ | 66.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Two or more races | 22.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 66.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 7.4 \% | $\otimes$ | $\boldsymbol{*}$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 10.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 7.1 \% | ( | - | 36.0 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Maryvale Elementary (0210)
Grade Levels: Elementary
County: Montgomery County

1010 First St
Rockville, MD 20850
Phone: 240-740-4330

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.0 | $\checkmark$ | $\checkmark$ |
| Academic Progress | 35.0 | 25.6 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 6.7 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 24.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 69.2 |  |  |

$$
\frac{\text { Total Earned Points: } 69.2}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 54.1\% | 2.7 out of 5.0 |
|  | TS PO |  | Percent Proficient English Language Arts | 57.9\% | 2.9 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.5 | 3.2 out of 5.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | 20 POINTS | Average Performance Level English Language Arts | 2.6 | 3.3 out of 5.0 |
|  |  |  |  |  | $12.0$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 61.3\% | 3.1 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 66.0 | 9.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 56.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $25.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $66.7 \%$ | 6.7 out of 10.0 |

## 6.7 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 77.1\% | 7.5 out of 15.0 |
|  |  |  | School Survey - Student | 7.6 | 5.3 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 54.1 \% | $\checkmark$ | $\checkmark$ | 57.9 \% | - | - |
| Asian | 61.9 \% | $x$ | - | 70.0 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 57.6 \% | $\checkmark$ | $\checkmark$ | 59.1 \% | $\checkmark$ | - |
| Hispanic/Latino | 33.0 \% | * | $\checkmark$ | 42.2 \% | - | $\checkmark$ |
| White | 76.4 \% | $\checkmark$ | $\checkmark$ | 70.4 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Two or more races | 68.2 \% | * | $\checkmark$ | 77.3 \% | $\checkmark$ | - |
| Students w/Disabilities | 26.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 13.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 31.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.2 \% | - | - |
| Econ. Disadvantaged | 35.6 \% | $\checkmark$ | $\checkmark$ | 48.3 \% | $\checkmark$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Meadow Hall Elementary (0212)
Grade Levels: Elementary
County: Montgomery County

951 Twinbrook Pkwy
Rockville, MD 20851-1431
Phone: 240-740-5260

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.8}{\text { Total Points Possible: } 100.0}=5.80
$$

[^41]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $26.1 \%$ | 1.3 out of 5.0 |
| Percent Proficient English Language Arts | $37.8 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.8 out of 5.0 |

8.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| $\square \square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 22.0\% | 1.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 47.0 | 6 out of 12.5 |
| 1 I | Student Growth Percentile English Language Arts | 37.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 16.6 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $66.4 \%$ | 6.6 out of 10.0 |

## 6.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.7\% | 6.5 out of 15.0 |
|  | TS |  | School Survey - Student | 5.5 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| $\begin{aligned} & \text { I INTS } \\ & 0 \text { POIN } \end{aligned}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 26.1 \% | $\boldsymbol{x}$ | ( | 37.8 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | < $=5.0 \%$ | $\boldsymbol{x}$ | ( | 26.9 \% | * | - |
| Hispanic/Latino | 14.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 26.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 65.6 \% | $\checkmark$ | - | 75.0 \% | - | - |
| Two or more races | 80.0 \% | $\checkmark$ | $\boldsymbol{x}$ | 80.0 \% | $\checkmark$ | * |
| Students w/Disabilities | 5.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 10.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 8.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 16.7 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 17.0 \% | $\boldsymbol{x}$ | - | 23.0 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Mill Creek Towns Elementary (0556)
Grade Levels: Elementary
County: Montgomery County

17700 Park Mill Dr Rockville, MD 20855-0000

Phone: 240-740-1820

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 11.6 | IMPROVEMENT |
| Academic Progress | 35.0 | 19.5 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 6.6 | na |
| School Quality and Student Success | 35.0 | $\mathbf{8}$ | $\mathbf{8 1 . 8}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{5 9 . 4}$ |  |

$$
\frac{\text { Total Earned Points: } 59.4}{\text { Total Points Possible: } 100.0}=\frac{59.4 \%}{\text { total } \text { Larne: percent }}
$$

[^42]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $46.9 \%$ | 2.3 out of 5.0 |
| Percent Proficient English Language Arts | $59.6 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.3 out of 5.0 |

11.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $50.0 \%$ | 2.5 out of 5.0 |
| Student Growth Percentile Mathematics | 46.0 | 6 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.0 \%$ | 5 out of 5.0 |

19.5

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $66.3 \%$ | 6.6 out of 10.0 |

## 6.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 71.8\% | 5.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.0 | 4.2 out of 7.0 |
|  |  |  | School Survey - Educator | 7.0 | 2.1 out of 3.0 |
| $\stackrel{\text { I INTS }}{ }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $21.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.9 \% | $\checkmark$ | $\checkmark$ | 59.6 \% | $\checkmark$ | $\checkmark$ |
| Asian | 68.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.3 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 33.3 \% | $\bigcirc$ | ( | 57.4\% | $\bigcirc$ | * |
| Hispanic/Latino | 33.0 \% | $\bigcirc$ | $\checkmark$ | 46.7 \% | $\bigcirc$ | $\checkmark$ |
| White | 76.9 \% | $\bigcirc$ | $\bigcirc$ | 79.5 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 52.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 65.2 \% | $\bigcirc$ | $\checkmark$ |
| Students w/Disabilities | 13.2 \% | * | $\bigcirc$ | 15.8 \% | * | $\bigcirc$ |
| English Learner | 21.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 33.8 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 28.8 \% | $\boldsymbol{*}$ | - | 42.6 \% | $\bigcirc$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Monocacy Elementary (0652)
Grade Levels: Elementary
County: Montgomery County

18801 Barnesville Road
Dickerson, MD 20842-0000
Phone: 240-740-5790

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUALTARGET | IMPROVEMENT |
| :--- | :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 13.6 | na |  |
| Academic Progress | 35.0 | 30.0 | na | na |
| Progress in Achieving English Language Proficiency | na | na | na | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | 25.8 |  |  |
| TOTAL POINTS: | $\mathbf{9 0 . 0}$ | $\mathbf{6 9 . 3}$ |  |  |

$\frac{\text { Total Earned Points: } 69.3}{\text { Total Points Possible: } 90.0}=$

[^43]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $59.0 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $74.4 \%$ | 3.7 out of 5.0 |
| Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.6 out of 5.0 |

13.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 77.7\% | 8 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.5 | 5.2 out of 7.0 |
|  |  |  | School Survey - Educator | 8.5 | 2.5 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $25.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

|  | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :--- |
| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 55) | Academic Achievement |  |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |

## PERCENT PROFICIENT

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.0 \% | $\boldsymbol{x}$ | - | 74.4 \% | - | - |
| Hispanic/Latino | 53.8 \% | - | - | 53.8 \% | ( | - |
| White | 63.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 81.5 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 30.0 \% | $\checkmark$ | - | 60.0\% | $\checkmark$ | - |
| Econ. Disadvantaged | 16.7 \% | (x) | ( | 58.3 \% | $\checkmark$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. =Met $x=$ $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

51 University Blvd E
Montgomery Blair High (0757)
Grade Levels: High
Silver Spring, MD 20901-0000
County: Montgomery County
Phone: 240-740-7200

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.5 | $\times$ | * |
| Graduation Rate | 15.0 | 13.4 | x | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.2 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.5 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 15.2 | na | * |
| TOTAL POINTS: | 100.0 | 55.7 |  |  |

$\frac{\text { Total Earned Points: } 55.7}{\text { Total Points Possible: } 100.0}=$

[^44]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $49.3 \%$ | 3.7 out of 7.5 |
| Percent Proficient English Language Arts | $67.0 \%$ | 5 out of 7.5 |
| Average Performance Level Mathematics | 1.7 | 3.2 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.0 | 5.6 out of 7.5 |

17.5

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $88.5 \%$ | 8.9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $90.4 \%$ | 4.5 out of 5.0 |
|  |  | 13.4 |
|  |  | EARNED POINTS |

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 21.5\% | 2.2 out of 10.0 |
| $\downarrow$ |  |  | $2.2$ <br> EARNED POINTS |
|   I <br> I I  <br> 0 POINTS 5 10 POINTS |  |  |  |

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 15.2 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 63.5\% | 2.5 out of 15.0 |
|  | School Survey - Student | 4.7 | 3.3 out of 7.0 |
|  | School Survey - Educator | 5.9 | 1.8 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 76.3\% | 7.6 out of 10.0 |
|  |  |  | $15.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


ALL TARGET(S) MET
n/a

IMPROVEMENT
$\boldsymbol{x}$

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Students not Chronically Absent
School Survey - Student
School Survey - Educator
Access to Well Rounded Curriculum


* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE


[^45]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Montgomery County

## 2022-2023 School Report Card

Montgomery County (15)
Grade Levels: Elementary / Middle / High

## HOW DID MY ELEMENTARY SCHOOLS DO OVERALL?

Overall Elementary school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.2 | $\star$ | - |
| Academic Progress | 35.0 | 21.0 | n/a | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 23.5 | n/a | $\boldsymbol{x}$ |

* Earned points may not equal total points due to rounding. $\quad=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID MY MIDDLE SCHOOLS DO OVERALL?

Overall Middle school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 9.6 | $\boldsymbol{x}$ | $\checkmark$ |
| Academic Progress | 35.0 | 18.6 | n/a | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.1 | $\boldsymbol{*}$ | * |
| School Quality and Student Success | 35.0 | 20.7 | n/a | $\boldsymbol{*}$ |

* Earned points may not equal total points due to rounding. $\quad=$ Met $\boldsymbol{X}=$ Not Met


## HOW DID MY HIGH SCHOOLS DO OVERALL?

Overall High school grade span performance is provided by indicator and includes possible points and earned points. Annual target status is also provided.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.1 | $\otimes$ | * |
| Graduation Rate | 15.0 | 13.6 | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.8 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.6 | n/a | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 17.9 | n/a | ( |

[^46]| ACHIEVEMENT (E/M/H) | MATH |  |  | ENGLISH LANGUAGE ARTS |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.5\% / 25.4\% / 45.7\% | $\boldsymbol{x}$ | $\checkmark$ | 55.3\% / 53.7\% / 65.4\% | $\checkmark$ | $\checkmark$ |
| Am. Indian/AK Native | 32.9\% / 15.9\% / 41.2\% | ( | * | 44.3\% / 46.9\% / 59.1\% | ( | $\bigcirc$ |
| Asian | 73.6\% / 52.4\% / 75.2\% | $\boldsymbol{*}$ | $\checkmark$ | 77.8\% / 79.0\% / 82.2\% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 34.3\% / 11.4\% / 25.7\% | ( | 0 | 46.7\% / 42.1\% / 56.8\% | ( | ( |
| Hispanic/Latino | 23.1\% / 7.5\% / 18.2\% | $\boldsymbol{*}$ | $\checkmark$ | 32.1\% / 30.8\% / 45.5\% | $\checkmark$ | $\checkmark$ |
| HI/Pac. Islander | 51.2\% / 20.8\% / na | $\boldsymbol{\otimes}$ | $\checkmark$ | 68.3\% / 79.2\% / na | $\checkmark$ | $\checkmark$ |
| White | 69.8\% / 41.8\% / 70.4\% | $\boldsymbol{*}$ | - | 77.6\% / 75.2\% / 81.4\% | $\checkmark$ | - |
| Two or more races | 63.7\% / 40.9\% / 64.4\% | $\boldsymbol{*}$ | - | 71.7\% / 70.9\% / 79.8\% | - | - |
| Students w/Disabilities | 19.0\% / 8.3\% / 16.7\% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 20.7\% / 17.8\% / 33.0\% | - | - |
| English Learner | 20.0\% / <= 5.0\% / <= 5.0\% | $\boldsymbol{*}$ | - | 24.4\% / 12.0\% / 7.8\% | * | $\checkmark$ |
| Econ. Disadvantaged | 23.6\% / 7.5\% / 20.2\% | $\boldsymbol{x}$ | $\checkmark$ | 33.3\% / 31.0\% / 49.2\% | - | $\checkmark$ |

Footnote: Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. $\boldsymbol{\nabla}=$ Met $\boldsymbol{X}=$ Not Met

| Graduation rate (H) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 90.34\% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 92.15\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 97.09\% | ( | $\boldsymbol{*}$ | 97.62\% | ( | * |
| Black/African Amer. | 90.83\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 92.77\% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 80.37\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 83.57\% | $\star$ | $\boldsymbol{*}$ |
| White | 96.77\% | $\checkmark$ | $\checkmark$ | 97.66\% | $\checkmark$ | $\checkmark$ |
| Two or more races | 93.18\% | $\boldsymbol{*}$ | $\star$ | 94.89\% | * | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 75.28\% | $\checkmark$ | $\checkmark$ | 81.38\% | - | $\checkmark$ |
| English Learner | 64.84\% | $\star$ | * | 71.82\% | (2) | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 82.34\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 85.91\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

Footnote: Only Student groups with 30 or more students are reported. Student groups include the following: American Indian/Alaskan Native, Asian, Native hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners.

V $=$ Met $\boldsymbol{x}=$ Not Met

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard.

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8 th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Montgomery Village Middle
2022-2023 School Report Card
2 OUT OF 5 STARS
equity and EXCELLENCE

Montgomery Village Middle (0557)
Grade Levels: Middle
County: Montgomery County

19300 Watkins Mill Rd
Montgomery Village, MD 20886-0000
Phone: 240-740-6720

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 5.7 | $\boldsymbol{x}$ | $\checkmark$ |
| Academic Progress | 35.0 | 12.0 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 2.0 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 17.6 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 37.3 |  |  |

$$
\frac{\text { Total Earned Points: } 37.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $<=5.0 \%$ | 0.2 out of 5.0 |
| Percent Proficient English Language Arts | $23.5 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 1.4 | 1.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.6 out of 5.0 |

## 5.7 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $7.2 \%$ | 0.3 out of 3.5 |
| Percent Proficient Social Studies | $11.8 \%$ | 0.4 out of 3.5 |
| Student Growth Percentile Mathematics | 34.0 | 4 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 41.0 | 5 out of 12.5 |
| Credit for Well Rounded Curriculum | $76.4 \%$ | 2.3 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $20.1 \%$ | 2 out of 10.0 |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 23.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 5.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 32.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | < $=5.0 \%$ | ( | ( | 28.4 \% | ( | $\checkmark$ |
| Hispanic/Latino | < $=5.0$ \% | $\boldsymbol{*}$ | * | 17.3 \% | ( | $\checkmark$ |
| White | 17.6 \% | (2) | $\bigcirc$ | 51.5 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | < $=5.0$ \% | $\boldsymbol{*}$ | $\checkmark$ | 31.8 \% | ( | $\checkmark$ |
| Students w/Disabilities | < $=5.0 \%$ | (2) | (2) | 8.3 \% | * | $\bigcirc$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 7.8 \% | * | $\checkmark$ |
| Econ. Disadvantaged | < $=5.0$ \% | * | - | 21.2 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Neelsville Middle

Neelsville Middle (0115)
11700 Neelsville Church Rd
Grade Levels: Middle Germantown, MD 20876
County: Montgomery County
Phone: 301-353-8064

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.9 | * | $\checkmark$ |
| Academic Progress | 35.0 | 14.1 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 1.7 | * | * |
| School Quality and Student Success | 35.0 | 16.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 39.0 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{3 9 . 0}}{\text { Total Points Possible: } 100.0}=\frac{38.90}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $9.1 \%$ | 0.5 out of 5.0 |
| Percent Proficient English Language Arts | $33.4 \%$ | 1.7 out of 5.0 |
| Average Performance Level Mathematics | 1.6 | 2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

## 6.9 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $15.5 \%$ | 0.5 out of 3.5 |
| Percent Proficient Social Studies | $28.7 \%$ | 1 out of 3.5 |
| Student Growth Percentile Mathematics | 40.0 | 5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 44.0 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $69.6 \%$ | 2.1 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $16.9 \%$ | 1.7 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 66.6\% | 3.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 3.2 | 2.2 out of 7.0 |
|  |  |  | School Survey - Educator | 4.5 | 1.3 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $1$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 91.9\% | 9.2 out of 10.0 |
|  |  |  |  |  | $\begin{gathered} 16.2 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 9.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 33.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 34.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.5 \% | - | $\checkmark$ |
| Black/African Amer. | 7.2 \% | ( | $\bigcirc$ | 33.7 \% | * | $\bigcirc$ |
| Hispanic/Latino | <= $5.0 \%$ | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 16.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 20.0 \% | $\otimes$ | * | 51.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 17.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.8 \% | $\bigcirc$ | $\bigcirc$ |
| Students w/Disabilities | <= 5.0 \% | $\boldsymbol{*}$ | (2) | 11.3 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 7.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | < 5.0 \% | ( | - | 23.0 \% | ( | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

11311 Newport Mill Rd
Newport Mill Middle (0792)
Grade Levels: Middle
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.7 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 17.8 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 2.9 | $\boldsymbol{x}$ | (8) |
| School Quality and Student Success | 35.0 | 15.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 43.8 |  |  |

$\frac{\text { Total Earned Points: } 43.8}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.3 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $37.5 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

## 7.7 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $16.8 \%$ | 0.6 out of 3.5 |
| Percent Proficient Social Studies | $29.1 \%$ | 1 out of 3.5 |
| Student Growth Percentile Mathematics | 54.0 | 7.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 46.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $88.8 \%$ | 2.7 out of 3.0 |

17.8

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $28.6 \%$ | 2.9 out of 10.0 |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $80.7 \%$ | 9 out of 15.0 |
| School Survey - Student | 3.8 | 2.6 out of 7.0 |
| School Survey - Educator | 5.7 | 1.7 out of 3.0 |
| Access to Well Rounded Curriculum | $20.9 \%$ | 2.1 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 15 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| OPOINTS | 18 |  | $\otimes$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 37.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 20.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 51.1 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 10.8 \% | ( | - | 27.4\% | $\boldsymbol{*}$ | (2) |
| Hispanic/Latino | 6.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 25.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 43.1 \% | $\otimes$ | $\bigcirc$ | 71.6 \% | $\bigcirc$ | - |
| Two or more races | 23.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 65.4 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | < 5.0 \% | ( | $\bigcirc$ | < $=5.0$ \% | (2) | $\boldsymbol{*}$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 7.7 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 7.0\% | ( | $\bigcirc$ | 27.1 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

North Bethesda Middle (0413)
8935 Bradmoor Dr
Grade Levels: Middle Bethesda, MD 20817-0000
County: Montgomery County

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Phone: 240-740-2100
```


## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.6 | * | - |
| Academic Progress | 35.0 | 22.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.7 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 24.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 65.3 |  |  |

$$
\frac{\text { Total Earned Points: } 65.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $46.7 \%$ | 2.3 out of 5.0 |
| Percent Proficient English Language Arts | $74.7 \%$ | 3.7 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

12.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $55.2 \%$ | 1.9 out of 3.5 |
| Percent Proficient Social Studies | $72.8 \%$ | 2.5 out of 3.5 |
| Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 49.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $93.1 \%$ | 2.8 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $57.4 \%$ | 5.7 out of 10.0 |
| Towards Learning English |  |  |

## 5.7

 EARNED POINTSWHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ \text { OPOINTS } \end{gathered}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.7 \% | $\bigcirc$ | $\checkmark$ |
| Asian | 61.9 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 81.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 26.3 \% | ( | $\checkmark$ | 50.0\% | (2) | ( |
| Hispanic/Latino | 31.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 64.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 50.3 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 80.4 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 61.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 83.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 26.0 \% | (1) | $\bigcirc$ | 44.5 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 13.3 \% | $\boldsymbol{*}$ | * | 25.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 23.9 \% | * | $\checkmark$ | 47.0\% | $\bigcirc$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

North Chevy Chase Elementary (0415)
Grade Levels: Elementary
County: Montgomery County

3700 Jones Bridge Rd
Chevy Chase, MD 20815-5799
Phone: 240-204-5280

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 75.9}{\text { Total Points Possible: } 100.0}=
$$

[^47]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $58.5 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $71.9 \%$ | 3.6 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.7 out of 5.0 |

13.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $61.4 \%$ | 3.1 out of 5.0 |
| Student Growth Percentile Mathematics | 64.0 | 9.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 65.5 | 9.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

27.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 81.5\% | 8.1 out of 10.0 |
|  |  |  | 8.1 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 88.0\% | 12 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.8 | 3.3 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 58.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 71.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 50.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 63.2 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 36.4 \% | ( | ( | 54.5 \% | * | - |
| Hispanic/Latino | 42.1 \% | $\checkmark$ | $\checkmark$ | 55.3 \% | $\checkmark$ | $\checkmark$ |
| White | 72.2 \% | $\otimes$ | $\bigcirc$ | 83.3 \% | $\boldsymbol{*}$ | $\otimes$ |
| Two or more races | 73.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 89.5 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 32.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 37.8 \% | $\star$ | $\boldsymbol{\otimes}$ |
| English Learner | 12.9 \% | $\boldsymbol{*}$ | $\otimes$ | 30.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 19.1 \% | ( | $\checkmark$ | 32.6 \% | (2) | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Northwest High

Percentile Rank: 72 (High)

Northwest High (0246)
13501 Richter Farm Rd
Grade Levels: High
County: Montgomery County

## Germantown, MD 20874

Phone: 240-740-7100

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.8 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Graduation Rate | 15.0 | 14.4 | $\checkmark$ | * |
| Progress in Achieving English Language Proficiency | 10.0 | 3.3 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.9 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 18.8 | na | * |
| TOTAL POINTS: | 100.0 | 62.3 |  |  |

## Total Earned Points: 62.3 = 62.2\% <br> Total Points Possible: 100.0

[^48]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $49.9 \%$ | 3.7 out of 7.5 |
| Percent Proficient English Language Arts | $69.7 \%$ | 5.2 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.4 out of $\mathbf{7 . 5}$ |
| Average Performance Level English <br> Language Arts | 2.9 | 5.4 out of $\mathbf{7 . 5}$ |
|  | 17.8 <br> EARNED POINTS |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $96.1 \%$ | 9.6 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $96.7 \%$ | 4.8 out of 5.0 |

14.4

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $32.9 \%$ | 3.3 out of 10.0 |

## 3.3 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) |  |  | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: <br> Academic Achievement <br> Graduation Rate |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\boldsymbol{*}$ |  |
|  |  |  | IMPROVEMENT |  |
|  |  |  |  | Progress in Achieving English Language Proficiency |
|  | $\begin{gathered} 1 \\ 32 \end{gathered}$ | 65 POINTS | $\boldsymbol{*}$ | Readiness for Post-Secondary Success |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\stackrel{I}{0}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{x}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 49.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 69.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 75.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 79.8 \% | - | $\boldsymbol{*}$ |
| Black/African Amer. | 30.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 63.0\% | $\bigcirc$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 24.3 \% | $\boldsymbol{*}$ | $\otimes$ | 56.9 \% | $\checkmark$ | $\checkmark$ |
| White | 62.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 75.9 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Two or more races | 57.7 \% | $\boldsymbol{*}$ | (2) | 80.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 17.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 20.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | < $=5.0$ \% | $\boldsymbol{*}$ | ( | <= $5.0 \%$ | ( | * |
| Econ. Disadvantaged | 25.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 52.1 \% | $\checkmark$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.
 =Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 96.13\% | ( | $\boldsymbol{x}$ | 96.70\% | ( | $\boldsymbol{*}$ |
| Asian | 100.00\% | - | - | 100.00\% | - | - |
| Black/African Amer. | 95.08\% | $\checkmark$ | $\boldsymbol{x}$ | 96.17\% | - | $\boldsymbol{x}$ |
| Hispanic/Latino | 93.64\% | - | $\checkmark$ | 94.19\% | - | $\checkmark$ |
| White | 96.20\% | $\checkmark$ | $\boldsymbol{x}$ | 96.84\% | $\checkmark$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 86.44\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 89.83\% | $\boldsymbol{x}$ | * |
| Econ. Disadvantaged | 88.78\% | ( | * | 93.68\% | - | v |

[^49]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Northwood High

Northwood High (0796)
Grade Levels: High
919 University Blvd W
County: Montgomery County

Silver Spring, MD 20901
Phone: 240-740-6950

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 14.0 | * | * |
| Graduation Rate | 15.0 | 12.6 | * | * |
| Progress in Achieving English Language Proficiency | 10.0 | 2.2 | ( | * |
| Readiness for Post-Secondary Success | 10.0 | 6.8 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 13.0 | na | * |
| TOTAL POINTS: | 100.0 | 48.7 |  |  |

$$
\frac{\text { Total Earned Points: } 48.7}{\text { Total Points Possible: } 100.0}=\frac{48.6 \%}{\text { TOTAL EARNED PERCENT }}
$$

[^50]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.5 \%$ | 1.6 out of 7.5 |
| Percent Proficient English Language Arts | $55.3 \%$ | 4.1 out of 7.5 |
| Average Performance Level Mathematics | 1.7 | 3.2 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.7 | 5 out of $\mathbf{7 . 5}$ |
|  | 14.0 |  |
| EARNED POINTS |  |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $82.8 \%$ | 8.3 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $86.1 \%$ | 4.3 out of 5.0 |

12.6

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 13.0 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 56.4\% | 1 out of 15.0 |
|  | School Survey - Student | 4.1 | 2.8 out of 7.0 |
|  | School Survey - Educator | 4.8 | 1.4 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 77.0\% | 7.7 out of 10.0 |
|  |  |  | 13.0 EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 21.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 55.3 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 50.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.5 \% | - | $\boldsymbol{*}$ |
| Black/African Amer. | 13.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 67.0\% | $\theta$ | $\bigcirc$ |
| Hispanic/Latino | 11.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 39.8 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 58.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 80.0\% | $\checkmark$ | $\boldsymbol{*}$ |
| Two or more races | 72.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 83.3 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Students w/Disabilities | 16.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 43.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | ( | 6.1 \% | ( | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 10.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.0 \% | $\checkmark$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.$=$ Met =Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 82.77\% | ( | $\boldsymbol{x}$ | 86.13\% | $\boldsymbol{*}$ | $\times$ |
| Black/African Amer. | 89.91\% | - | - | 92.59\% | - | - |
| Hispanic/Latino | 74.07\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 78.69\% | * | $\boldsymbol{x}$ |
| White | 98.36\% | $\checkmark$ | $\checkmark$ | 98.36\% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 85.71\% | $\checkmark$ | - | 88.57\% | $\checkmark$ | - |
| English Learner | 54.78\% | $\boldsymbol{*}$ | * | 66.09\% | * | * |
| Econ. Disadvantaged | 80.77\% | * | * | 85.71\% | * | * |

[^51]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Oak View Elementary (0766) Grade Levels: Elementary County: Montgomery County

400 E Wayne Ave
Silver Spring, MD 20901-3811
Phone: 301-650-6434

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.2 | $\boldsymbol{x}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 23.4 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.6 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 22.3 | na | * |
| TOTAL POINTS: | 100.0 | 63.4 |  |  |

$$
\frac{\text { Total Earned Points: } 63.4}{\text { Total Points Possible: } 100.0}=\frac{63.4 \%}{\text { total Earnee pegcent }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: |
|  |  | Percent Proficient Mathematics | 38.3\% | 1.9 out of 5.0 |
|  |  | Percent Proficient English Language Arts | 46.2\% | 2.3 out of 5.0 |
|  |  | Average Performance Level Mathematics | 2.3 | 2.8 out of 5.0 |
| o POINTS | 20 POINTS | Average Performance Level English Language Arts | 2.5 | 3.1 out of 5.0 |
|  |  |  |  | $10.2$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $76.5 \%$ | 7.6 out of 10.0 |

7.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 38.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 46.2 \% | $\checkmark$ | $\checkmark$ |
| Asian | 53.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 66.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 50.8\% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 62.7 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 17.6 \% | (2) | $\checkmark$ | 25.2 \% | (2) | $\bigcirc$ |
| White | 89.2 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 93.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 91.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 91.7 \% | $\boldsymbol{\otimes}$ | - |
| Students w/Disabilities | 15.1 \% | $\boldsymbol{*}$ | - | 17.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 13.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 19.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 22.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 34.2 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Oakland Terrace Elementary (0769)
Grade Levels: Elementary
County: Montgomery County

2720 Plyers Mill Rd
Silver Spring, MD 20902-0000
Phone: 240-740-4880

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.2 | $\boldsymbol{\otimes}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 16.9 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.7 | $\bigcirc$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 26.4 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 61.2 |  |  |

$\frac{\text { Total Earned Points: } 61.2}{\text { Total Points Possible: } 100.0}=\frac{\text { total earned percent }}{}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $44.9 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $56.8 \%$ | 2.8 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

11.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 37.3\% | 1.9 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 41.0 | 5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 40.0 | 5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 16.9 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.3 \%$ | 6.7 out of 10.0 |

## 6.7 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.8\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.9 | 4.8 out of 7.0 |
|  |  |  | School Survey - Educator | 8.6 | 2.6 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 44.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 56.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 53.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 61.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 38.2 \% | (2) | $\checkmark$ | 50.0\% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 20.8 \% | $\boldsymbol{*}$ | (1) | 38.2 \% | (2) | ( |
| White | 68.5 \% | * | $\checkmark$ | 79.5 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Two or more races | 58.8 \% | $\boldsymbol{\chi}$ | $\boldsymbol{*}$ | 52.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 12.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 5.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 24.2 \% | * | - |
| Econ. Disadvantaged | 19.3 \% | * | - | 26.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Odessa Shannon Middle (0818)
Grade Levels: Middle
County: Montgomery County

11800 Monticello Ave
Silver Spring, MD 20902-1714
Phone: 240-740-4150

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.3 | * | $\bigcirc$ |
| Academic Progress | 35.0 | 14.5 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 1.9 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 18.8 | na | - |
| TOTAL POINTS: | 100.0 | 41.5 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{4 1 . 5}}{\text { Total Points Possible: } 100.0}=\frac{41.40}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $6.8 \%$ | 0.3 out of 5.0 |
| Percent Proficient English Language Arts | $28.2 \%$ | 1.4 out of 5.0 |
| Average Performance Level Mathematics | 1.5 | 1.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.6 out of 5.0 |

## 6.3 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $12.0 \%$ | 0.4 out of 3.5 |
| Percent Proficient Social Studies | $20.0 \%$ | 0.7 out of 3.5 |
| Student Growth Percentile Mathematics | 42.0 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 43.0 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $80.6 \%$ | 2.4 out of 3.0 |

14.5

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $18.9 \%$ | 1.9 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\bullet$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 6.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 28.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 28.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.1 \% | ( | - |
| Black/African Amer. | 6.4 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 30.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\chi}$ |
| Hispanic/Latino | <= $5.0 \%$ | (2) | $\boldsymbol{*}$ | 20.8 \% | (2) | $\bigcirc$ |
| White | 23.1 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 57.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Two or more races | 42.9 \% | $\checkmark$ | $\bigcirc$ | 71.4 \% | $\bigcirc$ | - |
| Students w/Disabilities | 6.5 \% | (2) | * | 15.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | <= $5.0 \%$ | $\boldsymbol{*}$ | $\checkmark$ | 6.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | < $=5.0 \%$ | $\boldsymbol{*}$ | $\bigcirc$ | 21.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Olney Elementary

Olney Elementary (0502)
Grade Levels: Elementary County: Montgomery County

3401 Queen Mary Dr
Olney, MD 20832-2204
Phone: 240-740-5940

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.3 | * | - |
| Academic Progress | 35.0 | 22.5 | na | $\times$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.6 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 27.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 68.6 |  |  |


| Total Earned Points: 68.6 | O |
| :---: | :---: |
| Total Points Possible: $\mathbf{1 0 0 . 0}$ | - |

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $52.6 \%$ | 2.6 out of 5.0 |
| Percent Proficient English Language Arts | $63.6 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

12.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 50.9\% | 2.5 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 54.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 53.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $65.6 \%$ | 6.6 out of 10.0 |

## 6.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 83.8\% | 10 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.7 | 4.7 out of 7.0 |
|  |  |  | School Survey - Educator | 8.2 | 2.5 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 52.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.6 \% | $\checkmark$ | $\checkmark$ |
| Asian | 74.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.4 \% | ( | - |
| Black/African Amer. | 45.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 62.5 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 26.4 \% | (2) | $\boldsymbol{*}$ | 44.2 \% | $\bigcirc$ | (2) |
| White | 55.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 65.9 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 62.5 \% | $\boldsymbol{*}$ | (2) | 70.8 \% | $\bigcirc$ | - |
| Students w/Disabilities | 22.2 \% | $\boldsymbol{*}$ | $\bigcirc$ | 22.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 31.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 36.2 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 28.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 43.5 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Paint Branch High (0315)
14121 Old Columbia Pike
Grade Levels: High Burtonsville, MD 20866-1799
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 13.3 | $\times$ | $\checkmark$ |
| Graduation Rate | 15.0 | 13.4 | * | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 3.3 | * | ( |
| Readiness for Post-Secondary Success | 10.0 | 6.7 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 16.7 | na | * |
| TOTAL POINTS: | 100.0 | 53.6 |  |  |

$\frac{\text { Total Earned Points: } 53.6}{\text { Total Points Possible: } 100.0}=5$

[^52]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $28.4 \%$ | 2.1 out of 7.5 |
| Percent Proficient English Language Arts | $45.5 \%$ | 3.4 out of 7.5 |
| Average Performance Level Mathematics | 1.7 | 3.3 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.4 | 4.5 out of 7.5 |
|  | 13.3 <br> EARNED POINTS |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $89.2 \%$ | 8.9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $90.6 \%$ | 4.5 out of 5.0 |

13.4

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $33.3 \%$ | 3.3 out of 10.0 |

## 3.3 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| 6.7 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 80.5\% | 3 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 74.5\% | 3.7 out of 5.0 |
|  |  |  | 6.7 |
| $\mathbf{I}$ I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 16.7 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 69.6\% | 5 out of 15.0 |
|  | School Survey - Student | 3.1 | 2.1 out of 7.0 |
|  | School Survey - Educator | 4.5 | 1.3 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 82.6\% | 8.3 out of 10.0 |
|  |  |  | $\begin{gathered} 16.7 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS |  |  |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 35) | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V = Met $=$ Not Met


[^53]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Parkland Middle

Parkland Middle (0812)
4610 West Frankfort Dr
Grade Levels: Middle
Rockville, MD 20853-0000
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.0 | $\boldsymbol{x}$ | ( |
| Academic Progress | 35.0 | 17.8 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 1.7 | * | ( |
| School Quality and Student Success | 35.0 | 23.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 51.3 |  |  |

$$
\frac{\text { Total Earned Points: } 51.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $14.4 \%$ | 0.7 out of 5.0 |
| Percent Proficient English Language Arts | $42.3 \%$ | 2.1 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 2.9 out of 5.0 |

## 8.0 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $25.2 \%$ | 0.9 out of 3.5 |
| Percent Proficient Social Studies | $42.5 \%$ | 1.5 out of 3.5 |
| Student Growth Percentile Mathematics | 48.0 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $96.6 \%$ | 2.9 out of 3.0 |

17.8

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $17.4 \%$ | 1.7 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 86.4\% | 11 out of 15.0 |
|  | TS PO |  | School Survey - Student | 3.7 | 2.6 out of 7.0 |
|  |  |  | School Survey - Educator | 5.2 | 1.6 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 86.2\% | 8.6 out of 10.0 |
|  |  |  |  |  | $23.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: |
|  | $\boldsymbol{*}$ | Academic Achievement |
|  |  | Academic Progress |
|  | IMPROVEMENT | Progress in Achieving English Language Proficiency |
| I I I <br> 0 POINTS 32 65 POINTS | - |  |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ \text { OPOINTS } \end{gathered}$ | 18 | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 14.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 42.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 38.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 70.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 16.3 \% | ( | $\bigcirc$ | 53.6 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 27.3 \% | $\star$ | * |
| White | 39.7 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 67.6 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 28.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.0 \% | $\boldsymbol{*}$ | - |
| Students w/Disabilities | 6.8 \% | $\boldsymbol{*}$ | $\bigcirc$ | 5.5 \% | $\boldsymbol{\chi}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 8.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 6.2 \% | * | (2) | 31.7 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Pine Crest Elementary (0761) Grade Levels: Elementary

201 Woodmoor Dr

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.1 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 6.0 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 26.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 63.0 |  |  |

$\frac{\text { Total Earned Points: } 63.0}{\text { Total Points Possible: } 100.0}=\frac{62.9 \%}{\text { total Earne percint }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $42.2 \%$ | 2.1 out of 5.0 |
| Percent Proficient English Language Arts | $50.3 \%$ | 2.5 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

10.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 43.9\% | 2.2 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 53.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 44.0 | 5.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.2\% | 4.9 out of 5.0 |
|  |  |  |  |  | $20.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 85.2\% | 10.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 5.5 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 6.9 | 2.1 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 99.4\% | 9.9 out of 10.0 |
|  |  |  |  |  | $26.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 26 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 42.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 53.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 65.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 42.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 50.0\% | $\boldsymbol{x}$ | - |
| Hispanic/Latino | 18.8 \% | * | - | 28.6 \% | $\boldsymbol{x}$ | - |
| White | 78.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 82.4 \% | $\boldsymbol{x}$ | - |
| Two or more races | 75.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 80.0 \% | $\boldsymbol{x}$ | - |
| Students w/Disabilities | 17.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 24.6 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 11.4 \% | * | ( | 13.3 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 23.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 30.2 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Piney Branch Elementary (0749)
7510 Maple Ave
Grade Levels: Elementary
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.6 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 22.8 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | $\bigcirc$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 26.4 | na | $\bigcirc$ |
| TOTAL POINTS: | 100.0 | 68.8 |  |  |

$$
\frac{\text { Total Earned Points: } 68.8}{\text { Total Points Possible: } 100.0}=\frac{68.8 \%}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $56.5 \%$ | 2.8 out of 5.0 |
| Percent Proficient English Language Arts | $64.5 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

12.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 56.5\% | 2.8 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 51.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 69.7\% | 7 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.0 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 86.0\% | 11 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.6 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 5.0 | 1.5 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 56.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 64.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 61.1 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 77.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 39.1 \% | ( | $\checkmark$ | 47.6 \% | $\checkmark$ | ( |
| Hispanic/Latino | 22.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 29.4 \% | $\star$ | $\boldsymbol{*}$ |
| White | 81.5 \% | $\bigcirc$ | $\bigcirc$ | 87.4 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 62.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 77.8\% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 29.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 34.1 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | 14.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 20.3 \% | * | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 25.9 \% | $\bigcirc$ | $\bigcirc$ | 36.7 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Poolesville Elementary (0153)
Grade Levels: Elementary
County: Montgomery County

19565 Fisher Ave
Poolesville, MD 20837-2067
Phone: 240-740-5870

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.9 | - | - |
| Academic Progress | 35.0 | 25.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.7 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 24.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 72.7 |  |  |

$$
\frac{\text { Total Earned Points: } 72.7}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 64.8\% | 3.2 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 74.7\% | 3.7 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.3 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.9 | 3.6 out of 5.0 |
|  |  |  |  |  | $13.9$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $66.0 \%$ | 3.3 out of 5.0 |
| Student Growth Percentile Mathematics | 61.0 | 9 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 58.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.0 \%$ | 5 out of 5.0 |

25.3

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 8.7 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 87.0\% | 8.7 out of 10.0 |
|  |  |  | 8.7 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 76.4\% | 7.5 out of 15.0 |
|  |  |  | School Survey - Student | 7.1 | 5 out of 7.0 |
|  |  |  | School Survey - Educator | 7.9 | 2.4 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $24.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 64.8 \% | $\checkmark$ | $\checkmark$ | 74.7 \% | $\checkmark$ | $\checkmark$ |
| Asian | 85.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 85.7 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 53.3 \% | $\bigcirc$ | - | 62.1 \% | $\bigcirc$ | - |
| Hispanic/Latino | 53.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 63.4 \% | $\bigcirc$ | - |
| White | 64.6 \% | $\bigcirc$ | $\bigcirc$ | 77.9 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 76.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 72.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 35.7 \% | - | ( | 48.8\% | $\bigcirc$ | $\bigcirc$ |
| English Learner | 35.7 \% | $\checkmark$ | $\boldsymbol{*}$ | 45.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 34.5 \% | $\bigcirc$ | - | 52.8 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Poolesville High (0152)
Grade Levels: High Poolesville, MD 20837-2006
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

$\frac{\text { Total Earned Points: } 66.5}{\text { Total Points Possible: } 82.5}=\mathbf{8 0 . 5 \%}$

* Earned points may not equal total points due to rounding. $\square$ $=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $80.1 \%$ | 6 out of 7.5 |
| Percent Proficient English Language Arts | $84.3 \%$ | 6.3 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.2 | 6.1 out of 7.5 |
|  | 18.4 <br> EARNED POINTS |  |

## GRADUATION RATE

## ARE STUDENTS GRADUATING ON TIME?



| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $99.0 \%$ | 9.9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $99.7 \%$ | 5 out of 5.0 |
|  |  | $\mathbf{1 4 . 9}$ |
|  |  | EARNED POINTS |

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 80.1\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.1 | 3.6 out of 7.0 |
|  |  |  | School Survey - Educator | 6.1 | 1.8 out of 3.0 |
| $\underset{0 \text { POINTS }}{ }$ | 18 18 | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 94.3\% | 9.4 out of 10.0 |
|  |  |  |  |  | $23.8$ <br> EARNED POINTS |

[^54]HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |  |  |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 48) | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 80.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 84.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 96.5 \% | $\bigcirc$ | $\checkmark$ | 98.3 \% | $\checkmark$ | - |
| Black/African Amer. | 53.8 \% | $\boldsymbol{*}$ | $\otimes$ | 52.9 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 53.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 64.5 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 75.2 \% | $\boldsymbol{*}$ | $\bigcirc$ | 82.3 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 75.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.9 \% | $\bigcirc$ | (3) |
| Students w/Disabilities | 46.2 \% | $\checkmark$ | $\checkmark$ | 31.6 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 80.0 \% | $\checkmark$ | $\checkmark$ | 70.4 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 98.97\% | $\checkmark$ | $\boldsymbol{x}$ | 99.66\% | $\checkmark$ | $\boldsymbol{x}$ |
| Asian | 100.00\% | $\checkmark$ | * | 100.00\% | $\checkmark$ | $\times$ |
| White | 99.21\% | $\checkmark$ | $\boldsymbol{x}$ | 100.00\% | $\checkmark$ | $\boldsymbol{x}$ |

[^55]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Potomac Elementary (0601)
Grade Levels: Elementary
County: Montgomery County

10311 River Rd
Potomac, MD 20854
Phone: 240-740-4360

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.0 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 26.8 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 10.0 | $\bigcirc$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 27.2 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 79.1 |  |  |

$$
\frac{\text { Total Earned Points: } 79.1}{\text { Total Points Possible: } 100.0}=\quad 70.00
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 74.8\% | 3.7 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 80.0\% | 4 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.9 | 3.6 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 15.0 \\ \text { EARNED POINTS } \end{gathered}$ |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 66.3\% | 3.3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 69.0 | 10 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 58.5 | 8.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $26.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 10.0 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 100.0\% | 10 out of 10.0 |
|  |  |  | 10.0 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 84.0\% | 10.5 out of 15.0 |
|  | TS PP |  | School Survey - Student | 6.5 | 4.5 out of 7.0 |
|  |  |  | School Survey - Educator | 7.3 | 2.2 out of 3.0 |
| $\stackrel{I}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $27.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 74.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 80.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 86.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 86.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 57.9 \% | ( | (2) | 68.4 \% | ( | (2) |
| Hispanic/Latino | 62.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.8 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 71.8 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 80.0 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 73.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 78.3 \% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 23.5 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 35.3 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| English Learner | 62.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 62.5 \% | $\bigcirc$ | $\bigcirc$ | 66.7 \% | $\bigcirc$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Quince Orchard High (0125) aithersburg, MD 20878-3442

Phone: 240-740-3600

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 16.1 | $\star$ | * |
| Graduation Rate | 15.0 | 14.2 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 3.5 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.5 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 17.6 | na | ( |
| TOTAL POINTS: | 100.0 | 58.8 |  |  |

$\frac{\text { Total Earned Points: } 58.8}{\text { Total Points Possible: } 100.0}=\frac{58.8 \%}{\text { total Earned percent }}$

[^56]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $49.3 \%$ | 3.7 out of 7.5 |
| Percent Proficient English Language Arts | $52.5 \%$ | 3.9 out of 7.5 |
| Average Performance Level Mathematics | 1.9 | 3.5 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.6 | 4.9 out of 7.5 |

16.1

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $93.8 \%$ | 9.4 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $95.4 \%$ | 4.8 out of 5.0 |

14.2

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress $34.5 \%$ | 3.5 out of 10.0 |  |
| Towards Learning English |  |  |

## 3.5 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 84.2\% | 3.5 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 80.1\% | 4 out of 5.0 |
|  |  |  | 7.5 |
| $\mathbf{1}$ I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 65.8\% | 3.5 out of 15.0 |
| (TOTAL POINTS POSSIBLE: 35) | School Survey - Student | 4.9 | 3.5 out of 7.0 |
|  | School Survey - Educator | 5.5 | 1.7 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 90.1\% | 9 out of 10.0 |
|  |  |  | $17.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| ETOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\stackrel{I}{0}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{\chi}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |

## PERCENT PROFICIENT

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 49.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 52.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 72.9 \% | $\checkmark$ | $\checkmark$ | 67.9 \% | - | $\bigcirc$ |
| Black/African Amer. | 15.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 40.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 24.7 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 35.2 \% | $\star$ | $\boldsymbol{*}$ |
| White | 72.9 \% | $\checkmark$ | $\boldsymbol{*}$ | 63.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 55.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 52.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 27.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 35.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | 7.4 \% | * | $\checkmark$ | < $=5.0$ \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 26.0 \% | $\boldsymbol{*}$ | * | 39.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Me $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 93.81\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 95.45\% | $\checkmark$ | $\boldsymbol{x}$ |
| Asian | 93.55\% | * | $\boldsymbol{x}$ | 95.16\% | $\checkmark$ | ( |
| Black/African Amer. | 93.33\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 97.14\% | $\checkmark$ | - |
| Hispanic/Latino | 87.88\% | - | - | 90.30\% | - | - |
| White | 98.48\% | - | $\checkmark$ | 98.48\% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 82.98\% | * | $\boldsymbol{x}$ | 91.30\% | - | $\checkmark$ |
| English Learner | 71.93\% | * | ( | 76.27\% | ( | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 89.89\% | $\boldsymbol{*}$ | $\boldsymbol{x}$ | 96.63\% | - | - |

[^57]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rachel Carson Elementary
2022-2023 School Report Card

Rachel Carson Elementary (0159)
Grade Levels: Elementary
County: Montgomery County

100 Tschiffely Square Rd Gaithersburg, MD 20878-5630

Phone: 240-740-1840

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.9 | $\bigcirc$ | $\bullet$ |
| Academic Progress | 35.0 | 24.1 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.8 | $\bigcirc$ | $\star$ |
| School Quality and Student Success | 35.0 | 26.9 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 73.7 |  |  |

$$
\frac{\text { Total Earned Points: } 73.7}{\text { Total Points Possible: } 100.0}=\quad 3.70
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 73.5\% | 3.7 out of 5.0 |
|  | TS |  | Percent Proficient English Language Arts | 81.7\% | 4.1 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.9 | 3.7 out of 5.0 |
|  |  |  |  |  | $14.9$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 71.9\% | 3.6 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 53.5 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 56.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.1\% | 5 out of 5.0 |
|  |  |  |  |  | $24.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 73.5 \% | $\checkmark$ | $\checkmark$ | 81.7 \% | $\checkmark$ | $\checkmark$ |
| Asian | 87.5 \% | $\checkmark$ | $\checkmark$ | 96.4 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 47.6 \% | $\checkmark$ | $\checkmark$ | 76.2 \% | - | $\checkmark$ |
| Hispanic/Latino | 39.4 \% | $\boldsymbol{x}$ | - | 53.8 \% | - | - |
| White | 84.9 \% | $\checkmark$ | $\checkmark$ | 88.6 \% | $\checkmark$ | $\checkmark$ |
| Two or more races | 76.7 \% | $\boldsymbol{x}$ | - | 80.0\% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | 48.4 \% | $\checkmark$ | $\checkmark$ | 58.1 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 38.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 54.7 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 36.9 \% | $\checkmark$ | $\checkmark$ | 58.5 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Redland Middle

Redland Middle (0562)
6505 Muncaster Mill Rd
Grade Levels: Middle Rockville, MD 20855-1539
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.6 | $x$ | - |
| Academic Progress | 35.0 | 18.0 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.6 | $\boldsymbol{x}$ | (x) |
| School Quality and Student Success | 35.0 | 21.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 49.3 |  |  |

$\frac{\text { Total Earned Points: } 49.3}{\text { Total Points Possible: } 100.0}=4$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.9 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $48.0 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 8.6 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $22.2 \%$ | 0.8 out of 3.5 |
| Percent Proficient Social Studies | $39.0 \%$ | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 46.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $94.7 \%$ | 2.8 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $15.6 \%$ | 1.6 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $75.6 \%$ | 7 out of 15.0 |
| School Survey - Student | 4.5 | 3.1 out of 7.0 |
| School Survey - Educator | 6.5 | 2 out of 3.0 |
| Access to Well Rounded Curriculum | $91.5 \%$ | 9.2 out of 10.0 |

21.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 48.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 27.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 62.5 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 10.8 \% | ( | - | 39.6 \% | - | (2) |
| Hispanic/Latino | 8.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 37.8 \% | $\bigcirc$ | $\checkmark$ |
| White | 32.4 \% | $\otimes$ | $\bigcirc$ | 70.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 15.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 51.3 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | < 5.0 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 8.5 \% | (2) | $\boldsymbol{\otimes}$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 14.8 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 9.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 37.0\% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Richard Montgomery High
2022-2023 School Report Card
3 OUT OF 5 STARS

Richard Montgomery High (0201)
Grade Levels: High
County: Montgomery County

250 Richard Montgomery Dr
Rockville, MD 20852-1147
Phone: 240-740-6100

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 19.0 | * | $\otimes$ |
| Graduation Rate | 15.0 | 14.1 | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.8 | ( | * |
| Readiness for Post-Secondary Success | 10.0 | 7.8 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 14.6 | na | ( |
| TOTAL POINTS: | 100.0 | 58.3 |  |  |

$\frac{\text { Total Earned Points: } 58.3}{\text { Total Points Possible: } 100.0}=\frac{58.30}{\text { total earned percent }}$

[^58]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $59.5 \%$ | 4.5 out of 7.5 |
| Percent Proficient English Language Arts | $70.8 \%$ | 5.3 out of 7.5 |
| Average Performance Level Mathematics | 1.9 | 3.6 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.0 | 5.7 out of 7.5 |
|  | 19.0 <br> EARNED POINTS |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $94.1 \%$ | 9.4 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $94.6 \%$ | 4.7 out of 5.0 |

14.1

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $2.8$ <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 27.7\% | 2.8 out of 10.0 |
|  |  |  | $2.8$ <br> EARNED POINTS |
| 1 I  <br> I POINTS 5 10 POINTS |  |  |  |

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 14.6 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 60.4\% | 1.5 out of 15.0 |
|  | School Survey - Student | 4.3 | 3 out of 7.0 |
|  | School Survey - Educator | 4.9 | 1.5 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 86.8\% | 8.7 out of 10.0 |
|  |  |  | $14.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

| 44 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) |  |  | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: <br> Academic Achievement <br> Graduation Rate |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | $\boldsymbol{*}$ |  |
|  |  |  | IMPROVEMENT |  |
|  |  |  |  |  |
|  | $\begin{gathered} 1 \\ 32 \end{gathered}$ | 65 POINTS | $\boldsymbol{*}$ | Readiness for Post-Secondary Success |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


ALL TARGET(S) MET
n/a

IMPROVEMENT
$\boldsymbol{x}$

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Students not Chronically Absent
School Survey - Student
School Survey - Educator
Access to Well Rounded Curriculum

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 70.8 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 87.0 \% | $\checkmark$ | $\boldsymbol{*}$ | 86.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Black/African Amer. | 42.3 \% | ( | $\bigcirc$ | 60.9 \% | - | $\otimes$ |
| Hispanic/Latino | 22.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 48.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 74.1 \% | $\otimes$ | $\checkmark$ | 78.7 \% | * | $\otimes$ |
| Two or more races | 70.0 \% | $\checkmark$ | $\checkmark$ | 91.2 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 25.0 \% | * | $\bigcirc$ | 28.9 \% | * | $\checkmark$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 8.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 27.9 \% | (2) | $\checkmark$ | 56.2 \% | - | (2) |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $\qquad$ $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE

|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate (HIGH GRADE SPAN) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 94.08\% | $\checkmark$ | $\checkmark$ | 94.57\% | $\boldsymbol{x}$ | * |
| Asian | 100.00\% | - | - | 100.00\% | - | $\checkmark$ |
| Black/African Amer. | 95.96\% | $\checkmark$ | $\checkmark$ | 95.05\% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 81.69\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 83.80\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 98.40\% | - | $\checkmark$ | 98.92\% | - | $\checkmark$ |
| Two or more races | 90.91\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 90.91\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 92.86\% | $\checkmark$ | $\checkmark$ | 90.91\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 64.91\% | * | $\boldsymbol{x}$ | 68.97\% | $\boldsymbol{x}$ | $\times$ |
| Econ. Disadvantaged | 87.72\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 89.66\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |

[^59]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Ridgeview Middle

Ridgeview Middle (0105)
Grade Levels: Middle Gaithersburg, MD 20878-2054
County: Montgomery County
Phone: 240-740-3330

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.9 | $x$ | * |
| Academic Progress | 35.0 | 17.0 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.4 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 17.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 44.8 |  |  |

$\frac{\text { Total Earned Points: } 44.8}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $20.8 \%$ | 1 out of 5.0 |
| Percent Proficient English Language Arts | $48.1 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 8.9 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $34.5 \%$ | 1.2 out of 3.5 |
| Percent Proficient Social Studies | $45.3 \%$ | 1.6 out of 3.5 |
| Student Growth Percentile Mathematics | 48.0 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 40.0 | 5 out of 12.5 |
| Credit for Well Rounded Curriculum | $90.7 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $14.1 \%$ | 1.4 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 20.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 48.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 40.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 73.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | < $=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 31.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 5.2 \% | * | - | 22.8 \% | $\boldsymbol{x}$ | * |
| White | 34.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 66.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Two or more races | 28.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 69.0 \% | $\checkmark$ | - |
| Students w/Disabilities | 13.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 25.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | <= 5.0 \% | * | $\boldsymbol{x}$ | 7.3 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 6.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 20.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Richie Park Elementary (0227)
Grade Levels: Elementary
County: Montgomery County

1514 Duster Rd
Rockville, MD 20854-0000
Phone: 240-740-6310

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 70.3}{\text { Total Points Possible: } 100.0}=70.30
$$

[^60]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $70.0 \%$ | 3.5 out of 5.0 |
| Percent Proficient English Language Arts | $77.4 \%$ | 3.9 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

14.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 63.6\% | 3.2 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 54.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 44.0 | 5.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 81.3\% | 8.1 out of 10.0 |
|  |  |  | 8.1 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 84.2\% | 10.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.4 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 7.7 | 2.3 out of 3.0 |
| $\underset{\substack{\text { I } \\ 0 \text { POINTS }}}{ }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
|  |  | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 70.0 \% | $\checkmark$ | $\checkmark$ | 77.4 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 72.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 77.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Black/African Amer. | 40.0 \% | $\bigcirc$ | $\boldsymbol{*}$ | 56.0 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 72.0\% | - | $\checkmark$ | 68.0 \% | $\bigcirc$ | $\bigcirc$ |
| White | 75.3 \% | $\checkmark$ | $\checkmark$ | 84.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Two or more races | 76.9 \% | $\checkmark$ | $\checkmark$ | 84.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 31.8\% | $\bigcirc$ | $\boldsymbol{*}$ | 40.9 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | 41.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 38.5 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 39.1 \% | $\bigcirc$ | $\checkmark$ | 63.6 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

4 OUT OF 5 STARS
2022-2023 School Report Card

Robert Frost Middle School (0237)
Grade Levels: Middle
County: Montgomery County

9201 Scott Dr Rockville, MD 20850-3441

Phone: 301-279-3949

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.4 | $\boldsymbol{*}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 23.6 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.7 | $\boldsymbol{*}$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 21.9 | na | $\star$ |
| TOTAL POINTS: | 100.0 | 65.6 |  |  |

$\frac{\text { Total Earned Points: } 65.6}{\text { Total Points Possible: } 100.0}=\frac{65.6 \%}{\text { total Earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $54.1 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $78.8 \%$ | 3.9 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.9 | 3.6 out of 5.0 |

13.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $51.3 \%$ | 1.8 out of 3.5 |
| Percent Proficient Social Studies | $69.9 \%$ | 2.4 out of 3.5 |
| Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 58.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.4 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $66.7 \%$ | 6.7 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 90.2\% | 12.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.7 | 3.3 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 41.7\% | 4.2 out of 10.0 |
|  |  |  |  |  | $21.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 54.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 78.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 74.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 90.2 \% | - | $\boldsymbol{x}$ |
| Black/African Amer. | 18.9 \% | $\boldsymbol{x}$ | - | 51.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 28.3 \% | $\boldsymbol{x}$ | - | 59.3 \% | $\boldsymbol{x}$ | - |
| White | 49.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 80.8 \% | - | $\checkmark$ |
| Two or more races | 57.4 \% | $\boldsymbol{x}$ | , | 77.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 18.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 31.1 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 25.9 \% | $\boldsymbol{x}$ | (8) | 41.5 \% | $\checkmark$ | - |
| Econ. Disadvantaged | 22.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.5 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Roberto W. Clemente Middle (0157)
Grade Levels: Middle
County: Montgomery County

18808 Waring Station Rd Germantown, MD 20874-0000 Phone: 301-284-4750

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 9.0 | $\mathbf{~ I M P R O V E M E N T ~}$ |
| Academic Progress | 35.0 | 18.6 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ |  |
| School Quality and Student Success | 35.0 | 2.8 | $\mathbf{x}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | 18.8 | $\mathbf{8}$ |

$\frac{\text { Total Earned Points: } 49.3}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $22.9 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $48.0 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.1 out of 5.0 |

## 9.0 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: |
| Percent Proficient Science | 30.4\% | 1.1 out of 3.5 |
| Percent Proficient Social Studies | 39.8\% | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics | 50.0 | 7 out of 12.5 |
| Student Growth Percentile English Language Arts | 48.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | 89.5\% | 2.7 out of 3.0 |
|  |  | $18.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $28.1 \%$ | 2.8 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 79.0\% | 8.5 out of 15.0 |
|  | TS |  | School Survey - Student | 4.0 | 2.8 out of 7.0 |
|  |  |  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| $\frac{1}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 59.8\% | 6 out of 10.0 |
|  |  |  |  |  | $18.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 22.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 48.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 65.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 87.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 9.9 \% | ( | - | 38.8 \% | $\bigcirc$ | - |
| Hispanic/Latino | 7.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 29.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 36.0 \% | $\otimes$ | $\bigcirc$ | 68.3 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 34.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 48.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 5.7 \% | $\boldsymbol{\otimes}$ | (\%) | 10.4 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 9.4 \% | * | * |
| Econ. Disadvantaged | 11.0 \% | ( | - | 32.5 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rock Creek Forest Elementary (0773) Grade Levels: Elementary County: Montgomery County

8330 Grubb Road
Chevy Chase, MD 20815-3021
Phone: 240-839-3201

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 75.7}{\text { Total Points Possible: } 100.0}=75.6 \%
$$

[^61]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $63.3 \%$ | 3.2 out of 5.0 |
| Percent Proficient English Language Arts | $71.4 \%$ | 3.6 out of 5.0 |
| Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

13.6

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 63.2\% | 3.2 out of 5.0 |
|  | 5 PO |  | Student Growth Percentile Mathematics | 62.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 57.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.2\% | 4.9 out of 5.0 |
|  |  |  |  |  | $25.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 77.7\% | 7.8 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.8 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 87.1\% | 11.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 7.4 | 5.2 out of 7.0 |
|  |  |  | School Survey - Educator | 8.7 | 2.6 out of 3.0 |
| $0 \text { POINTS }$ | 18 | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 99.1\% | 9.9 out of 10.0 |
|  |  |  |  |  | $29.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.3 \% | $\checkmark$ | $\checkmark$ | 71.4 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 43.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 65.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 54.9 \% | $\bigcirc$ | $\bigcirc$ | 62.0 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 58.1 \% | - | $\checkmark$ | 63.8\% | $\bigcirc$ | $\bigcirc$ |
| White | 78.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 88.8 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 64.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 44.2 \% | $\bigcirc$ | $\bigcirc$ | 25.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | 31.5 \% | $\checkmark$ | $\checkmark$ | 18.9 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 45.2 \% | $\bigcirc$ | $\checkmark$ | 45.2 \% | $\bigcirc$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rock Creek Valley Elementary (0819)
Grade Levels: Elementary
5121 Russett Rd

County: Montgomery County

Rockville, MD 20853-2550
Phone: 240-740-1240

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 63.1}{\text { Total Points Possible: } 100.0}=
$$

[^62]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $42.3 \%$ | 2.1 out of 5.0 |
| Percent Proficient English Language Arts | $47.2 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

10.4

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 45.3\% | 2.3 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 63.0 | 9 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 35.0 | 4 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 78.8\% | 7.9 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.9 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ \text { OPOINTS } \end{gathered}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 42.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 47.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 48.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 44.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 42.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 57.1 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 23.4 \% | $\boldsymbol{x}$ | - | 29.7 \% | $x$ | - |
| White | 59.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 65.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 16.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 23.8 \% | $\boldsymbol{x}$ | * |
| English Learner | 11.6 \% | * | $\checkmark$ | 15.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 19.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 24.0 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rock Terrace School (0916)
Grade Levels: Middle/High County: Montgomery County

11400 Marcliff Rd
Rockville, MD 20852
Phone: 240-740-4650

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement (M/H) | 20.0 / 30.0 | $6.9 / 8.2$ | $\boldsymbol{x} / \bigcirc$ | $\checkmark$ Ina |
| Graduation Rate (M/H) | na / na | na / na | na / na | na/na |
| Academic Progress (M/H) | na / na | na/na | na/na | na/na |
| Progress in Achieving English Language Proficiency (M/H) | na / na | na / na | na / na | na / na |
| Readiness for Post-Secondary Success (M/H) | na/ 5.0 | na / 1.0 | na / na | na / $\boldsymbol{x}$ |
| School Quality and Student Success (M/H) | 18.0 / 35.0 | 2.9 / 11.8 | na / na | $\boldsymbol{x} / \boldsymbol{x}$ |
| TOTAL POINTS: | 38.0 / 70.0 | 9.8/20.9 |  |  |

Total Earned Points: $(9.8+20.9) 30.7=10$
Total Points Possible: $(38.0+70.0) 108.0$
TOTAL EARNED PERCENT

[^63]
## MIDDLE GRADE SPAN

## ACADEMIC ACHIEVEMENT (M)

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 20.0\% | 1 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 30.0\% | 1.5 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 1.5 | 1.9 out of 5.0 |
| OPOINTS | $\stackrel{1}{10}$ | $20 \text { PoINTS }$ | Average Performance Level English Language Arts | 2.0 | 2.5 out of 5.0 |
|  |  |  |  |  | $6.9$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

There is insufficient data to provide accountability results for this school.

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

## SCHOOL QUALITY AND STUDENT SUCCESS $\mathbb{M}$

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |
| :---: | :---: | :---: | :---: |
| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 18) |  |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 20) | ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |
| :---: | :---: | :--- |
| EARNED POINTS |  |  |
| (TOTAL POINTS POSSIBLE: 18) | n/a |  |

## PERCENT PROFICIENT

| h | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MIDDLE GRADE SPAN | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 20.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 30.0 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Students w/Disabilities | 20.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 30.0 \% | $\boldsymbol{*}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V = Met $\boldsymbol{x}=$ $=$ Not Met

HIGH GRADE SPAN

## ACADEMIC ACHIEVEMENT H

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| - | Percent Proficient Mathematics | 18.2\% | 1.4 out of 7.5 |
| (TOTAL POINTS POSSIBLE: 30) | Percent Proficient English Language Arts | 9.1\% | 0.7 out of 7.5 |
|  | Average Performance Level Mathematics | 1.7 | 3.2 out of 7.5 |
| l I I <br> 0 POINTS 15 30 POINTS | Average Performance Level English Language Arts | 1.5 | 2.9 out of 7.5 |
|  |  |  | $\begin{gathered} 8.2 \\ \text { EARNED POINTS } \end{gathered}$ |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

There is insufficient data to provide accountability results for this school.

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

## READINESS FOR POST-SECONDARY SUCCESS $\dagger$

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| - | Credit for Well Rounded Curriculum | 0.0\% | 1 out of 5.0 |
| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 5) <br> - I $\qquad$ |  |  | $1.0$ <br> EARNED POINTS |
|  |  |  |  |

## SCHOOL QUALITY AND STUDENT SUCCESS 방

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


[^64]HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 20) | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: |
|  | $\boldsymbol{x}$ | Academic Achievement |
|  | IMPROVEMENT |  |
| I I I <br> 0 POINTS 10 20 POINTS | $\checkmark$ |  |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


## PERCENT PROFICIENT



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. $\boldsymbol{v}=$ Met $x=$ $=$ Not Met

There is insufficient data to provide accountability results for this school.

* Only Student groups with 30 or more students are reported. Student groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners.$=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rock View Elementary (0795)
Grade Levels: Elementary
County: Montgomery County

3901 Denfeld Ave
Kensington, MD 20895-0000
Phone: 240-740-0920

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 8.6 | $\mathbf{~ I M P R O V E M E N T ~}$ |
| Academic Progress | 35.0 | 17.9 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 5.4 | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | 19.3 | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{5 1 . 1}$ | $\mathbf{8}$ |

$$
\frac{\text { Total Earned Points: } 51.1}{\text { Total Points Possible: } 100.0}=\frac{51.10}{\text { TOTAL EARNED PERCENT }}
$$

[^65]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $32.1 \%$ | 1.6 out of 5.0 |
| Percent Proficient English Language Arts | $33.7 \%$ | 1.7 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

8.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $67.7 \%$ | 4 out of 15.0 |
| School Survey - Student | 5.2 | 3.6 out of 7.0 |
| School Survey - Educator | 5.5 | 1.7 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

19.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 32.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 33.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 69.7 \% | $\checkmark$ | $\checkmark$ | 69.7 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 20.8 \% | $\otimes$ | $\bigcirc$ | 16.7 \% | $\boldsymbol{*}$ | $\otimes$ |
| Hispanic/Latino | 15.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 16.9 \% | $\otimes$ | $\boldsymbol{*}$ |
| White | 54.7 \% | ( | $\bigcirc$ | 60.8 \% | ( | $\bigcirc$ |
| Two or more races | 30.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 30.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 13.0\% | $\otimes$ | $\bigcirc$ | 8.7 \% | $\boldsymbol{*}$ | $\times$ |
| English Learner | 8.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 5.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.5 \% | * | ( | 15.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rockville High

Rockville High (0230)
Grade Levels: High Rockville, MD 20851-0000
County: Montgomery County
Phone: 240-740-6600

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 16.8 | * | $\checkmark$ |
| Graduation Rate | 15.0 | 12.7 | * | * |
| Progress in Achieving English Language Proficiency | 10.0 | 3.6 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 7.2 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 17.9 | na | * |
| TOTAL POINTS: | 100.0 | 58.2 |  |  |

$\frac{\text { Total Earned Points: } 58.2}{\text { Total Points Possible: } 100.0}=\frac{58.20}{\text { total earned percent }}$

[^66]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $35.5 \%$ | 2.7 out of 7.5 |
| Percent Proficient English Language Arts | $65.5 \%$ | 4.9 out of 7.5 |
| Average Performance Level Mathematics | 2.1 | 4 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.8 | 5.3 out of 7.5 |

16.8

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $83.9 \%$ | 8.4 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $86.7 \%$ | 4.3 out of 5.0 |

12.7

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress $36.5 \%$ | 3.6 out of 10.0 |  |
| Towards Learning English |  |  |

## 3.6 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 17.9 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 67.8\% | 4 out of 15.0 |
|  | School Survey - Student | 4.8 | 3.4 out of 7.0 |
|  | School Survey - Educator | 6.1 | 1.8 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 86.5\% | 8.6 out of 10.0 |
|  |  |  | $17.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\stackrel{I}{0}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{x}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE


[^67]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rocky Hill Middle

Rocky Hill Middle (0707)
Grade Levels: Middle Clarksburg, MD 20871-0000
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.8 | $\boldsymbol{*}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 17.1 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.6 | $\boldsymbol{*}$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 17.1 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | $100.0$ | 44.6 |  |  |

$\frac{\text { Total Earned Points: } 44.6}{\text { Total Points Possible: } 100.0}=\frac{4.6 \%}{\text { total Earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{\chi}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.7 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $46.8 \%$ | 2.3 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 8.8 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $28.8 \%$ | 1 out of 3.5 |
| Percent Proficient Social Studies | $41.0 \%$ | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics | 48.0 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 43.5 | 5.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $87.6 \%$ | 2.6 out of 3.0 |

17.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $15.9 \%$ | 1.6 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $76.5 \%$ | 7.5 out of 15.0 |
| School Survey - Student | 3.7 | 2.6 out of 7.0 |
| School Survey - Educator | 3.4 | 1 out of 3.0 |
| Access to Well Rounded Curriculum | $60.5 \%$ | 6 out of 10.0 |

17.1 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 21.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 46.8 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 48.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 83.7 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 11.5 \% | ( | ( | 32.9 \% | * | - |
| Hispanic/Latino | 7.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 28.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 35.3 \% | $\otimes$ | $\bigcirc$ | 61.0 \% | $\boldsymbol{*}$ | * |
| Two or more races | 30.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 55.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | < 5.0 \% | ( | $\bigcirc$ | 9.6 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 13.3 \% | * | $\checkmark$ |
| Econ. Disadvantaged | 6.4 \% | ( | ( | 24.0 \% | $\boldsymbol{*}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rolling Terrace Elementary (0771) Grade Levels: Elementary County: Montgomery County

705 Bayfield St
Takoma Park, MD 20912-7307
Phone: 240-740-1950

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.1 | $\boldsymbol{*}$ | $\checkmark$ |
| Academic Progress | 35.0 | 15.9 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | $\checkmark$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 22.2 | na | $\otimes$ |
| TOTAL POINTS: | 100.0 | 50.9 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{5 0 . 9}}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{50.90}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $14.2 \%$ | 0.7 out of 5.0 |
| Percent Proficient English Language Arts | $16.0 \%$ | 0.8 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 1.9 | 2.3 out of 5.0 |

6.1 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 8.5\% | 0.4 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 46.0 | 6 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 39.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 15.9 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.8 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.4\% | 6.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.9 | 4.1 out of 7.0 |
|  |  |  | School Survey - Educator | 5.0 | 1.5 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 14.2 \% | $\boldsymbol{x}$ | - | 16.0 \% | $\boldsymbol{x}$ | - |
| Black/African Amer. | 22.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 8.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 10.6 \% | $\boldsymbol{x}$ | $\checkmark$ |
| White | 76.5 \% | $\boldsymbol{x}$ | - | 70.6 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Students w/Disabilities | < $=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | $<=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 8.2 \% | $\boldsymbol{x}$ | - | 9.7 \% | $x$ | - |
| Econ. Disadvantaged | 9.2 \% | $\boldsymbol{x}$ | - | 12.1 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

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## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

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## Graduation Rate

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2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

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## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rosa M. Parks Middle (0155)
19200 Olney Mill Rd
Grade Levels: Middle
Olney, MD 20832-0000
County: Montgomery County
Phone: 240-740-3300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.3}{\text { Total Points Possible: } 100.0}=\quad 5.30
$$

[^68]
## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.5 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $60.6 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

9.9

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $38.3 \%$ | 1.3 out of 3.5 |
| Percent Proficient Social Studies | $55.6 \%$ | 1.9 out of 3.5 |
| Student Growth Percentile Mathematics 52.0 7 out of 12.5 <br> Student Growth Percentile English <br> Language Arts 41.0 5 out of 12.5 <br> Credit for Well Rounded Curriculum $96.0 \%$ 2.9 out of 3.0 | 18.2 <br> EARNED POINTS |  |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $10.3 \%$ | 1 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.7\% | 10 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.3 | 3.7 out of 7.0 |
|  |  |  | School Survey - Educator | 7.6 | 2.3 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 82.2\% | 8.2 out of 10.0 |
|  |  |  |  |  | $24.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 21.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 60.6 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 41.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 78.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 15.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 53.2 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 8.3 \% | * | - | 41.9 \% | $\boldsymbol{x}$ | * |
| White | 23.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 64.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Two or more races | 18.5 \% | $\boldsymbol{x}$ | , | 59.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | < $=5.0$ \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 18.8\% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | <= $5.0 \%$ | $\boldsymbol{x}$ | (x) | 12.5 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 7.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 40.5 \% | - | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Rosemont Elementary (0555)
Grade Levels: Elementary
County: Montgomery County

16400 Alden Ave
Gaithersburg, MD 20877-0000
Phone: 240-740-7180

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.9 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 22.5 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 5.8 | $x$ | ( |
| School Quality and Student Success | 35.0 | 17.0 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 54.3 |  |  |

$\frac{\text { Total Earned Points: } 54.3}{\text { Total Points Possible: } 100.0}=\frac{54.2 \%}{\text { total Earned prgcent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $28.0 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $39.1 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

8.9

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $21.0 \%$ | 1 out of 5.0 |
| Student Growth Percentile Mathematics | 59.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 57.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

22.5

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - 0 | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 58.2\% | 5.8 out of 10.0 |
| I |  |  | $5.8$ <br> EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $62.0 \%$ | 2 out of 15.0 |
| School Survey - Student | 4.9 | 3.4 out of 7.0 |
| School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) METn/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\stackrel{1}{0} \mathrm{I}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 28.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 39.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 50.0 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 57.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 27.3 \% | ( | $\checkmark$ | 42.9 \% | ( | $\bigcirc$ |
| Hispanic/Latino | 17.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 27.4 \% | ( | - |
| White | 69.2 \% | $\bigcirc$ | $\bigcirc$ | 83.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 57.1 \% | $\checkmark$ | $\checkmark$ | 57.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 9.1 \% | $\pm$ | $\bigcirc$ | 19.0\% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 10.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 19.4 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Econ. Disadvantaged | 25.0 \% | ( | $\bigcirc$ | 35.9 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## S. Christa McAuliffe Elementary <br> 2022-2023 School Report Card

3 OUT OF 5 STARS
S. Christa McAuliffe Elementary (0110)

12500 Wisteria Dr
Grade Levels: Elementary Germantown, MD 20874-5338
County: Montgomery County
Phone: 240-740-4920

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 7.6 | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 15.7 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ |  |
| School Quality and Student Success | 35.0 | 7.1 | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | 19.6 | $\mathbf{x}$ |

$\frac{\text { Total Earned Points: } \mathbf{5 0 . 0}}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $16.3 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $32.4 \%$ | 1.6 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

7.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 14.8\% | 0.7 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 43.0 | 5.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 37.0 | 4.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $15.7$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.7 \%$ | 7.1 out of 10.0 |

7.1 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 70.6\% | 5 out of 15.0 |
|  | NTS |  | School Survey - Student | 5.0 | 3.5 out of 7.0 |
|  |  |  | School Survey - Educator | 3.6 | 1.1 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $19.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 16.3 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 32.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 30.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 38.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 7.4 \% | ( | ( | 32.5 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 16.7 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 31.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 32.0 \% | $\otimes$ | $\bigcirc$ | 33.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 17.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 29.4 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Students w/Disabilities | 13.0\% | ( | $\checkmark$ | 17.4 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | 9.2 \% | $\boldsymbol{*}$ | $\bigcirc$ | 21.1 \% | * | - |
| Econ. Disadvantaged | 11.6 \% | ( | ( | 27.0 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sargent Shriver Elementary (0779)
Grade Levels: Elementary
County: Montgomery County

12518 Greenly St
Silver Spring, MD 20906
Phone: 240-740-6330

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.4 | * | * |
| Academic Progress | 35.0 | 15.7 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.6 | - | ( |
| School Quality and Student Success | 35.0 | 20.4 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 50.1 |  |  |

$$
\frac{\text { Total Earned Points: } 50.1}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $16.3 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $31.4 \%$ | 1.6 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.7 out of 5.0 |

7.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 15.2\% | 0.8 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 41.0 | 5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 41.0 | 5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.1\% | 5 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 15.7 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $66.3 \%$ | 6.6 out of 10.0 |

## 6.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 69.4\% | 5 out of 15.0 |
|  | TS |  | School Survey - Student | 5.5 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 5.2 | 1.6 out of 3.0 |
| $\stackrel{\text { I }}{0} \mathrm{PO}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $20.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 16.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 31.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 47.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 71.4 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 36.6 \% | $\boldsymbol{x}$ | - | 61.0\% | - | $\checkmark$ |
| Hispanic/Latino | 9.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 20.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | $<=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 7.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 7.7 \% | ( | $x$ | 14.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 15.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 30.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Seneca Valley High (0104)
Grade Levels: High
19401 Crystal Rock Dr
County: Montgomery County Germantown, MD 20874-1599

Phone: 240-740-6400

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 13.6 | $\times$ | $\times$ |
| Graduation Rate | 15.0 | 13.2 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.6 | ( | ( |
| Readiness for Post-Secondary Success | 10.0 | 5.9 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 13.2 | na | ( |
| TOTAL POINTS: | 100.0 | 48.5 |  |  |

$\frac{\text { Total Earned Points: } 48.5}{\text { Total Points Possible: } 100.0}=$

[^69]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.3 \%$ | 1.6 out of 7.5 |
| Percent Proficient English Language Arts | $50.6 \%$ | 3.8 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.4 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.6 | 4.8 out of 7.5 |
|  | 13.6 |  |
| EARNED POINTS |  |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $87.2 \%$ | 8.7 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $90.3 \%$ | 4.5 out of 5.0 |

13.2

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $26.2 \%$ | 2.6 out of 10.0 |
| Towards Learning English |  |  |

## 2.6 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 67.6\% | 2 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 78.1\% | 3.9 out of 5.0 |
|  |  |  | 5.9 |
| I I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| $9 ?$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 56.3\% | 1 out of 15.0 |
| (TOTAL POINTS POSSIBLE: 35) | School Survey - Student | 4.3 | 3 out of 7.0 |
|  | School Survey - Educator | 5.4 | 1.6 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 75.7\% | 7.6 out of 10.0 |
|  |  |  | $13.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  | EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | LL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT |  |
|  |  |  |  | School Survey - Student |
|  | 18 | $\stackrel{\text { I }}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.$=$ Met =Not Met

ADJUSTED COHORT GRADUATION RATE


[^70]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sequoyah Elementary (0565)
Grade Levels: Elementary
17301 Bowie Mill Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.8 | $x$ | $x$ |
| Academic Progress | 35.0 | 22.7 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 21.6 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 61.9 |  |  |

$$
\frac{\text { Total Earned Points: } 61.9}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $41.5 \%$ | 2.1 out of 5.0 |
| Percent Proficient English Language Arts | $53.3 \%$ | 2.7 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.5 | 3.2 out of 5.0 |

10.8

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 30.4\% | 1.5 out of 5.0 |
|  | TS |  | Student Growth Percentile Mathematics | 73.0 | 11 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 82.6\% | 4.1 out of 5.0 |
|  |  |  |  |  | $22.7$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $68.0 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 70.4\% | 5 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.7 | 4.7 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\stackrel{\text { I }}{0} \mathrm{PO}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $21.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 41.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 53.3 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 45.5 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 63.6 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 34.6 \% | ( | (2) | 42.3 \% | ( | ( |
| Hispanic/Latino | 23.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 35.0 \% | $\star$ | $\boldsymbol{*}$ |
| White | 73.2 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 82.9 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 61.5 \% | $\checkmark$ | $\checkmark$ | 76.9 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | < 5.0 \% | (1) | $\boldsymbol{*}$ | 9.4 \% | * | $\boldsymbol{\otimes}$ |
| English Learner | 12.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 24.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 23.6 \% | ( | $\bigcirc$ | 33.3 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Seven Locks Elementary (0603)
9500 Seven Locks Road
Grade Levels: Elementary
Bethesda, MD 20817
County: Montgomery County
Phone: 240-740-0940

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.9 | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Academic Progress | 35.0 | 27.9 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 9.3 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 29.3 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 82.4 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{8 2 . 4}}{\text { Total Points Possible: } 100.0}=\frac{1020}{\text { total Earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $77.7 \%$ | 3.9 out of 5.0 |
| Percent Proficient English Language Arts | $88.2 \%$ | 4.4 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.1 | 3.9 out of 5.0 |

15.9 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 68.7\% | 3.4 out of 5.0 |
|  | NTS P |  | Student Growth Percentile Mathematics | 67.0 | 10 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 64.0 | 9.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $27.9$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 92.9\% | 9.3 out of 10.0 |
| , |  |  | 9.3 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 89.8\% | 12.5 out of 15.0 |
|  |  |  | School Survey - Student | 6.8 | 4.7 out of 7.0 |
|  |  |  | School Survey - Educator | 6.9 | 2.1 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $29.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 77.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 88.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 86.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 93.2 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Black/African Amer. | 70.0 \% | ( | ( | 80.0 \% | - | (2) |
| Hispanic/Latino | 70.6 \% | $\checkmark$ | $\checkmark$ | 82.4 \% | $\checkmark$ | $\boldsymbol{*}$ |
| White | 74.7 \% | $\otimes$ | $\bigcirc$ | 86.6 \% | $\bigcirc$ | $\star$ |
| Two or more races | 81.8\% | $\boldsymbol{*}$ | $\checkmark$ | 100.0\% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 43.5 \% | $\boldsymbol{*}$ | $\otimes$ | 60.9 \% | $\bigcirc$ | (2) |
| English Learner | 41.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 80.0 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 38.5 \% | $\bigcirc$ | ( | 69.2 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Shady Grove Middle (0521)
8100 Midcounty Hgwy
Grade Levels: Middle Gaithersburg, MD 20877-0000
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.9 | $x$ | $x$ |
| Academic Progress | 35.0 | 18.3 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.3 | $\boldsymbol{x}$ | (8) |
| School Quality and Student Success | 35.0 | 19.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 47.3 |  |  |

$$
\frac{\text { Total Earned Points: } 47.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $10.6 \%$ | 0.5 out of 5.0 |
| Percent Proficient English Language Arts | $44.7 \%$ | 2.2 out of 5.0 |
| Average Performance Level Mathematics | 1.7 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 7.9 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $33.5 \%$ | 1.2 out of 3.5 |
| Percent Proficient Social Studies | $52.1 \%$ | 1.8 out of 3.5 |
| Student Growth Percentile Mathematics | 43.0 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 50.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $92.9 \%$ | 2.8 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $12.7 \%$ | 1.3 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 75.8\% | 7 out of 15.0 |
|  | NTS |  | School Survey - Student | 3.3 | 2.3 out of 7.0 |
|  |  |  | School Survey - Educator | 5.6 | 1.7 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 88.8\% | 8.9 out of 10.0 |
|  |  |  |  |  | $19.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 65) | ALL TARGET(S) MET | ACADEMIC MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: |
|  | $\boldsymbol{*}$ | Academic Achievement |
|  |  | Academic Progress |
|  | IMPROVEMENT | Progress in Achieving English Language Proficiency |
| I I I <br> 0 POINTS 32 65 POINTS | - |  |

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 10.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 44.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 25.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 72.0 \% | - | $\boldsymbol{*}$ |
| Black/African Amer. | <= 5.0 \% | ( | ( | 31.9 \% | * | $\bigcirc$ |
| Hispanic/Latino | 5.1 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 32.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 19.8 \% | $\otimes$ | $\otimes$ | 67.7\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 18.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 40.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | <= 5.0 \% | $\boldsymbol{*}$ | * | 20.0 \% | $\checkmark$ | $\checkmark$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 11.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | < 5.0 \% | ( | - | 23.9 \% | ( | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sherwood Elementary (0501)
Grade Levels: Elementary
1401 Olney-Sandy Spring Rd
County: Montgomery County
Sandy Spring, MD 20860-1328
Phone: 240-740-0960

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.6 | $\boldsymbol{x}$ | $\checkmark$ |
| Academic Progress | 35.0 | 23.3 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.9 | - | ( |
| School Quality and Student Success | 35.0 | 25.7 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 66.6 |  |  |

$\frac{\text { Total Earned Points: } 66.6}{\text { Total Points Possible: } 100.0}=\frac{66.5 \%}{\text { TTTAL EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $46.3 \%$ | 2.3 out of 5.0 |
| Percent Proficient English Language Arts | $61.8 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.4 | 3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.3 out of 5.0 |

11.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 45.8\% | 2.3 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 56.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $23.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 81.0\% | 9 out of 15.0 |
|  | TS PO |  | School Survey - Student | 6.9 | 4.8 out of 7.0 |
|  |  |  | School Survey - Educator | 6.2 | 1.9 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $25.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 26 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| o POINTS | 18 |  | $\boldsymbol{*}$ | School Survey - Educator |
|  |  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 46.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 55.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 85.0\% | $\bigcirc$ | - |
| Black/African Amer. | 32.0 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 42.0 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| Hispanic/Latino | 23.4 \% | (2) | $\boldsymbol{*}$ | 36.2 \% | (2) | (2) |
| White | 62.1 \% | $\boldsymbol{*}$ | $\bigcirc$ | 74.8 \% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 47.8\% | $\boldsymbol{*}$ | (2) | 78.3 \% | $\bigcirc$ | - |
| Students w/Disabilities | 22.2 \% | - | $\bigcirc$ | 29.6 \% | ( | $\checkmark$ |
| English Learner | 21.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 28.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.0\% |  | $\bigcirc$ | 28.0 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sherwood High

Sherwood High (0503)
300 Olney-Sandy Spring Rd
Grade Levels: High
County: Montgomery County
Sandy Spring, MD 20860-0000
Phone: 301-924-3200

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 17.9 | $\times$ | * |
| Graduation Rate | 15.0 | 13.7 | x | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.2 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 8.1 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 19.1 | na | * |
| TOTAL POINTS: | 100.0 | 60.9 |  |  |

$$
\frac{\text { Total Earned Points: } 60.9}{\text { Total Points Possible: } 100.0}=60.9 \%
$$

[^71]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $56.3 \%$ | 4.2 out of 7.5 |
| Percent Proficient English Language Arts | $65.6 \%$ | 4.9 out of 7.5 |
| Average Performance Level Mathematics | 1.9 | 3.5 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.8 | 5.2 out of 7.5 |

17.9

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $89.8 \%$ | 9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $93.6 \%$ | 4.7 out of 5.0 |

13.7

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $22.2 \%$ | 2.2 out of 10.0 |

## 2.2 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.6\% | 6.5 out of 15.0 |
|  | NTS PO |  | School Survey - Student | 3.6 | 2.5 out of 7.0 |
|  |  |  | School Survey - Educator | 4.1 | 1.2 out of 3.0 |
| $\frac{1}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 88.4\% | 8.8 out of 10.0 |
|  |  |  |  |  | 19.1 <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE


[^72]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Silver Creek Middle

Silver Creek Middle (0835)
Grade Levels: Middle
3701 Saul Rd

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.1 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.7 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 3.5 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 24.3 | na | $\checkmark$ |
| TOTAL POINTS: | 100.0 | 59.6 |  |  |

$$
\frac{\text { Total Earned Points: } 59.6}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $34.8 \%$ | 1.7 out of 5.0 |
| Percent Proficient English Language Arts | $65.3 \%$ | 3.3 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.4 out of 5.0 |

11.1

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $49.6 \%$ | 1.7 out of 3.5 |
| Percent Proficient Social Studies | $59.6 \%$ | 2.1 out of 3.5 |
| Student Growth Percentile Mathematics | 51.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 52.0 | 7 out of 12.5 |
| Credit for Well Rounded Curriculum | $96.1 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $35.3 \%$ | 3.5 out of 10.0 |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $88.9 \%$ | 12 out of 15.0 |
| School Survey - Student | 4.6 | 3.2 out of 7.0 |
| School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| Access to Well Rounded Curriculum | $71.9 \%$ | 7.2 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\bigcirc$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 34.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 65.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 35.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 59.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 13.4 \% | $\boldsymbol{x}$ | - | 44.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 8.3 \% | * | $\boldsymbol{x}$ | 31.9 \% | $\boldsymbol{x}$ | * |
| White | 52.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 84.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Two or more races | 53.3 \% | $\boldsymbol{x}$ | - | 95.6 \% | $\checkmark$ | - |
| Students w/Disabilities | 13.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 26.4 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | <= $5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 12.8 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 9.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 34.4 \% | - | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Silver Spring International Middle

Silver Spring International Middle (0647)
313 Wayne Ave
Grade Levels: Middle Silver Spring, MD 20910-0000
County: Montgomery County
Phone: 240-740-2750

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

$\frac{\text { Total Earned Points: } 45.4}{\text { Total Points Possible: } 100.0}=$

[^73]
## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $16.4 \%$ | 0.8 out of 5.0 |
| Percent Proficient English Language Arts | $50.7 \%$ | 2.5 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

8.7

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $23.8 \%$ | 0.8 out of 3.5 |
| Percent Proficient Social Studies | $39.8 \%$ | 1.4 out of 3.5 |
| Student Growth Percentile Mathematics | 47.5 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 49.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.9 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $14.1 \%$ | 1.4 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 75.8\% | 7 out of 15.0 |
|  | TS P |  | School Survey - Student | 2.9 | 2 out of 7.0 |
|  |  |  | School Survey - Educator | 3.4 | 1 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 72.2\% | 7.2 out of 10.0 |
|  |  |  |  |  | $17.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 16.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 25.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 61.5 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 8.7 \% | ( | - | 43.7 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | <= $5.0 \%$ | $\boldsymbol{\otimes}$ | $\checkmark$ | 29.3 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 36.2 \% | $\otimes$ | $\bigcirc$ | 82.2 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 31.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.6 \% | - | $\boldsymbol{*}$ |
| Students w/Disabilities | 5.1 \% | $\boldsymbol{*}$ | $\bigcirc$ | 12.2 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 8.1 \% | $\otimes$ | $\checkmark$ |
| Econ. Disadvantaged | < 5.0 \% | ( | - | 27.5 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sligo Creek Elementary (0517)
Grade Levels: Elementary
County: Montgomery County

500 Schuyler Rd
Silver Spring, MD 20910-0000
Phone: 240-740-2800

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.8 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.3 | $\checkmark$ | (8) |
| School Quality and Student Success | 35.0 | 24.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 65.5 |  |  |

$\frac{\text { Total Earned Points: } 65.5}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $56.3 \%$ | 2.8 out of 5.0 |
| Percent Proficient English Language Arts | $63.4 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

12.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |
| :--- | :--- | :--- | :--- | :--- |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $72.9 \%$ | 7.3 out of 10.0 |

7.3 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| $24.8$ <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 81.4\% | 9.5 out of 15.0 |
|  | School Survey - Student | 6.7 | 4.7 out of 7.0 |
|  | School Survey - Educator | 4.6 | 1.4 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 92.2\% | 9.2 out of 10.0 |
|  |  |  | $24.8$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{\substack{\text { POINTS }}}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 56.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.4 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 58.3 \% | $\bigcirc$ | $\boldsymbol{*}$ | 75.0 \% | $\bigcirc$ | - |
| Black/African Amer. | 27.8 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 40.3 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 50.0 \% | (2) | $\bigcirc$ | 52.0 \% | $\bigcirc$ | $\bigcirc$ |
| White | 68.8 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 74.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Two or more races | 69.2 \% | $\checkmark$ | $\bigcirc$ | 65.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 37.0 \% | (2) | - | 33.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 11.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 19.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 27.5 \% | $\boldsymbol{*}$ | $\bigcirc$ | 27.5 \% | $\bigcirc$ | $\boldsymbol{\chi}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Sligo Middle (0778)
1401 Dennis Ave
Grade Levels: Middle Silver Spring, MD 20902-3827
County: Montgomery County
Phone: 301-287-8890

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.5 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 16.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.3 | $\star$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 20.4 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 47.5 |  |  |

$\frac{\text { Total Earned Points: } 47.5}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $17.6 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $46.9 \%$ | 2.3 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 3 out of 5.0 |

## 8.5 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $26.0 \%$ | 0.9 out of 3.5 |
| Percent Proficient Social Studies | $33.5 \%$ | 1.2 out of 3.5 |
| Student Growth Percentile Mathematics | 43.5 | 5.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $89.7 \%$ | 2.7 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $23.1 \%$ | 2.3 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 81.4\% | 9.5 out of 15.0 |
|  | TS |  | School Survey - Student | 3.7 | 2.6 out of 7.0 |
|  |  |  | School Survey - Educator | 5.5 | 1.7 out of 3.0 |
| $\stackrel{\text { I INTS }}{ }$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { POINTS }$ | Access to Well Rounded Curriculum | 66.5\% | 6.7 out of 10.0 |
|  |  |  |  |  | $20.4$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 17.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 46.9 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 10.0\% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 50.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 7.9 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 35.3 \% | * | $\bigcirc$ |
| Hispanic/Latino | <= 5.0 \% | (2) | * | 24.7 \% | $\boldsymbol{*}$ | - |
| White | 38.9 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 76.2 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| Two or more races | 43.3 \% | $\boldsymbol{*}$ | $\bigcirc$ | 83.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 5.7 \% | $\boldsymbol{\otimes}$ | (2) | 20.7 \% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | <= $5.0 \%$ | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 9.8\% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | < $=5.0 \%$ | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 23.2 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Snowden Farm Elementary (0347)
22500 Sweetspire Drive
Grade Levels: Elementary Clarksburg, MD 20871
County: Montgomery County
Phone: 240-740-5800

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.7 | $\checkmark$ | $\bullet$ |
| Academic Progress | 35.0 | 25.1 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.1 | $\boldsymbol{*}$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 26.7 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 72.5 |  |  |

$$
\frac{\text { Total Earned Points: } 72.5}{\text { Total Points Possible: } 100.0}=\quad 72.50
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 63.6\% | 3.2 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 72.2\% | 3.6 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| $0 \text { IINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.8 | 3.6 out of 5.0 |
|  |  |  |  |  | $13.7$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $53.2 \%$ | 2.7 out of 5.0 |
| Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 61.0 | 9 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.2 \%$ | 5 out of 5.0 |

25.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $70.6 \%$ | 7.1 out of 10.0 |

7.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 85.7\% | 11 out of 15.0 |
|  | TS PO |  | School Survey - Student | 5.5 | 3.8 out of 7.0 |
|  |  |  | School Survey - Educator | 6.1 | 1.8 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 27 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| 0 POINTS |  | $35 \stackrel{1}{35 \text { PoINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.6 \% | $\checkmark$ | $\checkmark$ | 72.2 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 80.0 \% | $\bigcirc$ | $\bigcirc$ | 82.7 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Black/African Amer. | 39.7 \% | $\bigcirc$ | $\bigcirc$ | 55.9 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 42.1 \% | - | $\checkmark$ | 60.5 \% | $\bigcirc$ | $\bigcirc$ |
| White | 64.4 \% | $\bigcirc$ | $\checkmark$ | 74.6 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 61.1 \% | $\checkmark$ | $\checkmark$ | 66.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 32.3 \% | $\bigcirc$ | - | 29.0 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 51.6 \% | $\checkmark$ | $\checkmark$ | 25.8 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 31.9 \% | $\bigcirc$ | $\checkmark$ | 44.7 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Somerset Elementary (0405)
Grade Levels: Elementary
County: Montgomery County

5811 Warwick Pl
Chevy Chase, MD 20815-0000
Phone: 240-740-1100

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.0 | * | * |
| Academic Progress | 35.0 | 22.0 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 8.7 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 25.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 70.5 |  |  |

$$
\frac{\text { Total Earned Points: } 70.5}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 63.3\% | 3.2 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 77.1\% | 3.9 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| $0 \text { POINTS }$ | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.9 | 3.6 out of 5.0 |
|  |  |  |  |  | $14.0$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 69.3\% | 3.5 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 48.0 | 6.5 out of 12.5 |
| I |  |  | Student Growth Percentile English Language Arts | 51.5 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 86.7\% | 8.7 out of 10.0 |
|  |  |  | 8.7 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 81.9\% | 9.5 out of 15.0 |
|  | ITS P |  | School Survey - Student | 5.9 | 4.1 out of 7.0 |
|  |  |  | School Survey - Educator | 7.4 | 2.2 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $25.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
|  |  | $35 \text { POINTS }$ | $\otimes$ | School Survey - Educator |
| 0 POINTS | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 77.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 65.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 68.4 \% | * | $\boldsymbol{*}$ |
| Black/African Amer. | 22.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 38.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 58.8 \% | $\boldsymbol{*}$ | - | 75.8 \% | - | $\checkmark$ |
| White | 72.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 86.2 \% | $\bigcirc$ | $\boldsymbol{\otimes}$ |
| Two or more races | 68.8 \% | $\boldsymbol{*}$ | ( | 87.5 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 26.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 60.0 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 34.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 42.4 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 24.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 41.4 \% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

South Lake Elementary (0564)
18100 Washington Grove Ln
Grade Levels: Elementary Gaithersburg, MD 20877
County: Montgomery County
Phone: 240-740-7330

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.9 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 15.3 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 16.1 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 45.2 |  |  |

$\frac{\text { Total Earned Points: } 45.2}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $17.2 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $24.0 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.6 out of 5.0 |

6.9 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $17.1 \%$ | 0.9 out of 5.0 |
| Student Growth Percentile Mathematics | 38.0 | 4.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 41.0 | 5 out of 12.5 |
| Credit for Well Rounded Curriculum | $99.1 \%$ | 5 out of 5.0 |

15.3

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $68.3 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 17.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 24.0 \% | $\boldsymbol{x}$ | - |
| Asian | 80.0 \% | $\checkmark$ | $\checkmark$ | 80.0\% | $\checkmark$ | - |
| Black/African Amer. | 15.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.3 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 14.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 20.5 \% | $x$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 14.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 11.4 \% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |
| English Learner | 11.6 \% | * | - | 15.4 \% | * | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 16.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 24.9 \% | $\boldsymbol{x}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Spark M. Matsunaga Elementary (0523)
Grade Levels: Elementary
County: Montgomery County

13902 Bromfield Rd Germantown, MD 20874-0000

Phone: 301-601-4350

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 21.4 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 8.3 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 24.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 67.5 |  |  |

$\frac{\text { Total Earned Points: } 67.5}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $63.8 \%$ | 3.2 out of 5.0 |
| Percent Proficient English Language Arts | $69.2 \%$ | 3.5 out of 5.0 |
| Average Performance Level Mathematics | 2.7 | 3.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

13.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 48.5\% | 2.4 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 47.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $21.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 83.0\% | 8.3 out of 10.0 |
|  |  |  | 8.3 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $78.2 \%$ | 8 out of 15.0 |
| School Survey - Student | 6.2 | 4.3 out of 7.0 |
| School Survey - Educator | 6.5 | 2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

24.3 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | Students not Chronically Absent |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $35 \text { Points }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 63.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 69.2 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 83.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 82.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 32.4 \% | ( | - | 38.6 \% | ( | ( |
| Hispanic/Latino | 43.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 56.3 \% | ( | $\checkmark$ |
| White | 72.5 \% | $\bigcirc$ | $\bigcirc$ | 84.3 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 63.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 77.3 \% | $\boldsymbol{*}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 15.6 \% | $\boldsymbol{*}$ | $\bigcirc$ | 15.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 38.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 28.6 \% | * | $\bigcirc$ | 41.2 \% | * | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Springbrook High

Springbrook High (0798)
Grade Levels: High
201 Valley Brook Dr

County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 14.3 | $\times$ | $\boldsymbol{*}$ |
| Graduation Rate | 15.0 | 12.5 | * | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.7 | ( | ( |
| Readiness for Post-Secondary Success | 10.0 | 7.1 | na | - |
| School Quality and Student Success | 35.0 | 17.0 | na | * |
| TOTAL POINTS: | 100.0 | 53.6 |  |  |

$$
\frac{\text { Total Earned Points: } 53.6}{\text { Total Points Possible: } 100.0}=\frac{53.6 \%}{\text { TOTAL EARNED PERCENT }}
$$

[^74]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $25.6 \%$ | 1.9 out of 7.5 |
| Percent Proficient English Language Arts | $55.4 \%$ | 4.2 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.3 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.7 | 5 out of 7.5 |

14.3

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $82.2 \%$ | 8.2 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $85.6 \%$ | 4.3 out of 5.0 |

12.5

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $27.0 \%$ | 2.7 out of 10.0 |
| Towards Learning English |  |  |

2.7 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 17.0 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 65.7\% | 3.5 out of 15.0 |
|  | School Survey - Student | 4.3 | 3 out of 7.0 |
|  | School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 88.8\% | 8.9 out of 10.0 |
|  |  |  | 17.0 EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS |  |  |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 35) | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners.$=$ Met $\boldsymbol{x}=$ Not Met

ADJUSTED COHORT GRADUATION RATE


[^75]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Stedwick Elementary (0568)
Grade Levels: Elementary
County: Montgomery County

10631 Stedwick Rd
Montgomery Village, MD 20886
Phone: 240-740-7190

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.2 | × | $\checkmark$ |
| Academic Progress | 35.0 | 16.6 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.4 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 19.0 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 51.2 |  |  |

$$
\frac{\text { Total Earned Points: } 51.2}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 25.9\% | 1.3 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 35.4\% | 1.8 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| I IINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.2 | 2.7 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 8.2 \\ \text { EARNED POINTS } \end{gathered}$ |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 22.9\% | 1.1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 45.0 | 6 out of 12.5 |
| 1 I | Student Growth Percentile English Language Arts | 38.0 | 4.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  | $\begin{gathered} 16.6 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 65.8\% | 3.5 out of 15.0 |
|  | TS |  | School Survey - Student | 5.8 | 4.1 out of 7.0 |
|  |  |  | School Survey - Educator | 4.8 | 1.4 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $19.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 25.9 \% | $\boldsymbol{x}$ | ( | 35.4 \% | $\boldsymbol{x}$ | ( |
| Black/African Amer. | 24.4 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.3 \% | * | $\boldsymbol{x}$ |
| Hispanic/Latino | 18.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| White | 56.5 \% | $\checkmark$ | $\boldsymbol{x}$ | 60.9 \% | - | $\boldsymbol{x}$ |
| Two or more races | 30.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 70.0 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | $<=5.0 \%$ | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 8.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 10.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 20.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 15.2 \% | $\boldsymbol{x}$ | - | 28.8 \% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Stone Mill Elementary (0653)
Grade Levels: Elementary
14323 Stonebridge View Dr

County: Montgomery County
Phone: 240-740-5450

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 77.4}{\text { Total Points Possible: } 100.0}=\frac{77.3 \%}{\text { total } \mathbf{0} \text { anNe percent }}
$$

[^76]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $72.9 \%$ | 3.6 out of 5.0 |
| Percent Proficient English Language Arts | $83.7 \%$ | 4.2 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

15.1 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 71.7\% | 3.6 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 58.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 55.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 88.8\% | 12 out of 15.0 |
|  | TS |  | School Survey - Student | 7.0 | 4.9 out of 7.0 |
|  |  |  | School Survey - Educator | 9.1 | 2.7 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $29.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 72.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 83.7 \% | - | - |
| Asian | 84.1 \% | $\boldsymbol{x}$ | * | 89.0 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 48.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 82.1 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 42.9 \% | * | $\checkmark$ | 50.0\% | $\boldsymbol{x}$ | * |
| White | 67.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 81.0 \% | $\checkmark$ | $\checkmark$ |
| Two or more races | 84.2 \% | $\checkmark$ | $\checkmark$ | 84.2 \% | $\checkmark$ | - |
| Students w/Disabilities | 50.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 40.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 62.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 63.0 \% | - | - |
| Econ. Disadvantaged | 48.3 \% | $\checkmark$ | $\checkmark$ | 71.4 \% | $\checkmark$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Stonegate Elementary (0316)
Grade Levels: Elementary
County: Montgomery County

15101 Bauer Dr
Rockville, MD 20853
Phone: 240-740-7340

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.9 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 8.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 22.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 62.8 |  |  |

$\frac{\text { Total Earned Points: } 62.8}{\text { Total Points Possible: } 100.0}=\frac{62.7 \%}{\text { TOTAL EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $47.8 \%$ | 2.4 out of 5.0 |
| Percent Proficient English Language Arts | $60.2 \%$ | 3 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.6 | 3.2 out of 5.0 |

11.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 31.4\% | 1.6 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 53.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 97.2\% | 4.9 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 20.9 \\ \text { EARNED POINTS } \end{gathered}$ |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 81.3\% | 8.1 out of 10.0 |
|  |  |  | 8.1 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 73.0\% | 6 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.1 | 4.3 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $22.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 47.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 60.2 \% | $\bigcirc$ | $\checkmark$ |
| Asian | 61.3 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 71.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 48.2 \% | ( | $\bigcirc$ | 59.0\% | $\checkmark$ | - |
| Hispanic/Latino | 30.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 43.3 \% | $\star$ | $\checkmark$ |
| White | 65.7 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 74.3 \% | $\checkmark$ | $\bigcirc$ |
| Two or more races | 53.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 86.7 \% | $\bigcirc$ | $\checkmark$ |
| Students w/Disabilities | 17.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 22.2 \% | $\boldsymbol{\chi}$ | $\boldsymbol{\otimes}$ |
| English Learner | 20.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 18.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 37.7 \% | * | - | 45.9 \% | $\boldsymbol{*}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Strathmore Elementary (0822)
Grade Levels: Elementary
County: Montgomery County

3200 Beaverwood Ln
Silver Spring, MD 20906-3015
Phone: 240-740-5760

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.7 | $\boldsymbol{*}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 18.4 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.2 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 21.4 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 54.7 |  |  |

$\frac{\text { Total Earned Points: } 54.7}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{54.70}{\text { total earned Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $28.7 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $38.6 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.8 out of 5.0 |

8.7 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| - | Percent Proficient Science | 19.2\% | 1 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 35) | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 46.0 | 6 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 99.4\% | 5 out of 5.0 |
|  |  |  | $18.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $62.4 \%$ | 6.2 out of 10.0 |

## 6.2 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $72.6 \%$ | 6 out of 15.0 |
| School Survey - Student | 4.9 | 3.4 out of 7.0 |
| School Survey - Educator | 6.6 | 2 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 28.7 \% | $\boldsymbol{x}$ | - | 38.6 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Asian | 61.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 66.7 \% | - | - |
| Black/African Amer. | 37.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 49.3 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 16.2 \% | * | - | 26.1 \% | $\boldsymbol{x}$ | - |
| White | 61.9 \% | $\boldsymbol{x}$ | - | 65.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Two or more races | 33.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 41.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | < $=5.0 \%$ | $\boldsymbol{x}$ | $\checkmark$ | $<=5.0 \%$ | $\boldsymbol{x}$ | $\checkmark$ |
| English Learner | 13.2 \% | $\boldsymbol{x}$ | V | 20.5 \% | * | , |
| Econ. Disadvantaged | 22.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 30.0 \% | $\boldsymbol{x}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

2022-2023 School Report Card
Percentile Rank: 44 (Elementary)

Strawberry Knoll Elementary (0569)
Grade Levels: Elementary
18820 Strawberry Knoll Rd Gaithersburg, MD 20879-1700
County: Montgomery County
Phone: 301-840-7112

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.3 | * | - |
| Academic Progress | 35.0 | 19.9 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.3 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 18.6 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 56.0 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{5 6 . 0}}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.
EARNED POINTS
(TOTAL POINTS POSSIBLE: 20)
OPOINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $72.9 \%$ | 7.3 out of 10.0 |

7.3 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $63.5 \%$ | 2.5 out of 15.0 |
| School Survey - Student | 5.9 | 4.2 out of 7.0 |
| School Survey - Educator | 6.5 | 1.9 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 37.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 49.0 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Asian | 56.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 75.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Black/African Amer. | 30.0 \% | ( | $\bigcirc$ | 46.0 \% | ( | - |
| Hispanic/Latino | 26.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 35.4 \% | $\star$ | $\checkmark$ |
| White | 84.0 \% | $\bigcirc$ | $\bigcirc$ | 92.0\% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 36.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 45.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 16.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 8.3 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | 15.8 \% | $\boldsymbol{*}$ | $\bigcirc$ | 14.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 28.1 \% | * | $\bigcirc$ | 39.1 \% | $\boldsymbol{*}$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Summit Hall Elementary (0563)
Grade Levels: Elementary
County: Montgomery County

101 W Deer Park Rd Gaithersburg, MD 20877-1850

Phone: 301-284-4150

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 21.5 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 6.8 | - | ( |
| School Quality and Student Success | 35.0 | 21.0 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 56.7 |  |  |

$$
\frac{\text { Total Earned Points: } 56.7}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $21.2 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $23.9 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.6 out of 5.0 |

7.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $67.5 \%$ | 6.8 out of 10.0 |

## 6.8 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $71.1 \%$ | 5.5 out of 15.0 |
| School Survey - Student | 5.5 | 3.9 out of 7.0 |
| School Survey - Educator | 5.3 | 1.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{\text { OPOINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 21.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 27.0 \% | $\boldsymbol{x}$ | - | 37.8 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Hispanic/Latino | 18.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 17.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 9.5 \% | * | $\checkmark$ | 9.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 10.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 7.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 21.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 25.2 \% | $\boldsymbol{x}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $=$ Met $\boldsymbol{x}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

7611 Piney Branch Rd
Takoma Park Middle (0755)
Grade Levels: Middle Silver Spring, MD 20910-0000
County: Montgomery County
Phone: 240-740-5220

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.7 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 24.2 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.5 | $\boldsymbol{*}$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 23.6 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 63.0 |  |  |

$\frac{\text { Total Earned Points: } 63.0}{\text { Total Points Possible: } 100.0}=\frac{\text { total earned percent }}{}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{\nabla}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $50.2 \%$ | 2.5 out of 5.0 |
| Percent Proficient English Language Arts | $72.5 \%$ | 3.6 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.1 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

12.7

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $52.4 \%$ | 1.8 out of 3.5 |
| Percent Proficient Social Studies | $72.8 \%$ | 2.5 out of 3.5 |
| Student Growth Percentile Mathematics | 64.0 | 9.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 55.0 | 7.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.6 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $25.0 \%$ | 2.5 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 86.2\% | 11 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 5.5 | 1.6 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 77.8\% | 7.8 out of 10.0 |
|  |  |  |  |  | $23.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 50.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 72.5 \% | $\checkmark$ | $\checkmark$ |
| Asian | 89.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 94.1 \% | $\star$ | $\checkmark$ |
| Black/African Amer. | 26.6 \% | ( | $\bigcirc$ | 57.0 \% | $\bigcirc$ | - |
| Hispanic/Latino | 21.7 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 43.9 \% | $\bigcirc$ | $\checkmark$ |
| White | 70.9 \% | $\otimes$ | $\bigcirc$ | 92.8\% | - | $\bigcirc$ |
| Two or more races | 82.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 88.5 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 24.4\% | ( | $\bigcirc$ | 32.2 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 7.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 17.9 \% | $\star$ | - |
| Econ. Disadvantaged | 19.8 \% | ( | - | 46.6 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

2100 Wootton Pkwy
Thomas S. Wootton High (0234)
Grade Levels: High
County: Montgomery County

Rockville, MD 20850-3037
Phone: 240-740-1500

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 22.9 | - | * |
| Graduation Rate | 15.0 | 14.8 | - | - |
| Progress in Achieving English Language Proficiency | 10.0 | 4.4 | ( | ( |
| Readiness for Post-Secondary Success | 10.0 | 9.2 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 23.9 | na | ( |
| TOTAL POINTS: | 100.0 | 75.2 |  |  |

$\frac{\text { Total Earned Points: } 75.2}{\text { Total Points Possible: } 100.0}=$

[^77]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $83.0 \%$ | 6.2 out of 7.5 |
| Percent Proficient English Language Arts | $87.5 \%$ | 6.6 out of 7.5 |
| Average Performance Level Mathematics <br> Average Performance Level English | 2.2 | 4 out of 7.5 |
|  | 3.2 | 6 out of 7.5 |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $98.8 \%$ | 9.9 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $98.6 \%$ | 4.9 out of 5.0 |

14.8

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $44.1 \%$ | 4.4 out of 10.0 |
| Towards Learning English |  |  |

## 4.4 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| 9.2 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 93.8\% | 4.5 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 93.5\% | 4.7 out of 5.0 |
|  |  |  | 9.2 |
| I   <br> 0 I I  <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 82.5\% | 9.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.7 | 3.3 out of 7.0 |
|  |  |  | School Survey - Educator | 5.4 | 1.6 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 95.3\% | 9.5 out of 10.0 |
|  |  |  |  |  | $23.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  | ALL TARGET(S) MET |  |
| :---: | :---: | :--- |
| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


[^78]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Thomas W. Pyle Middle
2022-2023 School Report Card

Thomas W. Pyle Middle (0428)
6311 Wilson Lane
Grade Levels: Middle
Bethesda, MD 20817
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.5 | $\star$ | $\bigcirc$ |
| Academic Progress | 35.0 | 25.1 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.2 | $\boldsymbol{*}$ | * |
| School Quality and Student Success | 35.0 | 26.2 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 72.0 |  |  |

$$
\frac{\text { Total Earned Points: } 72.0}{\text { Total Points Possible: } 100.0}=\frac{10.0}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $60.6 \%$ | 3 out of 5.0 |
| Percent Proficient English Language Arts | $88.5 \%$ | 4.4 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.3 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $72.2 \%$ | 2.5 out of 3.5 |
| Percent Proficient Social Studies | $89.5 \%$ | 3.1 out of 3.5 |
| Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 57.0 | 8 out of 12.5 |
| Credit for Well Rounded Curriculum | $98.8 \%$ | 3 out of 3.0 |

25.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $61.9 \%$ | 6.2 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 90.8\% | 13 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.3 | 3.7 out of 7.0 |
|  |  |  | School Survey - Educator | 6.4 | 1.9 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 75.7\% | 7.6 out of 10.0 |
|  |  |  |  |  | $26.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 60.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 88.5 \% | $\checkmark$ | $\checkmark$ |
| Asian | 74.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 89.9 \% | $\bigcirc$ | - |
| Black/African Amer. | 37.3 \% | $\boldsymbol{\otimes}$ | $\bigcirc$ | 72.0 \% | $\checkmark$ | $\bigcirc$ |
| Hispanic/Latino | 53.1 \% | (2) | $\checkmark$ | 85.6 \% | $\bigcirc$ | $\bigcirc$ |
| White | 58.9 \% | $\boldsymbol{*}$ | $\bigcirc$ | 88.8\% | $\bigcirc$ | $\checkmark$ |
| Two or more races | 68.5 \% | $\boldsymbol{*}$ | ( | 95.3 \% | $\bigcirc$ | - |
| Students w/Disabilities | 30.6 \% | (2) | $\bigcirc$ | 52.3 \% | ( | $\checkmark$ |
| English Learner | 40.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 53.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 22.9 \% | $\boldsymbol{*}$ | $\bigcirc$ | 62.5 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Thurgood Marshall Elementary (0244)
Grade Levels: Elementary
12260 McDonald Chapel Dr Gaithersburg, MD 20878-0000

Phone: 240-740-5990

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.0 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.4 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 18.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 57.3 |  |  |

$$
\frac{\text { Total Earned Points: } 57.3}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $44.4 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $54.5 \%$ | 2.7 out of 5.0 |
| Average Performance Level Mathematics <br> Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

11.0

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 38.5\% | 1.9 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 52.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 69.5\% | 7 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.0 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  | - |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 67.1\% | 4 out of 15.0 |
|  | TS |  | School Survey - Student | 5.7 | 4 out of 7.0 |
|  |  |  | School Survey - Educator | 3.2 | 1 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\begin{aligned} & \text { I } \\ & 35 \text { POINTS } \end{aligned}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $18.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 44.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 54.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 76.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 88.2 \% | - | $\checkmark$ |
| Black/African Amer. | 24.5 \% | ( | $\bigcirc$ | 28.3 \% | * | - |
| Hispanic/Latino | 20.5 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 33.8 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 66.3 \% | $\otimes$ | $\boldsymbol{*}$ | 72.1 \% | $\boldsymbol{*}$ | $\otimes$ |
| Two or more races | 27.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 72.7 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 28.6 \% | $\checkmark$ | $\bigcirc$ | 37.1 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 15.8 \% | $\boldsymbol{*}$ | $\star$ | 25.5 \% | $\star$ | $\checkmark$ |
| Econ. Disadvantaged | 22.5 \% | $\bigcirc$ | $\checkmark$ | 27.0 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Tilden Middle (0232)
Grade Levels: Middle County: Montgomery County

6300 Tilden Ln
Rockville, MD 20852
Phone: 240-740-6700

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 10.9 | $\mathbf{x}$ |
| Academic Progress | 35.0 | 20.8 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ |  |
| School Quality and Student Success | 35.0 | 4.2 | $\mathbf{x}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{x}$ | $\mathbf{8}$ |

$$
\frac{\text { Total Earned Points: } 59.6}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $32.3 \%$ | 1.6 out of 5.0 |
| Percent Proficient English Language Arts | $64.8 \%$ | 3.2 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.3 out of 5.0 |

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $44.5 \%$ | 1.6 out of 3.5 |
| Percent Proficient Social Studies | $57.2 \%$ | 2 out of 3.5 |
| Student Growth Percentile Mathematics 51.0 7 out of 12.5 <br> Student Growth Percentile English <br> Language Arts 54.0 7.5 out of 12.5 <br> Credit for Well Rounded Curriculum $92.5 \%$ 2.8 out of 3.0 |  |  |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $42.3 \%$ | 4.2 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 86.7\% | 11.5 out of 15.0 |
|  | ITS P |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 4.6 | 1.4 out of 3.0 |
| $\underset{0 \text { POINTS }}{\text { In }}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\frac{\mathrm{I}}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 75.9\% | 7.6 out of 10.0 |
|  |  |  |  |  | $\begin{gathered} 23.7 \\ \text { EARNED POINTS } \end{gathered}$ |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| $24$ <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
| $\underset{0}{1}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 32.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 64.8 \% | $\checkmark$ | $\checkmark$ |
| Asian | 49.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 68.8 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 12.2 \% | ( | ( | 49.3 \% | $\bigcirc$ | - |
| Hispanic/Latino | 14.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 47.7 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 40.9 \% | $\otimes$ | $\boldsymbol{*}$ | 75.5 \% | $\bigcirc$ | - |
| Two or more races | 37.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 77.3 \% | $\checkmark$ | - |
| Students w/Disabilities | 14.0 \% | ( | $\bigcirc$ | 28.7 \% | (\%) | $\checkmark$ |
| English Learner | 10.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 28.6 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 10.4 \% | ( | - | 48.3 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Travilah Elementary (0216)
13801 DuFief Mill Rd
Grade Levels: Elementary
North Potomac, MD 20878-3844
County: Montgomery County
Phone: 240-740-4300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 14.8 | ( | - |
| Academic Progress | 35.0 | 24.3 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 7.8 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 29.0 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 75.9 |  |  |

$$
\frac{\text { Total Earned Points: } 75.9}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Mathematics | 71.7\% | 3.6 out of 5.0 |
| (TOTAL POINTS POSSIBLE: 20) | Percent Proficient English Language Arts | 80.1\% | 4 out of 5.0 |
|  | Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| I I I <br> 0 POINTS 10 20 POINTS | Average Performance Level English Language Arts | 2.9 | 3.7 out of 5.0 |
|  |  |  | $14.8$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 66.7\% | 3.3 out of 5.0 |
|  | S P |  | Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 53.0 | 7.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $24.3$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 88.9\% | 12 out of 15.0 |
|  |  |  | School Survey - Student | 6.8 | 4.8 out of 7.0 |
|  |  |  | School Survey - Educator | 7.4 | 2.2 out of 3.0 |
| $\underset{0}{1}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $29.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
| $\underset{0}{1}$ |  | । |  | School Survey - Student |
|  |  | $35 \text { POINTS }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 71.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 80.1 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 84.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 86.9 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | 38.9 \% | ( | - | 66.7 \% | * | $\bigcirc$ |
| Hispanic/Latino | 50.0 \% | $\checkmark$ | $\checkmark$ | 71.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 66.7 \% | $\otimes$ | $\bigcirc$ | 76.7 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 76.9 \% | $\checkmark$ | $\checkmark$ | 76.9 \% | $\bigcirc$ | $\bigcirc$ |
| Students w/Disabilities | 26.1 \% | $\boldsymbol{*}$ | $\bigcirc$ | 30.4 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | 56.0 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 64.0 \% | - | $\checkmark$ |
| Econ. Disadvantaged | 40.0 \% | $\bigcirc$ | - | 52.0 \% | $\bigcirc$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Twinbrook Elementary (0206)
Grade Levels: Elementary
County: Montgomery County

5911 Ridgway Ave Rockville, MD 20851-0000

Phone: 240-740-3450

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.6 | $\boldsymbol{\otimes}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 18.6 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.4 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 20.1 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 52.7 |  |  |

$$
\frac{\text { Total Earned Points: } 52.7}{\text { Total Points Possible: } 100.0}=\frac{52.60}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\mathcal { V }}=$ Met $\boldsymbol{\chi}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $23.4 \%$ | 1.2 out of 5.0 |
| Percent Proficient English Language Arts | $26.5 \%$ | 1.3 out of 5.0 |
| Average Performance Level Mathematics | 1.9 | 2.4 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.6 out of 5.0 |

7.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 18.6 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 22.9\% | 1.1 out of 5.0 |
|  | Student Growth Percentile Mathematics | 51.0 | 7 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 43.0 | 5.5 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 98.8\% | 4.9 out of 5.0 |
|  |  |  | 18.6 <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 6.4 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 64.4\% | 6.4 out of 10.0 |
|  |  |  | 6.4 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $71.4 \%$ | 5.5 out of 15.0 |
| School Survey - Student | 5.0 | 3.5 out of 7.0 |
| School Survey - Educator | 3.6 | 1.1 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

20.1 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| O POINTS |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 23.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 26.5 \% | $\boldsymbol{x}$ | - |
| Asian | 60.0\% | $\boldsymbol{x}$ | $\checkmark$ | 68.4 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 12.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 12.0 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 13.6 \% | $\boldsymbol{x}$ | - | 16.7 \% | * | - |
| White | 59.3 \% | $\checkmark$ | $\boldsymbol{x}$ | 59.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 7.3 \% | $\boldsymbol{*}$ | V | 7.1 \% | $\boldsymbol{x}$ | $\times$ |
| English Learner | 10.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 12.7 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 15.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 21.0 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Viers Mill Elementary (0772)
Grade Levels: Elementary
County: Montgomery County

11711 Joseph Mill Rd
Silver Spring, MD 20906-0000
Phone: 240-740-1000

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 9.0 | IMPROVEMENT |
| Academic Progress | 35.0 | 19.5 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 7.0 | na |
| School Quality and Student Success | 35.0 | $\mathbf{2 1 . 7}$ | $\mathbf{8}$ |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{5 7 . 3}$ |  |

$\frac{\text { Total Earned Points: } 57.3}{\text { Total Points Possible: } 100.0}=5 \%$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $30.5 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $39.4 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

9.0 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 20.5\% | 1 out of 5.0 |
|  | TS |  | Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 45.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.6\% | 4.9 out of 5.0 |
|  |  |  |  |  | $19.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| $\square$ | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 70.2\% | 7 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.0 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 72.1\% | 6 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.7 | 4 out of 7.0 |
|  |  |  | School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $21.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

|  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES |
| :---: | :---: | :---: | :---: |
|  |  | n/a | ARE A COMBINATION OF: |
|  |  |  | Students not Chronically Absent |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 30.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 39.4 \% | $\boldsymbol{x}$ | * |
| Asian | 57.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 71.4 \% | $\checkmark$ | $\checkmark$ |
| Black/African Amer. | 39.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 65.2 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 21.0 \% | $\boldsymbol{x}$ | - | 27.6 \% | * | * |
| White | 69.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 69.2 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 9.7 \% | $\boldsymbol{*}$ | V | 6.5 \% | $\boldsymbol{x}$ | $\times$ |
| English Learner | 13.0\% | $\boldsymbol{x}$ | $\checkmark$ | 20.8 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 23.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.5 \% | - | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Walt Whitman High (0427)
7100 Whittier Blvd
Grade Levels: High Bethesda, MD 20817-6199
County: Montgomery County
Phone: 240-740-4800

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 23.8 | - | $\checkmark$ |
| Graduation Rate | 15.0 | 14.6 | $\checkmark$ | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.0 | ( | (8) |
| Readiness for Post-Secondary Success | 10.0 | 9.2 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 25.4 | na | ( |
| TOTAL POINTS: | 100.0 | 77.9 |  |  |

$\frac{\text { Total Earned Points: } 77.9}{\text { Total Points Possible: } 100.0}=$

[^79]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $83.8 \%$ | 6.3 out of 7.5 |
| Percent Proficient English Language Arts | $90.0 \%$ | 6.8 out of 7.5 |
| Average Performance Level Mathematics | 2.4 | 4.6 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.3 | 6.2 out of 7.5 |
|  | $\mathbf{2 3 . 8}$ <br> EARNED POINTS |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $96.6 \%$ | 9.7 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $98.0 \%$ | 4.9 out of 5.0 |

14.6

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $50.0 \%$ | 5 out of 10.0 |

## 5.0 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $=$ Not Met


[^80]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Walter Johnson High

6400 Rock Spring Dr
Walter Johnson High (0424) Bethesda, MD 20814-1991
Grade Levels: High
County: Montgomery County
Phone: 240-740-6900

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 21.1 | $\times$ | $\boldsymbol{x}$ |
| Graduation Rate | 15.0 | 14.3 | * | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.7 | ( | ( |
| Readiness for Post-Secondary Success | 10.0 | 8.4 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 21.7 | na | * |
| TOTAL POINTS: | 100.0 | 71.1 |  |  |

$$
\frac{\text { Total Earned Points: } 71.1}{\text { Total Points Possible: } 100.0}=
$$

[^81]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $67.4 \%$ | 5.1 out of 7.5 |
| Percent Proficient English Language Arts | $78.9 \%$ | 5.9 out of 7.5 |
| Average Performance Level Mathematics | 2.3 | 4.3 out of 7.5 |
| Average Performance Level English <br> Language Arts | 3.1 | 5.8 out of 7.5 |

21.1

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $94.8 \%$ | 9.5 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $95.8 \%$ | 4.8 out of 5.0 |

14.3

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $56.8 \%$ | 5.7 out of 10.0 |
| Towards Learning English |  |  |

5.7

EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| 8.4 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 89.4\% | 4 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 87.1\% | 4.4 out of 5.0 |
|  |  |  | 8.4 |
| I I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 78.0\% | 8 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.6 | 3.2 out of 7.0 |
|  |  |  | School Survey - Educator | 6.1 | 1.8 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{\text { I }}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 87.0\% | 8.7 out of 10.0 |
|  |  |  |  |  | $21.7$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

| EARNED POINTS |
| :--- | :--- | :--- |
| ETOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


| Achievement (E/M/H) | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 67.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 78.9 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 87.9 \% | $\checkmark$ | - | 84.9 \% | - | $\bigcirc$ |
| Black/African Amer. | 46.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 75.0\% | $\theta$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 40.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 65.6 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| White | 73.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 81.8\% | $\checkmark$ | $\boldsymbol{*}$ |
| Two or more races | 83.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 84.1 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 24.6 \% | (2) | (2) | 47.4 \% | (2) | $\checkmark$ |
| English Learner | 21.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 15.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 33.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 63.1 \% | $\checkmark$ | $\boldsymbol{\chi}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $\boldsymbol{x}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 94.84\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 95.79\% | $\checkmark$ | $\boldsymbol{x}$ |
| Asian | 96.12\% | $\checkmark$ | $\checkmark$ | 96.12\% | - | - |
| Black/African Amer. | 85.06\% | $\boldsymbol{x}$ | ( | 89.66\% | $\boldsymbol{x}$ | * |
| Hispanic/Latino | 92.48\% | v | $\checkmark$ | 91.79\% | * | $\times$ |
| White | 97.53\% | $\checkmark$ | $\checkmark$ | 98.36\% | $\checkmark$ | $\checkmark$ |
| Two or more races | 95.65\% | - | $\boldsymbol{x}$ | 97.83\% | $\checkmark$ | - |
| Students w/Disabilities | 81.48\% | * | * | 89.02\% | * | ( |
| Econ. Disadvantaged | 87.04\% | - | - | 85.00\% | - | $\boldsymbol{x}$ |

[^82]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Washington Grove Elementary

2022-2023 School Report Card
3 OUT OF 5 STARS

Washington Grove Elementary (0552) Grade Levels: Elementary County: Montgomery County

8712 Oakmont St Gaithersburg, MD 20877-1236

Phone: 240-740-0300

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 55.6}{\text { Total Points Possible: } 100.0}=
$$

[^83]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $27.9 \%$ | 1.4 out of 5.0 |
| Percent Proficient English Language Arts | $38.3 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

8.9

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 15.7\% | 0.8 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 45.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | 19.3 <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| I | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 74.0\% | 7.4 out of 10.0 |
| (TOTAL POINTS POSSIBLE: 10) |  |  | 7.4 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 65.8\% | 3.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 6.7 | 4.7 out of 7.0 |
|  |  |  | School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $20.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 27.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 39.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 60.9 \% | - | $\checkmark$ |
| Hispanic/Latino | 19.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 27.1 \% | $\boldsymbol{*}$ | $\boldsymbol{x}$ |
| White | 71.4 \% | $\checkmark$ | $\checkmark$ | 71.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 8.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 8.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 15.6 \% | * | $\checkmark$ | 22.2 \% | $\boldsymbol{x}$ | $\times$ |
| Econ. Disadvantaged | 22.6 \% | $\boldsymbol{x}$ | - | 39.3 \% | - | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $x=$ $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Waters Landing Elementary (0109) Grade Levels: Elementary County: Montgomery County

13100 Waters Landing Dr Germantown, MD 20874-3800

Phone: 240-740-1020

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.8 | * | $\checkmark$ |
| Academic Progress | 35.0 | 14.3 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.6 | $\checkmark$ | $\checkmark$ |
| School Quality and Student Success | 35.0 | 17.9 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 47.6 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{4 7 . 6}}{\text { Total Points Possible: } 100.0}=\frac{47.60}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $29.9 \%$ | 1.5 out of 5.0 |
| Percent Proficient English Language Arts | $38.6 \%$ | 1.9 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.8 out of 5.0 |

8.8 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $65.9 \%$ | 6.6 out of 10.0 |

## 6.6 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $66.9 \%$ | 4 out of 15.0 |
| School Survey - Student | 3.7 | 2.6 out of 7.0 |
| School Survey - Educator | 4.6 | 1.4 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 29.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 38.6 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Asian | 60.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 68.4 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 24.4 \% | ( | - | 34.1 \% | ( | (2) |
| Hispanic/Latino | 25.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 32.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| White | 48.8\% | $\otimes$ | $\bigcirc$ | 55.0 \% | $\boldsymbol{*}$ | * |
| Two or more races | 25.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 50.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 17.5 \% | $\boldsymbol{*}$ | $\bigcirc$ | 8.9 \% | $\boldsymbol{*}$ | (2) |
| English Learner | 20.4 \% | $\boldsymbol{*}$ | $\bigcirc$ | 17.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 20.1 \% | ( | $\bigcirc$ | 26.2 \% | ( | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Watkins Mill Elementary (0561)
Grade Levels: Elementary County: Montgomery County

19001 Watkins Mill Rd
Montgomery Village, MD 20886
Phone: 240-740-5280

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 6.5 | * | - |
| Academic Progress | 35.0 | 18.0 | na | $\checkmark$ |
| Progress in Achieving English Language Proficiency | 10.0 | 5.7 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 15.8 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 46.0 |  |  |

$\frac{\text { Total Earned Points: } 46.0}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $15.0 \%$ | 0.7 out of 5.0 |
| Percent Proficient English Language Arts | $21.5 \%$ | 1.1 out of 5.0 |
| Average Performance Level Mathematics | 1.8 | 2.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.0 | 2.5 out of 5.0 |

6.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 9.4\% | 0.5 out of 5.0 |
|  | NTS P |  | Student Growth Percentile Mathematics | 46.0 | 6 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 48.0 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $18.0$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $57.0 \%$ | 5.7 out of 10.0 |

## 5.7 EARNED POINTS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 16 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 15.0 \% | $\boldsymbol{x}$ | - | 21.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 33.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 60.0 \% | - | $\boldsymbol{x}$ |
| Black/African Amer. | 16.7 \% | $\boldsymbol{x}$ | - | 15.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 12.8 \% | $\boldsymbol{x}$ | - | 19.8 \% | $\boldsymbol{x}$ | - |
| Students w/Disabilities | < $=5.0 \%$ | $\boldsymbol{x}$ | $\checkmark$ | $<=5.0$ \% | $\boldsymbol{x}$ | - |
| English Learner | 11.3 \% | * | - | 14.9 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Econ. Disadvantaged | 11.6 \% | $\boldsymbol{x}$ | - | 20.3 \% | $\boldsymbol{x}$ | - |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. V $=$ Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Watkins Mill High

Watkins Mill High (0545)
Grade Levels: High
County: Montgomery County

10301 Apple Ridge Rd Gaithersburg, MD 20879

Phone: 301-284-4400

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 11.8 | ( | * |
| Graduation Rate | 15.0 | 12.6 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 1.8 | ( | ( |
| Readiness for Post-Secondary Success | 10.0 | 5.7 | na | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 13.5 | na | ( |
| TOTAL POINTS: | 100.0 | 45.4 |  |  |

$\frac{\text { Total Earned Points: } 45.4}{\text { Total Points Possible: } 100.0}=\frac{45.40}{\text { total Earned percent }}$

[^84]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $12.3 \%$ | 0.9 out of 7.5 |
| Percent Proficient English Language Arts | $44.7 \%$ | 3.4 out of 7.5 |
| Average Performance Level Mathematics | 1.5 | 2.9 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.5 | 4.6 out of 7.5 |

11.8

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $83.3 \%$ | 8.3 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $86.4 \%$ | 4.3 out of 5.0 |

12.6

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $17.5 \%$ | 1.8 out of 10.0 |

## 1.8

 EARNED POINTS
## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.


## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 13.5 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 49.6\% | 1 out of 15.0 |
|  | School Survey - Student | 3.9 | 2.7 out of 7.0 |
|  | School Survey - Educator | 5.4 | 1.6 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 81.9\% | 8.2 out of 10.0 |
|  |  |  | $13.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 12.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 44.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 28.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 54.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 9.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 50.6 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 7.9 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 37.4 \% | - | $\boldsymbol{*}$ |
| White | 27.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 57.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 13.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 40.5 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | <= 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | < $=5.0 \%$ | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 10.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 46.0 \% | $\checkmark$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{x}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 83.25\% | $\boldsymbol{x}$ | * | 86.36\% | * | * |
| Asian | 93.18\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 93.18\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 94.23\% | v | $\checkmark$ | 95.19\% | - | - |
| Hispanic/Latino | 75.53\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 79.75\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 78.18\% | $\checkmark$ | $\checkmark$ | 89.09\% | $\checkmark$ | $\checkmark$ |
| English Learner | 64.08\% | * | - | 68.63\% | $\boldsymbol{*}$ | * |
| Econ. Disadvantaged | 80.87\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 87.61\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ |

[^85]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wayside Elementary<br>2022-2023 School Report Card

Wayside Elementary (0235)
Grade Levels: Elementary
County: Montgomery County

10011 Glen Rd
Potomac, MD 20854
Phone: 240-740-0240

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.6 | $\boldsymbol{*}$ | $\bigcirc$ |
| Academic Progress | 35.0 | 25.5 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 9.2 | $\bigcirc$ | $\otimes$ |
| School Quality and Student Success | 35.0 | 30.4 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 80.7 |  |  |

$\frac{\text { Total Earned Points: } 80.7}{\text { Total Points Possible: } \mathbf{1 0 0 . 0}}=\frac{80.70}{\text { total earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\varnothing}=$ Met $\boldsymbol{\otimes}=$ Not Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $75.2 \%$ | 3.8 out of 5.0 |
| Percent Proficient English Language Arts | $87.4 \%$ | 4.4 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.1 | 3.8 out of 5.0 |

15.6 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 70.9\% | 3.5 out of 5.0 |
|  | 5 PO |  | Student Growth Percentile Mathematics | 57.0 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 63.5 | 9 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 98.7\% | 4.9 out of 5.0 |
|  |  |  |  |  | $25.5$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 75.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 87.4 \% | $\checkmark$ | $\checkmark$ |
| Asian | 89.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 93.8\% | - | $\checkmark$ |
| Black/African Amer. | 29.4 \% | ( | - | 66.7 \% | $\bigcirc$ | - |
| Hispanic/Latino | 41.2 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{*}$ | 64.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 71.4 \% | $\otimes$ | * | 87.0\% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 78.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 92.9 \% | $\checkmark$ | $\bigcirc$ |
| Students w/Disabilities | 28.0 \% | ( | $\bigcirc$ | 48.0 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 61.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 52.9 \% | $\star$ | $\star$ |
| Econ. Disadvantaged | 42.9 \% | $\bigcirc$ | - | 66.7 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Weller Road Elementary (0777) Grade Levels: Elementary County: Montgomery County

3301 Weller Rd
Silver Spring, MD 20906
Phone: 301-287-8601

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 53.8}{\text { Total Points Possible: } 100.0}=\frac{53.70}{\text { TOTAL EARNED PERCENT }}
$$

[^86]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $22.9 \%$ | 1.1 out of 5.0 |
| Percent Proficient English Language Arts | $23.5 \%$ | 1.2 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.1 | 2.6 out of 5.0 |

7.4 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $20.2 \%$ | 1 out of 5.0 |
| Student Growth Percentile Mathematics | 55.0 | 7.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 45.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

19.5

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $69.6 \%$ | 5 out of 15.0 |
| School Survey - Student | 5.5 | 3.9 out of 7.0 |
| School Survey - Educator | 6.9 | 2.1 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

20.9 EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
|  |  | $\boldsymbol{*}$ | School Survey - Educator |
| 0 POINTS | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 22.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 23.5 \% | $\boldsymbol{x}$ | * |
| Asian | 45.0 \% | $\boldsymbol{x}$ | $\checkmark$ | 45.0 \% | $\boldsymbol{x}$ | $\checkmark$ |
| Black/African Amer. | 23.8 \% | $\boldsymbol{x}$ | $\checkmark$ | 35.0\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 19.4 \% | $\boldsymbol{x}$ | - | 19.9 \% | $x$ | - |
| White | 45.5 \% | $\boldsymbol{x}$ | $\checkmark$ | 45.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 14.0 \% | * | $\checkmark$ | 14.0 \% | $\times$ | - |
| English Learner | 15.2 \% | $\boldsymbol{x}$ | $\checkmark$ | 13.9 \% | $\boldsymbol{x}$ | - |
| Econ. Disadvantaged | 21.9 \% | $\boldsymbol{x}$ | $\checkmark$ | 20.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

## Westbrook Elementary <br> 2022-2023 School Report Card

Westbrook Elementary (0408)
Grade Levels: Elementary
County: Montgomery County

5110 Allan Ter
Bethesda, MD 20816-1612
Phone: 240-740-1040

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 15.5 | IMPROVEMENT |
| Academic Progress | 35.0 | 23.4 | na |
| Progress in Achieving English Language Proficiency | 10.0 | na |  |
| School Quality and Student Success | 35.0 | 9.1 | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{2 9 . 4}$ | $\mathbf{7 7 . 5}$ |

$$
\frac{\text { Total Earned Points: } 77.5}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { TOTAL EARNED PERCENT }}
$$

[^87]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $76.8 \%$ | 3.8 out of 5.0 |
| Percent Proficient English Language Arts | $84.3 \%$ | 4.2 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.1 | 3.8 out of 5.0 |

15.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 71.4\% | 3.6 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 56.0 | 8 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 96.4\% | 4.8 out of 5.0 |
|  |  |  |  |  | $23.4$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $91.3 \%$ | 9.1 out of 10.0 |
| Towards Learning English |  |  |

## 9.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 76.8 \% | $\checkmark$ | $\boldsymbol{*}$ | 84.3 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 72.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 61.5 \% | $\bigcirc$ | $\bigcirc$ | 69.2 \% | $\bigcirc$ | $\bigcirc$ |
| Hispanic/Latino | 69.8\% | - | $\boldsymbol{*}$ | 79.2 \% | $\bigcirc$ | $\bigcirc$ |
| White | 81.3 \% | $\checkmark$ | $\boldsymbol{*}$ | 87.9 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Two or more races | 76.9 \% | $\checkmark$ | $\boldsymbol{*}$ | 92.3 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 56.3 \% | - | - | 61.3 \% | $\checkmark$ | $\checkmark$ |
| English Learner | 65.7 \% | $\checkmark$ | $\boldsymbol{*}$ | 60.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 62.5 \% | $\bigcirc$ | $\bigcirc$ | 81.3 \% | $\checkmark$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Westland Middle (0412)
5511 Massachusetts Ave
Grade Levels: Middle Bethesda, MD 20816-1932
County: Montgomery County
Phone: 301-320-6515

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.2 | $x$ | - |
| Academic Progress | 35.0 | 22.5 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 4.8 | $\boldsymbol{x}$ | (x) |
| School Quality and Student Success | 35.0 | 24.5 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 63.9 |  |  |

$\frac{\text { Total Earned Points: } 63.9}{\text { Total Points Possible: } 100.0}=\frac{63.9 \%}{\text { TOTAL EARNED Percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{\chi}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $43.3 \%$ | 2.2 out of 5.0 |
| Percent Proficient English Language Arts | $73.1 \%$ | 3.7 out of 5.0 |
| Average Performance Level Mathematics | 2.3 | 2.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

12.2

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $55.4 \%$ | 1.9 out of 3.5 |
| Percent Proficient Social Studies | $76.1 \%$ | 2.7 out of 3.5 |
| Student Growth Percentile Mathematics | 53.5 | 7.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 53.0 | 7.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.8 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $48.2 \%$ | 4.8 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 43.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.1 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Asian | 44.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 63.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 15.7\% | ( | $\checkmark$ | 44.6 \% | ( | $\boldsymbol{*}$ |
| Hispanic/Latino | 30.0 \% | $\boldsymbol{*}$ | (1) | 65.9 \% | $\checkmark$ | $\checkmark$ |
| White | 51.1 \% | * | $\checkmark$ | 82.2 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 52.4 \% | $\boldsymbol{\chi}$ | $\checkmark$ | 74.6 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\chi}$ |
| Students w/Disabilities | 15.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 25.7 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| English Learner | 20.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 25.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.7 \% | * | $\checkmark$ | 38.3 \% | $\checkmark$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Westover Elementary

Westover Elementary (0504) Grade Levels: Elementary County: Montgomery County

401 Hawkesbury Ln
Silver Spring, MD 20904-6305
Phone: 240-740-5740

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.5 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 20.1 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 26.1 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 67.8 |  |  |

$\frac{\text { Total Earned Points: } 67.8}{\text { Total Points Possible: } 100.0}=67.8 \%$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $59.3 \%$ | 3 out of 5.0 |
| Percent Proficient English Language Arts | $76.9 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

13.5

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 52.9\% | 2.6 out of 5.0 |
|  | S PO |  | Student Growth Percentile Mathematics | 43.0 | 5.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 52.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $20.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 80.8\% | 8.1 out of 10.0 |
|  |  |  | 8.1 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 81.3\% | 9 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.5 | 4.5 out of 7.0 |
|  |  |  | School Survey - Educator | 8.4 | 2.5 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.1$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 59.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 76.9 \% | $\checkmark$ | $\checkmark$ |
| Asian | 58.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 100.0 \% | - | $\checkmark$ |
| Black/African Amer. | 62.5 \% | ( | $\bigcirc$ | 77.1 \% | $\bigcirc$ | - |
| Hispanic/Latino | 40.7 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 65.4 \% | $\checkmark$ | $\checkmark$ |
| White | 72.2 \% | $\otimes$ | $\bigcirc$ | 83.3 \% | - | $\bigcirc$ |
| Two or more races | 63.6 \% | $\checkmark$ | $\boldsymbol{*}$ | 63.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 22.2 \% | ( | (2) | 11.1 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ |
| English Learner | 27.8 \% | $\boldsymbol{\otimes}$ | $\star$ | 47.1 \% | $\bigcirc$ | - |
| Econ. Disadvantaged | 40.0 \% | (2) | ( | 66.7 \% | $\checkmark$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wheaton High

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 15.2 | $\times$ | * |
| Graduation Rate | 15.0 | 13.1 | x | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 2.7 | * | * |
| Readiness for Post-Secondary Success | 10.0 | 6.7 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 16.1 | na | * |
| TOTAL POINTS: | 100.0 | 53.7 |  |  |

$\frac{\text { Total Earned Points: } \mathbf{5 3 . 7}}{\text { Total Points Possible: } 100.0}=53.70$

[^88]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $29.1 \%$ | 2.2 out of 7.5 |
| Percent Proficient English Language Arts | $58.5 \%$ | 4.4 out of 7.5 |
| Average Performance Level Mathematics | 1.8 | 3.5 out of 7.5 |
| Average Performance Level English <br> Language Arts | 2.7 | 5.1 out of 7.5 |

15.2

EARNED POINTS

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $86.6 \%$ | 8.7 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $89.3 \%$ | 4.5 out of 5.0 |

13.1

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $27.1 \%$ | 2.7 out of 10.0 |

2.7 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| 6.7 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 77.5\% | 3 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 73.0\% | 3.7 out of 5.0 |
|  |  |  | 6.7 |
| $\mathbf{I}$ I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

| 16.1 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Students not Chronically Absent | 64.2\% | 3 out of 15.0 |
|  | School Survey - Student | 4.8 | 3.3 out of 7.0 |
|  | School Survey - Educator | 5.0 | 1.5 out of 3.0 |
| I I I <br> 0 POINTS 18 35 POINTS | Access to Well Rounded Curriculum | 82.6\% | 8.3 out of 10.0 |
|  |  |  | 16.1 <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


## PERCENT PROFICIENT

|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 29.1 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 58.5 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 45.8\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 73.0 \% | * | $\boldsymbol{*}$ |
| Black/African Amer. | 27.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 66.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 15.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 46.0 \% | $\checkmark$ | $\checkmark$ |
| White | 72.5 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 88.7 \% | $\bigcirc$ | $\checkmark$ |
| Students w/Disabilities | 13.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 46.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| English Learner | < 5.0 \% | * | (2) | 10.3 \% | (2) | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 16.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 53.3 \% | $\checkmark$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{x}=$ Not Met

| Graduation Rate (HIGH GRADE SPAN) | ADJUSTED COHORT GRADUATION RATE |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | FOUR-YEAR |  |  | FIVE-YEAR |  |  |
|  | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 86.61\% | $\boldsymbol{x}$ | $\boldsymbol{*}$ | 89.27\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 95.31\% | - | - | 98.44\% | - | - |
| Black/African Amer. | 97.50\% | $\checkmark$ | $\checkmark$ | 98.33\% | $\checkmark$ | - |
| Hispanic/Latino | 78.10\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 81.97\% | $\boldsymbol{*}$ | $\boldsymbol{x}$ |
| White | 96.23\% | $\checkmark$ | $\checkmark$ | 96.23\% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 86.49\% | - | - | 84.62\% | - | - |
| English Learner | 56.76\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 64.55\% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 85.88\% | * | * | 87.64\% | * | * |

[^89]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wheaton Woods Elementary<br>2022-2023 School Report Card

Wheaton Woods Elementary (0788)
Grade Levels: Elementary
County: Montgomery County

4510 Faroe PI
Rockville, MD 20853
Phone: 240-740-0220

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 8.7 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 22.8 | na | - |
| Progress in Achieving English Language Proficiency | 10.0 | 7.6 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 23.6 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 62.7 |  |  |

$$
\frac{\text { Total Earned Points: } 62.7}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $31.7 \%$ | 1.6 out of 5.0 |
| Percent Proficient English Language Arts | $33.6 \%$ | 1.7 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.8 out of 5.0 |

8.7 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 25.6\% | 1.3 out of 5.0 |
|  | TS PO |  | Student Growth Percentile Mathematics | 71.0 | 10.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 45.0 | 6 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $75.6 \%$ | 7.6 out of 10.0 |

7.6 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |
| :---: | :---: | :---: | :---: | :---: |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 31.7 \% | $\boldsymbol{x}$ | - | 33.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Asian | 36.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 54.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Black/African Amer. | 50.0\% | $\boldsymbol{x}$ | - | 43.1 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 22.2 \% | $\boldsymbol{x}$ | - | 26.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 7.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 7.7 \% | $\boldsymbol{x}$ | - |
| English Learner | 23.5 \% | $\boldsymbol{x}$ | - | 24.8 \% | $x$ | - |
| Econ. Disadvantaged | 34.9 \% | $\boldsymbol{x}$ | - | 37.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, and English Learners. =Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Whetstone Elementary (0558)
Grade Levels: Elementary County: Montgomery County

19201 Thomas Farm Rd Gaithersburg, MD 20879-2018

Phone: 240-740-1060

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 51.2}{\text { Total Points Possible: } 100.0}=\frac{51.1 \%}{\text { Total EARNED Percent }}
$$

[^90]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $18.8 \%$ | 0.9 out of 5.0 |
| Percent Proficient English Language Arts | $27.7 \%$ | 1.4 out of 5.0 |
| Average Performance Level Mathematics | 2.0 | 2.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.2 | 2.7 out of 5.0 |

7.5 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 14.0\% | 0.7 out of 5.0 |
|  | TS |  | Student Growth Percentile Mathematics | 55.5 | 8 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 43.0 | 5.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $19.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| 6.4 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 64.3\% | 6.4 out of 10.0 |
|  |  |  | 6.4 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $66.1 \%$ | 3.5 out of 15.0 |
| School Survey - Student | 4.4 | 3.1 out of 7.0 |
| School Survey - Educator | 5.0 | 1.5 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

18.1

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 18 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| o POINTS |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 18.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 27.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 23.8 \% | $\boldsymbol{\otimes}$ | $\boldsymbol{\otimes}$ | 35.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Black/African Amer. | 20.7 \% | ( | $\checkmark$ | 32.9 \% | ( | ( |
| Hispanic/Latino | 13.6 \% | $\boldsymbol{*}$ | $\checkmark$ | 20.4 \% | $\star$ | $\boldsymbol{*}$ |
| White | 38.5 \% | $\boldsymbol{\otimes}$ | * | 53.8 \% | $\boldsymbol{*}$ | $\bigcirc$ |
| Two or more races | 30.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 30.0 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Students w/Disabilities | 7.7 \% | $\boldsymbol{*}$ | $\bigcirc$ | 15.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| English Learner | 13.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 18.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 12.3 \% | * | $\bigcirc$ | 22.7 \% | $\bigcirc$ | * |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

White Oak Middle

White Oak Middle (0811)
12201 New Hampshire Ave
Grade Levels: Middle
Silver Spring, MD 20904-2870
County: Montgomery County

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 7.0 | * | * |
| Academic Progress | 35.0 | 15.8 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 1.4 | * | ( |
| School Quality and Student Success | 35.0 | 18.1 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 42.4 |  |  |

$\frac{\text { Total Earned Points: } 42.4}{\text { Total Points Possible: } 100.0}=\frac{42.4 \%}{\text { total Earned percent }}$

* Earned points may not equal total points due to rounding. $\boldsymbol{\nabla}=$ Met $\boldsymbol{x}=$ Not Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $<=5.0 \%$ | 0.2 out of 5.0 |
| Percent Proficient English Language Arts | $40.6 \%$ | 2 out of 5.0 |
| Average Performance Level Mathematics | 1.6 | 1.9 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.3 | 2.9 out of 5.0 |

## 7.0 <br> EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $20.5 \%$ | 0.7 out of 3.5 |
| Percent Proficient Social Studies | $36.2 \%$ | 1.3 out of 3.5 |
| Student Growth Percentile Mathematics | 41.0 | 5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 47.0 | 6 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.5 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $14.4 \%$ | 1.4 out of 10.0 |
| Towards Learning English |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $82.6 \%$ | 9.5 out of 15.0 |
| School Survey - Student | 3.4 | 2.4 out of 7.0 |
| School Survey - Educator | 4.3 | 1.3 out of 3.0 |
| Access to Well Rounded Curriculum | $49.3 \%$ | 4.9 out of 10.0 |

18.1

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
| $\underset{0 \text { POINTS }}{1}$ |  | IMPROVEMENT | School Survey - Student |
|  |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | < 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 40.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 14.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 60.9 \% | $\star$ | $\boldsymbol{*}$ |
| Black/African Amer. | < 5.0 \% | ( | (2) | 50.0\% | $\bigcirc$ | - |
| Hispanic/Latino | < 5.0 \% | $\boldsymbol{*}$ | $\checkmark$ | 27.7 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| White | 16.3 \% | $\otimes$ | $\bigcirc$ | 72.1 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 19.0\% | $\boldsymbol{*}$ | $\checkmark$ | 61.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Students w/Disabilities | < 5.0 \% | ( | $\bigcirc$ | 11.0\% | $\boldsymbol{\otimes}$ | $\checkmark$ |
| English Learner | < 5.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 11.4 \% | * | * |
| Econ. Disadvantaged | < 5.0 \% | ( | - | 32.1 \% | $\boldsymbol{*}$ | $\checkmark$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met =Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

William B. Gibbs, Jr. Elementary
2022-2023 School Report Card

William B. Gibbs, Jr. Elementary (0337) Grade Levels: Elementary County: Montgomery County

12615 Royal Crown Drive Germantown, MD 20876

Phone: 240-740-0740

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 12.3 | $\boldsymbol{*}$ | $\bullet$ |
| Academic Progress | 35.0 | 21.6 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.1 | $\bigcirc$ | $\boldsymbol{*}$ |
| School Quality and Student Success | 35.0 | 23.2 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 65.2 |  |  |

$$
\frac{\text { Total Earned Points: } 65.2}{\text { Total Points Possible: } 100.0}=\frac{55.10}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $53.8 \%$ | 2.7 out of 5.0 |
| Percent Proficient English Language Arts | $62.2 \%$ | 3.1 out of 5.0 |
| Average Performance Level Mathematics | 2.5 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.7 | 3.3 out of 5.0 |

12.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

| 21.6 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Percent Proficient Science | 43.2\% | 2.2 out of 5.0 |
|  | Student Growth Percentile Mathematics | 60.0 | 8.5 out of 12.5 |
|  | Student Growth Percentile English Language Arts | 45.0 | 6 out of 12.5 |
|  | Credit for Well Rounded Curriculum | 98.8\% | 4.9 out of 5.0 |
|  |  |  | $21.6$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 80.6\% | 8.1 out of 10.0 |
|  |  |  | 8.1 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 76.7\% | 7.5 out of 15.0 |
|  | TS P |  | School Survey - Student | 4.9 | 3.4 out of 7.0 |
|  |  |  | School Survey - Educator | 7.6 | 2.3 out of 3.0 |
| $\underset{0 \text { POINTS }}{\overbrace{\text { IN }}}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $23.2$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  | n/a |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0}{1}$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 53.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 62.2 \% | $\checkmark$ | $\bigcirc$ |
| Asian | 78.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 73.9 \% | * | $\boldsymbol{*}$ |
| Black/African Amer. | 36.2 \% | $\checkmark$ | $\bigcirc$ | 50.7 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 34.5 \% | (2) | $\checkmark$ | 50.9 \% | $\bigcirc$ | $\bigcirc$ |
| White | 63.4 \% | $\boldsymbol{*}$ | $\checkmark$ | 70.0 \% | $\bigcirc$ | $\bigcirc$ |
| Two or more races | 71.4 \% | $\checkmark$ | $\checkmark$ | 85.7 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | < $=5.0$ \% | (2) | (2) | 13.0\% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| English Learner | 40.9 \% | $\boldsymbol{*}$ | $\checkmark$ | 42.2 \% | $\checkmark$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 30.1 \% | $\boldsymbol{*}$ | $\checkmark$ | 38.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

William H. Farquhar Middle
EQUITY AND EXCELLENCE

William H. Farquhar Middle (0507)
Grade Levels: Middle
County: Montgomery County

17017 Batchellors Forest Rd
Olney, MD 20832
Phone: 240-740-1200

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 11.2 | $\boldsymbol{x}$ | - |
| Academic Progress | 35.0 | 23.1 | na | * |
| Progress in Achieving English Language Proficiency | 10.0 | 0.6 | $\boldsymbol{x}$ | ( |
| School Quality and Student Success | 35.0 | 29.5 | na | $\checkmark$ |
| TOTAL POINTS: | 100.0 | 64.4 |  |  |

$\frac{\text { Total Earned Points: } 64.4}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met


## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $26.8 \%$ | 1.3 out of 5.0 |
| Percent Proficient English Language Arts | $74.5 \%$ | 3.7 out of 5.0 |
| Average Performance Level Mathematics | 2.1 | 2.7 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

11.2

EARNED POINTS

## ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?
The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $41.6 \%$ | 1.5 out of 3.5 |
| Percent Proficient Social Studies | $66.1 \%$ | 2.3 out of 3.5 |
| Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 66.0 | 9.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $95.2 \%$ | 2.9 out of 3.0 |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $5.6 \%$ | 0.6 out of 10.0 |
| Towards Learning English |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 93.4\% | 14 out of 15.0 |
|  | TS P |  | School Survey - Student | 6.0 | 4.2 out of 7.0 |
|  |  |  | School Survey - Educator | 5.9 | 1.8 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | 1 18 | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 94.7\% | 9.5 out of 10.0 |
|  |  |  |  |  | $29.5$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 26.8 \% | $\boldsymbol{*}$ | $\checkmark$ | 74.5 \% | $\checkmark$ | $\checkmark$ |
| Asian | 45.2 \% | $\boldsymbol{*}$ | $\checkmark$ | 84.5 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 15.9 \% | ( | - | 65.6 \% | $\bigcirc$ | - |
| Hispanic/Latino | 12.9 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ | 58.8 \% | $\bigcirc$ | $\checkmark$ |
| White | 33.6 \% | $\otimes$ | $\bigcirc$ | 83.2 \% | $\bigcirc$ | - |
| Two or more races | 36.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 87.8\% | $\checkmark$ | - |
| Students w/Disabilities | 6.2 \% | ( | $\bigcirc$ | 27.2 \% | (2) | $\checkmark$ |
| English Learner | < $=5.0$ \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 23.4 \% | $\boldsymbol{*}$ | - |
| Econ. Disadvantaged | 13.7 \% | ( | - | 55.4 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

William Tyler Page Elementary (0312) Grade Levels: Elementary County: Montgomery County

13400 Tamarack Rd Silver Spring, MD 20904-0000

Phone: 240-740-7560

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 10.7 | * | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 15.7 | na | $\boldsymbol{x}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 6.3 | $\checkmark$ | * |
| School Quality and Student Success | 35.0 | 24.6 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 57.3 |  |  |

$\frac{\text { Total Earned Points: } 57.3}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 38.5\% | 1.9 out of 5.0 |
|  | NTS P |  | Percent Proficient English Language Arts | 55.0\% | 2.7 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.3 | 2.9 out of 5.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | 20 POINTS | Average Performance Level English Language Arts | 2.5 | 3.2 out of 5.0 |
|  |  |  |  |  | $\begin{gathered} 10.7 \\ \text { EARNED POINTS } \end{gathered}$ |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 35.1\% | 1.8 out of 5.0 |
|  | TS P |  | Student Growth Percentile Mathematics | 36.0 | 4 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 40.0 | 5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 99.0\% | 4.9 out of 5.0 |
|  |  |  |  |  | $15.7$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $63.0 \%$ | 6.3 out of 10.0 |

## 6.3 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 78.9\% | 8.5 out of 15.0 |
|  | TS PO |  | School Survey - Student | 5.6 | 3.9 out of 7.0 |
|  |  |  | School Survey - Educator | 7.5 | 2.3 out of 3.0 |
| $\stackrel{I}{0}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\stackrel{1}{35 \text { POINTS }}$ | Access to Well Rounded Curriculum | 99.0\% | 9.9 out of 10.0 |
|  |  |  |  |  | $24.6$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| 25 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  |  |  |
|  |  |  | IMPROVEMENT | School Survey - Student |
| $\begin{gathered} 1 \\ \text { OPOINTS } \end{gathered}$ |  | $35 \stackrel{1}{35 \text { POINTS }}$ | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 38.5 \% | $\boldsymbol{*}$ | $\checkmark$ | 55.0 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| Asian | 55.6 \% | $\boldsymbol{\otimes}$ | $\checkmark$ | 77.8 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 37.1 \% | ( | (2) | 53.2 \% | $\bigcirc$ | ( |
| Hispanic/Latino | 27.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 45.5 \% | $\bigcirc$ | $\checkmark$ |
| White | 55.8\% | $\bigcirc$ | $\bigcirc$ | 62.8 \% | $\bigcirc$ | * |
| Two or more races | 31.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 57.9 \% | $\bigcirc$ | - |
| Students w/Disabilities | 28.6 \% | $\checkmark$ | $\bigcirc$ | 10.7 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| English Learner | 11.8 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 32.4 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 23.1 \% | * | $\bigcirc$ | 49.5 \% | $\bigcirc$ | $\bigcirc$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wilson Wims Elementary (0341)
Grade Levels: Elementary
County: Montgomery County

12520 Blue Sky Drive
Clarksburg, MD 20871
Phone: 240-406-1670

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 13.2 | $\boldsymbol{*}$ | $\checkmark$ |
| Academic Progress | 35.0 | 19.2 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 8.7 | $\bigcirc$ | $\bigcirc$ |
| School Quality and Student Success | 35.0 | 28.3 | na | $\boldsymbol{*}$ |
| TOTAL POINTS: | 100.0 | 69.4 |  |  |

$$
\frac{\text { Total Earned Points: } 69.4}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { TOTAL EARNED PERCENT }}
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $57.3 \%$ | 2.9 out of 5.0 |
| Percent Proficient English Language Arts | $72.5 \%$ | 3.6 out of 5.0 |
| Average Performance Level Mathematics | 2.6 | 3.2 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

13.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 53.4\% | 2.7 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 38.0 | 4.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 52.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $19.2$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | English Learners Making Progress Towards Learning English | 87.1\% | 8.7 out of 10.0 |
|  |  |  | 8.7 |
|  |  |  | EARNED POINTS |
|  |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $85.5 \%$ | 11 out of 15.0 |
| School Survey - Student | 6.7 | 4.7 out of 7.0 |
| School Survey - Educator | 8.6 | 2.6 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

28.3

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
|  |  |  | School Survey - Student |  |
| $\begin{gathered} 1 \\ 0 \text { POINTS } \end{gathered}$ |  | $35 \text { POINTS }$ |  | $\boldsymbol{*}$ | School Survey - Educator |
|  | 18 |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 57.3 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 72.5 \% | $\checkmark$ | - |
| Asian | 76.4 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 86.2 \% | $\checkmark$ | - |
| Black/African Amer. | 39.1 \% | $\boldsymbol{x}$ | $\checkmark$ | 62.9 \% | $\checkmark$ | $\checkmark$ |
| Hispanic/Latino | 34.2 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 54.1 \% | $\boldsymbol{x}$ | - |
| White | 57.7 \% | $\boldsymbol{x}$ | $\checkmark$ | 73.1 \% | $\checkmark$ | $\checkmark$ |
| Students w/Disabilities | 14.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 28.6 \% | $\boldsymbol{x}$ | - |
| English Learner | 27.3 \% | * | $\boldsymbol{x}$ | 25.0 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Econ. Disadvantaged | 25.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 38.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. =Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Winston Churchill High (0602)
11300 Gainsborough Rd
Grade Levels: High Potomac, MD 20854-3799

Phone: 240-740-5400

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 30.0 | 22.3 | - | $x$ |
| Graduation Rate | 15.0 | 14.4 | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 4.3 | (8) | ( |
| Readiness for Post-Secondary Success | 10.0 | 9.3 | na | $\boldsymbol{x}$ |
| School Quality and Student Success | 35.0 | 24.4 | na | * |
| TOTAL POINTS: | 100.0 | 74.7 |  |  |

$\frac{\text { Total Earned Points: } 74.7}{\text { Total Points Possible: } 100.0}=$

[^91]
## ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $82.7 \%$ | 6.2 out of 7.5 |
| Percent Proficient English Language Arts | $84.5 \%$ | 6.3 out of 7.5 |
| Average Performance Level Mathematics <br> Average Performance Level English | 2.0 | 3.7 out of 7.5 |
|  | 3.2 | 6.1 out of 7.5 |
| $\mathbf{2 2 . 3}$ |  |  |
| EARNED POINTS Arts |  |  |

## GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Four-year Adjusted Cohort Graduation <br> Rate | $94.8 \%$ | 9.5 out of 10.0 |
| Five-year Adjusted Cohort Graduation <br> Rate | $97.6 \%$ | 4.9 out of 5.0 |

14.4

EARNED POINTS

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?
The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress | $43.5 \%$ | 4.3 out of 10.0 |
| Towards Learning English |  |  |

## 4.3 EARNED POINTS

## READINESS FOR POST-SECONDARY SUCCESS

## HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.

| 9.3 <br> EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 10) | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
|  | Credit for Well Rounded Curriculum | 95.8\% | 4.5 out of 5.0 |
|  | On Track in Ninth Grade for Graduation | 95.6\% | 4.8 out of 5.0 |
|  |  |  | 9.3 |
| I I I <br> 0 POINTS 5 10 POINTS |  |  | EARNED POINTS |

## SCHOOL QUALITY AND STUDENT SUCCESS

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :--- | :--- | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. $\boldsymbol{V}=$ Met =Not Met


[^92]
## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wood Acres Elementary (0417)
Grade Levels: Elementary
County: Montgomery County

5800 Cromwell Drive
Bethesda, MD 20816
Phone: 240-740-1120

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.


$$
\frac{\text { Total Earned Points: } 77.7}{\text { Total Points Possible: } 100.0}=\frac{10}{\text { TOTAL EARNED PERCENT }}
$$

[^93]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $70.0 \%$ | 3.5 out of 5.0 |
| Percent Proficient English Language Arts | $76.7 \%$ | 3.8 out of 5.0 |
| Average Performance Level Mathematics | 2.8 | 3.5 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.8 | 3.5 out of 5.0 |

14.3

EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $72.3 \%$ | 3.6 out of 5.0 |
| Student Growth Percentile Mathematics | 56.0 | 8 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 48.0 | 6.5 out of 12.5 |
| Credit for Well Rounded Curriculum | $100.0 \%$ | 5 out of 5.0 |

23.1

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 92.1\% | 13.5 out of 15.0 |
|  | TS |  | School Survey - Student | 7.4 | 5.2 out of 7.0 |
|  |  |  | School Survey - Educator | 7.4 | 2.2 out of 3.0 |
| 0 POINTS | $\begin{gathered} 1 \\ 18 \end{gathered}$ | 35 POINTS | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $30.9$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  |  | ALL TARGET(S) MET | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | n/a |  |
|  |  |  | IMPROVEMENT | Students not Chronically Absent |
| 0 POINTS |  |  |  | School Survey - Student |
|  | 18 | $35 \text { Ílints }$ | $\boldsymbol{*}$ | School Survey - Educator |
|  |  |  |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 70.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 76.7 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Asian | 85.7 \% | $\checkmark$ | $\checkmark$ | 84.6 \% | - | $\boldsymbol{*}$ |
| Black/African Amer. | 45.5 \% | $\checkmark$ | $\boldsymbol{*}$ | 27.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Hispanic/Latino | 70.3 \% | $\bigcirc$ | $\boldsymbol{*}$ | 77.8 \% | $\bigcirc$ | $\bigcirc$ |
| White | 68.2 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 77.0 \% | $\bigcirc$ | $\boldsymbol{\otimes}$ |
| Two or more races | 81.8\% | $\checkmark$ | $\boldsymbol{*}$ | 86.4 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 26.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 31.4 \% | $\bigcirc$ | $\boldsymbol{*}$ |
| English Learner | 54.8\% | $\checkmark$ | $\boldsymbol{*}$ | 45.0 \% | $\boldsymbol{*}$ | $\boldsymbol{\otimes}$ |
| Econ. Disadvantaged | 46.2 \% | $\bigcirc$ | $\bigcirc$ | 46.2 \% | $\bigcirc$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Woodfield Elementary (0704) Grade Levels: Elementary County: Montgomery County

24200 Woodfield Rd
Gaithersburg, MD 20882
Phone: 240-207-2550

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 14.2 | IMPROVEMENT |
| Academic Progress | 35.0 | 19.8 | na |
| Progress in Achieving English Language Proficiency | 10.0 | 8 | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | $\mathbf{8}$ | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | $\mathbf{8}$ | $\mathbf{8 8 . 2}$ |

$$
\frac{\text { Total Earned Points: } 68.2}{\text { Total Points Possible: } 100.0}=
$$

[^94]ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Mathematics | 67.2\% | 3.4 out of 5.0 |
|  | TS P |  | Percent Proficient English Language Arts | 75.9\% | 3.8 out of 5.0 |
|  |  |  | Average Performance Level Mathematics | 2.7 | 3.4 out of 5.0 |
| O POINTS | $\begin{gathered} 1 \\ 10 \end{gathered}$ | $20 \text { POINTS }$ | Average Performance Level English Language Arts | 2.9 | 3.6 out of 5.0 |
|  |  |  |  |  | $14.2$ <br> EARNED POINTS |

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 56.1\% | 2.8 out of 5.0 |
|  | NTS PO |  | Student Growth Percentile Mathematics | 44.5 | 5.5 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 49.5 | 6.5 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $19.8$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 82.6\% | 8.3 out of 10.0 |
|  |  |  | 8.3 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 83.5\% | 10 out of 15.0 |
|  | TS P |  | School Survey - Student | 5.3 | 3.7 out of 7.0 |
|  |  |  | School Survey - Educator | 7.6 | 2.3 out of 3.0 |
| $\stackrel{I}{0 \text { POINTS }}$ | $\begin{gathered} 1 \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $26.0$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 67.2 \% | - | - | 75.9 \% | - | $\boldsymbol{x}$ |
| Asian | 81.8 \% | - | $\boldsymbol{x}$ | 72.7 \% | $\checkmark$ | $\boldsymbol{x}$ |
| Hispanic/Latino | 48.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 65.5 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| White | 80.0 \% | - | - | 84.0 \% | $\checkmark$ | - |
| Two or more races | 46.2 \% | * | $\checkmark$ | 76.9 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Students w/Disabilities | 28.6 \% | $\boldsymbol{x}$ | $\checkmark$ | 28.6 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| English Learner | 16.7 \% | $\boldsymbol{x}$ | $\boldsymbol{x}$ | 66.7 \% | $\checkmark$ | $\checkmark$ |
| Econ. Disadvantaged | 27.3 \% | $\boldsymbol{x}$ | $\checkmark$ | 50.0 \% | * | $\boldsymbol{x}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V $=$ Met $\boldsymbol{*}=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Woodlin Elementary (0764)
Grade Levels: Elementary
County: Montgomery County

5701 Grosvenor Ln
Bethesda, MD 20814
Phone: 240-740-7350

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET |
| :--- | :--- | :--- | :--- |
| Academic Achievement | 20.0 | 10.2 | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 17.6 | na |
| Progress in Achieving English Language Proficiency | 10.0 | $\mathbf{x}$ | $\mathbf{x}$ |
| School Quality and Student Success | 35.0 | 8.2 | na |
| TOTAL POINTS: | $\mathbf{1 0 0 . 0}$ | 18.9 | $\mathbf{x}$ |

$\frac{\text { Total Earned Points: } 54.9}{\text { Total Points Possible: } 100.0}=$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $40.6 \%$ | 2 out of 5.0 |
| Percent Proficient English Language Arts | $48.3 \%$ | 2.4 out of 5.0 |
| Average Performance Level Mathematics | 2.2 | 2.8 out of 5.0 |
| Average Performance Level English <br> Language Arts | 2.4 | 2.9 out of 5.0 |

10.2 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Science | $43.1 \%$ | 2.2 out of 5.0 |
| Student Growth Percentile Mathematics | 49.0 | 6.5 out of 12.5 |
| Student Growth Percentile English <br> Language Arts | 35.0 | 4 out of 12.5 |
| Credit for Well Rounded Curriculum | $98.6 \%$ | 4.9 out of 5.0 |

17.6

EARNED POINTS

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

| - | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: |
| EARNED POINTS | English Learners Making Progress Towards Learning English | 81.9\% | 8.2 out of 10.0 |
|  |  |  | 8.2 |
|  |  |  | EARNED POINTS |
| I I I <br> 0 POINTS 5 10 POINTS |  |  |  |

## WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Students not Chronically Absent | $67.0 \%$ | 4 out of 15.0 |
| School Survey - Student | 5.2 | 3.6 out of 7.0 |
| School Survey - Educator | 4.3 | 1.3 out of 3.0 |
| Access to Well Rounded Curriculum | $100.0 \%$ | 10 out of 10.0 |

18.9

EARNED POINTS

Educator and Student school survey results range from 1 to 10 .

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?

| EARNED POINTS <br> (TOTAL POINTS POSSIBLE: 35) |  | ALL TARGET(S) MET n/a | SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF: <br> Students not Chronically Absent |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  | IMPROVEMENT | School Survey - Student |
| $\underset{0 \text { POINTS }}{1}$ |  | $\otimes$ | School Survey - Educator |
|  | 35 POINTS |  | Access to Well Rounded Curriculum |


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 40.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 48.3 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 40.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 54.2 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 25.0 \% | $\boldsymbol{*}$ | $\bigcirc$ | 37.5 \% | $\boldsymbol{*}$ | $\otimes$ |
| Hispanic/Latino | 15.5 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 15.8 \% | * | $\boldsymbol{*}$ |
| White | 73.3 \% | $\bigcirc$ | $\bigcirc$ | 78.7 \% | $\checkmark$ | ( |
| Two or more races | 35.0 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ | 50.0 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 12.3 \% | * | * | 16.9 \% | * | $\boldsymbol{*}$ |
| English Learner | 8.3 \% | $\boldsymbol{*}$ | $\checkmark$ | 6.9 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Econ. Disadvantaged | 14.5 \% | $\boldsymbol{*}$ | $\otimes$ | 22.0 \% | $\otimes$ | $\boldsymbol{*}$ |

* Only Student groups with 10 or more students are reported. Student groups include the following; American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with
Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Wyngate Elementary (0422)
Grade Levels: Elementary
County: Montgomery County

9300 Wadsworth Dr
Bethesda, MD 20817-0000
Phone: 240-740-1080

## HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

| INDICATOR | POSSIBLE POINTS | EARNED POINTS* | ANNUAL TARGET | IMPROVEMENT |
| :---: | :---: | :---: | :---: | :---: |
| Academic Achievement | 20.0 | 15.1 | $\boldsymbol{x}$ | $\boldsymbol{x}$ |
| Academic Progress | 35.0 | 22.1 | na | $\boldsymbol{*}$ |
| Progress in Achieving English Language Proficiency | 10.0 | 9.1 | $\checkmark$ | ( |
| School Quality and Student Success | 35.0 | 28.3 | na | $\boldsymbol{x}$ |
| TOTAL POINTS: | 100.0 | 74.6 |  |  |

$$
\frac{\text { Total Earned Points: } 74.6}{\text { Total Points Possible: } 100.0}=
$$

* Earned points may not equal total points due to rounding. $\boldsymbol{\gamma}=$ Met $\boldsymbol{x}=\operatorname{Not}$ Met

ACADEMIC ACHIEVEMENT

## HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| Percent Proficient Mathematics | $74.9 \%$ | 3.7 out of 5.0 |
| Percent Proficient English Language Arts | $80.6 \%$ | 4 out of 5.0 |
| Average Performance Level Mathematics | 2.9 | 3.6 out of 5.0 |
| Average Performance Level English <br> Language Arts | 3.0 | 3.7 out of 5.0 |

15.1 EARNED POINTS

## ACADEMIC PROGRESS

## HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on math and English language arts state tests, and on earning credit for a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Percent Proficient Science | 61.8\% | 3.1 out of 5.0 |
|  | P |  | Student Growth Percentile Mathematics | 52.0 | 7 out of 12.5 |
|  |  |  | Student Growth Percentile English Language Arts | 50.0 | 7 out of 12.5 |
|  |  |  | Credit for Well Rounded Curriculum | 100.0\% | 5 out of 5.0 |
|  |  |  |  |  | $22.1$ <br> EARNED POINTS |

## PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

## HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.


| MEASURE | RESULTS | EARNED POINTS* |
| :--- | :---: | :---: |
| English Learners Making Progress <br> Towards Learning English | $91.1 \%$ | 9.1 out of 10.0 |

## 9.1 EARNED POINTS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?
This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

|  |  |  | MEASURE | RESULTS | EARNED POINTS* |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Students not Chronically Absent | 89.0\% | 12 out of 15.0 |
|  |  |  | School Survey - Student | 6.4 | 4.5 out of 7.0 |
|  |  |  | School Survey - Educator | 6.0 | 1.8 out of 3.0 |
| $\stackrel{1}{0}$ | $\begin{gathered} \text { I } \\ 18 \end{gathered}$ | $\underset{35 \text { POINTS }}{\text { I }}$ | Access to Well Rounded Curriculum | 100.0\% | 10 out of 10.0 |
|  |  |  |  |  | $28.3$ <br> EARNED POINTS |

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

| EARNED POINTS |
| :---: | :---: | :--- |
| (TOTAL POINTS POSSIBLE: 65) |$\quad$ ALL TARGET(S) MET $\quad$ ACADEMIC MEASURES ARE A COMBINATION OF:

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?


|  | MATH |  |  | ELA |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Achievement (E/M/H) | PERCENT | ANNUAL TARGET | IMPROVEMENT | PERCENT | ANNUAL TARGET | IMPROVEMENT |
| All Students | 74.9 \% | $\bigcirc$ | $\checkmark$ | 80.6 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Asian | 89.8\% | $\boldsymbol{*}$ | $\checkmark$ | 87.7 \% | $\bigcirc$ | $\checkmark$ |
| Black/African Amer. | 58.8 \% | $\bigcirc$ | $\boldsymbol{*}$ | 76.5 \% | $\bigcirc$ | - |
| Hispanic/Latino | 63.6 \% | - | $\checkmark$ | 70.4 \% | $\bigcirc$ | $\bigcirc$ |
| White | 72.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 79.4 \% | $\boldsymbol{*}$ | $\boldsymbol{*}$ |
| Two or more races | 87.2 \% | $\checkmark$ | $\boldsymbol{*}$ | 92.3 \% | $\checkmark$ | $\boldsymbol{*}$ |
| Students w/Disabilities | 47.4\% | $\bigcirc$ | $\bigcirc$ | 52.6 \% | $\bigcirc$ | $\checkmark$ |
| English Learner | 58.7 \% | $\boldsymbol{*}$ | $\checkmark$ | 58.5 \% | $\boldsymbol{*}$ | $\checkmark$ |
| Econ. Disadvantaged | 56.3 \% | $\bigcirc$ | $\checkmark$ | 73.3 \% | $\bigcirc$ | $\bigcirc$ |

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Disabilities, and English Learners. V Met $=$ Not Met


## What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

## How are star ratings determined?

STAR RATING
least $75 \%$ of total earned
points percent

## What do the performance indicators mean?

## Academic Achievement

The Academic Achievement indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English language arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

## Graduation Rate

The Graduation Rate indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

## Readiness for Post-Secondary Success

The Readiness for Postsecondary Success indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive cocurricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive cocurricular standard
2 stars when a school has at
least $30 \%$ but less than $45 \%$ of
total earned points percent
1 star when a school has less
than $30 \%$ of total earned
points percent

## Academic Progress

The Academic Progress indicator measures the performance of students in a school who show meaningful relative growth in math and English language arts (Academic Growth) and who demonstrate proficient skills and knowledge in science, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

## Progress in Achieving English Language Proficiency

The Progress in Achieving English Language Proficiency indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

## School Quality and Student Success

The School Quality and Student Success indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English language arts and mathematics (elementary) or science and social studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.


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[^54]:    Educator and Student school survey results range from 1 to 10.

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