Maryland
STATE DEPARTMENT OF EDUCATION

Rockville High
2025 - 2026 School Report Card

★★★★☆
4 OUT OF 5 STARS

Percentile Rank: 61 (High)

Rockville High (0230)
Grade Levels: High
County: Montgomery County

2100 Baltimore Rd
Rockville, MD 20851-0000
Phone: 240-740-6600

HOW DID THIS 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	16.9	✗	✓
Graduation Rate	15.0	13.3	✗	✓
Progress in Achieving English Language Proficiency	10.0	3.2	✗	✓
Readiness for Post-Secondary Success	10.0	8.0	na	✗
School Quality and Student Success	35.0	19.3	na	✓
TOTAL POINTS:	**100.0**	**60.6**		

Total Earned Points: **60.6**
Total Points Possible: **100.0**
=
60.6%
TOTAL EARNED PERCENT

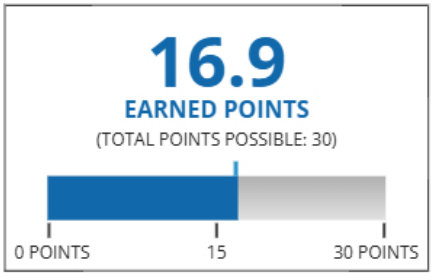
* Earned points may not equal total points due to rounding. ✓ =Met ✗ =Not Met

HIGH GRADE SPAN

ACADEMIC ACHIEVEMENT H

HOW DID STUDENTS PERFORM ON STATE TESTS?

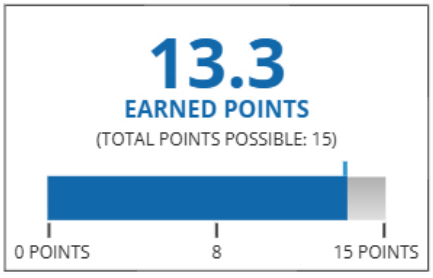
The academic achievement indicator is a combination of the percent of students scoring "proficient" or higher on state tests in math and English language arts, and the average performance level of students on state tests.



MEASURE	RESULTS	EARNED POINTS *
Percent Proficient Mathematics	40.4%	3 out of 7.5
Percent Proficient English Language Arts	70.4%	5.3 out of 7.5
Average Performance Level Mathematics	1.8	3.3 out of 7.5
Average Performance Level English Language Arts	2.8	5.3 out of 7.5
		16.9 EARNED POINTS

GRADUATION RATE H

ARE STUDENTS GRADUATING ON TIME?

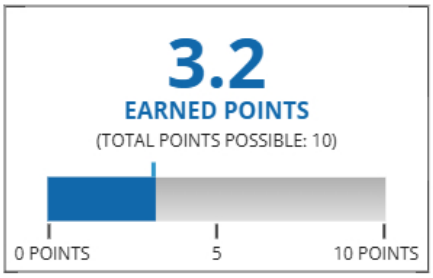


MEASURE	RESULTS	EARNED POINTS *
Four-year Adjusted Cohort Graduation Rate	88.4%	8.8 out of 10.0
Five-year Adjusted Cohort Graduation Rate	88.9%	4.4 out of 5.0
		13.3 EARNED POINTS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY H

HOW MANY MULTILINGUAL LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

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

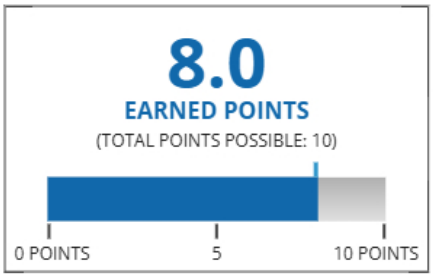


MEASURE	RESULTS	EARNED POINTS *
Multilingual Learners Making Progress Towards Learning English	31.7%	3.2 out of 10.0
		3.2 EARNED POINTS

READINESS FOR POST-SECONDARY SUCCESS H

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.

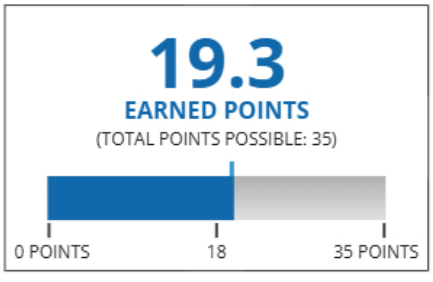


MEASURE	RESULTS	EARNED POINTS *
Credit for Well Rounded Curriculum	90.5%	4 out of 5.0
On Track in Ninth Grade for Graduation	79.9%	4 out of 5.0
		8.0 EARNED POINTS

SCHOOL QUALITY AND STUDENT SUCCESS H

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.

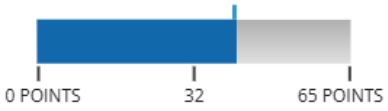


MEASURE	RESULTS	EARNED POINTS *
Students not Chronically Absent	69.5%	5 out of 15.0
School Survey - Student	5.1	3.6 out of 7.0
School Survey - Educator	7.3	2.2 out of 3.0
Access to Well Rounded Curriculum	85.3%	8.5 out of 10.0
		19.3 EARNED POINTS

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

HOW DID THIS SCHOOL DO ON ACADEMIC MEASURES? (H)

41
EARNED POINTS
(TOTAL POINTS POSSIBLE: 65)



ALL TARGET(S) MET

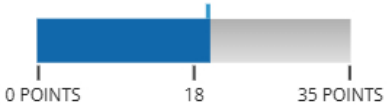
IMPROVEMENT

ACADEMIC MEASURES ARE A COMBINATION OF:

- Academic Achievement
- Graduation Rate
- Progress in Achieving English Language Proficiency
- Readiness for Post-Secondary Success

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

19
EARNED POINTS
(TOTAL POINTS POSSIBLE: 35)



ALL TARGET(S) MET

n/a

IMPROVEMENT

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

Achievement (E/M/H)	PERCENT PROFICIENT					
	MATH			ELA		
	PERCENT	ANNUAL TARGET	IMPROVEMENT	**PERCENT**	ANNUAL TARGET	IMPROVEMENT
All Students	**40.4 %**	✗	✓	**70.4 %**	✓	✓
Asian	62.5 %	✗	✓	92.5 %	✓	✓
Black/African Amer.	41.1 %	✗	✓	70.0 %	✓	✓
Hispanic/Latino	15.1 %	✗	✓	51.6 %	✓	✓
White	69.5 %	✗	✓	91.8 %	✓	✓
Two or more races	55.0 %	✗	✓	75.0 %	✓	✓
Students w/Disabilities	21.0 %	✗	✓	54.1 %	✓	✓
Multilingual Learner	<= 5.0 %	✗	✓	10.9 %	✗	✗
Econ. Disadvantaged	24.9 %	✗	✓	54.2 %	✓	✓

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 Multilingual Learners. ✓ =Met ✗ =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	**88.36%**	✗	✓	**88.89%**	✗	✗
Asian	95.83%	✓	✓	95.83%	✓	✓
Black/African Amer.	94.87%	✓	✓	97.37%	✓	✓
Hispanic/Latino	83.09%	✗	✗	83.57%	✗	✗
White	92.75%	✗	✓	92.75%	✗	✗
Students w/Disabilities	79.55%	✓	✓	79.55%	✓	✓
Multilingual Learner	71.00%	✗	✓	71.72%	✗	✗
Econ. Disadvantaged	89.86%	✓	✗	91.78%	✓	✗

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 Multilingual Learners. ✓ =Met ✗ =Not Met
Both the 4-year and 5-year cohort graduation rates for a given year's school report card use lagged rates (i.e., cohort graduation rates from the prior year) to measure performance.

What does this 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	
★★★★★	5 stars when a school has at least 75% of total earned points percent
★★★★☆	4 stars when a school has at least 60% but less than 75% of total earned points percent
★★★☆☆	3 stars when a school has at least 45% but less than 60% of total earned points percent
★★☆☆☆	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

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.

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.

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. Both the 4-year and 5-year cohort graduation rates for a given year's school report card use lagged rates (i.e., cohort graduation rates from the prior year) to measure performance.

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 multilingual learners. School points are determined by the percentage of multilingual learners achieving or making progress towards attaining proficiency.

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 co-curricular 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 co-curricular standard.

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.