

**MONTGOMERY COUNTY PUBLIC SCHOOLS
MD Report Card – Local Interpretation Guide**

| Maryland Accountability Program: A Framework of Indicators | | |
|---|--|--|
| All data points, except for Graduation Rate, are from the immediate past school year. | | |
| Indicator | Elementary/Middle School | High School |
| Academic Achievement | 20% Performance Composite for English/Language Arts and Math <ul style="list-style-type: none"> • Percent Proficient on State Assessments AND • Average Student Performance Level on State Assessments | 30% Performance Composite for English/Language Arts and Math <ul style="list-style-type: none"> • Percent Proficient on State Assessments AND • Average Student Performance Level on State Assessments |
| Academic Progress | 25% Growth for English/Language Arts and Math 10% Credit for completion of a well-rounded curriculum | N/A |
| Graduation Rate | N/A | 15% - Graduation Rate Composite <ul style="list-style-type: none"> • (10%) 4-yr graduation cohort rate • (5%) 5-yr graduation cohort rate <i>Lagging Data Point – SY2017 grad data used for SY2018 Report Card</i> |
| English Language Proficiency | 10% Progress Towards English Language Proficiency <ul style="list-style-type: none"> • Percent of English learners making progress | 10% Progress Towards English Language Proficiency <ul style="list-style-type: none"> • Percent of English learners making progress |
| Readiness for Postsecondary Success | N/A | 5% On-Track in 9th Grade for Graduation <ul style="list-style-type: none"> • Percent of 9th graders on-track to graduation 5% Credit for Completion of a Well-Rounded Curriculum <ul style="list-style-type: none"> • Percent of students completing a well-rounded curriculum |
| School Quality/Student Success | 15% Students Not Chronically Absent <ul style="list-style-type: none"> • Percent of students not chronically absent 10% Access to a well-rounded curriculum <ul style="list-style-type: none"> • Percent of students with access to a well-rounded curriculum 10% School Climate Survey | 15% Students Not Chronically Absent <ul style="list-style-type: none"> • Percent of students not chronically absent 10% Access to a well-rounded curriculum <ul style="list-style-type: none"> • Percent of students with access to a well-rounded curriculum 10% School Climate Survey |

**Maryland Accountability Program:
A Framework of Indicators**

All data points, except for Graduation Rate, are from the immediate past school year.

| Indicator | Elementary/Middle School |
|------------------------------------|--|
| <p>Academic Achievement</p> | <p>20% Performance Composite on State Assessments in English/Language Arts and Math</p> <p>5% & 5% - Percent Proficient on State Assessments in ELA and Math</p> <ul style="list-style-type: none"> The percentage of students scoring at or above the proficiency level on the MCAP ELA and Math assessments and the MCAP ELA and Math Alternate assessments. <p>5% & 5% - Average Performance Level on State Assessments in ELA and Math</p> <ul style="list-style-type: none"> The average of student performance levels on the MCAP ELA and Math assessments and the MCAP ELA and Math Alternate assessments. <p><i>Notes:</i></p> <ul style="list-style-type: none"> Full Academic Year Grades 3-5 – Sept 30, 2017 – April 13, 2018 Full Academic Year Grades 6-8 – Sept 30, 2017 – April 13, 2018 % Proficient ELA and Math – MCAP Performance Level 4 & 5, Alt-MCAP Performance Level 3 & 4 |
| <p>Academic Progress</p> | <p>25% Academic Growth for English/Language Arts and Math</p> <p>12.5% - Academic Growth for English/Language Arts</p> <ul style="list-style-type: none"> A school’s median student growth percentile, or SGP, in ELA. <p>12.5% - Academic Growth for English/Language Arts</p> <ul style="list-style-type: none"> A school’s median student growth percentile, or SGP, in Math. <p><i>Notes:</i></p> <ul style="list-style-type: none"> Student Growth Percentile (SGP) – students in grade 4-8 with prior year and current year assessment results on the MCAP ELA and Math assessment or MCAP ELA/Math alternate assessment, schools’ median SGP is used. <p>10% Credit for Completion of a Well-Rounded Curriculum</p> <p><u>Elementary</u></p> <p>5% - Science Achievement</p> <ul style="list-style-type: none"> The percentage of 5th grade students scoring at or above the proficiency level on the MCAP Science assessment and the MCAP Alternate Science assessment. <p>5% - Credit for Passing 5th Grade Coursework</p> <ul style="list-style-type: none"> The percentage of 5th grade students passing one of each of course work in fine arts, health, physical education, and social studies during the current academic year. <p><i>Notes:</i></p> <ul style="list-style-type: none"> MCAP Science Assessment (MISA/Alt-MISA) – not reported for 2018 Full Academic Year 5th Grade Students - Sept 30, 2017 – April 13, 2018 |

| | <p>Middle</p> <p>3.5% - Science Achievement</p> <ul style="list-style-type: none"> The percentage of 8th grade students scoring at or above the proficiency level on the MCAP Science assessment and the MCAP Alternate Science assessment. <p>3.5% - Social Studies Achievement</p> <ul style="list-style-type: none"> The percentage of 8th grade students scoring at or above the proficiency level on the MCAP Social Studies assessment and the MCAP Alternate Social Studies assessment. <p>3% - Credit for Passing 8th Grade Coursework</p> <ul style="list-style-type: none"> The percentage of 8th grade students passing one of each of course work in mathematics, English Language Arts, social studies, and science. <p><i>Notes:</i></p> <ul style="list-style-type: none"> Full Academic Year 8th Grade Students– Sept 30, 2017 – April 13, 2018 MCAP Science Assessment (MISA/Alt-MISA) – not reported for 2018 MCAP Social Studies Assessment – not reported for 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|--------|--------|--------|--------|--------|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|--------------------------------------|-----|-----|-----|-----|-----|---|--------|--------|--------|--------|--------|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|--------------------------------------|-----|-----|-----|-----|-----|
| <p>English Language Proficiency</p> | <p>10% Progress Toward English Language Proficiency</p> <ul style="list-style-type: none"> Percentage of students making progress towards attaining English language proficiency as measured by growth on the MCAP English language proficiency (ELP) assessment (ACCESS for ELLs/Alt-ACCESS for ELLs). <p>English Language Proficiency Annual Growth Targets</p> <table border="1" data-bbox="524 974 1356 1203"> <thead> <tr> <th>Initial Year Proficiency Level (based on ACCESS for ELLs)</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>1.0-1.9</td> <td>2.0</td> <td>2.9</td> <td>3.6</td> <td>4.1</td> <td>4.5</td> </tr> <tr> <td>2.0-2.9</td> <td>2.9</td> <td>3.6</td> <td>4.1</td> <td>4.5</td> <td>---</td> </tr> <tr> <td>3.0-3.9</td> <td>3.7</td> <td>4.2</td> <td>4.5</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.0-4.4</td> <td>4.3</td> <td>4.5</td> <td>---</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.5 or higher (proficiency goal met)</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> </tr> </tbody> </table> <p>English Language Proficiency Minimum Growth Expectation</p> <table border="1" data-bbox="524 1264 1356 1493"> <thead> <tr> <th>Initial Year Proficiency Level (based on ACCESS for ELLs)</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>1.0-1.9</td> <td>1.0</td> <td>0.9</td> <td>0.7</td> <td>0.5</td> <td>0.4</td> </tr> <tr> <td>2.0-2.9</td> <td>0.9</td> <td>0.7</td> <td>0.5</td> <td>0.4</td> <td>---</td> </tr> <tr> <td>3.0-3.9</td> <td>0.7</td> <td>0.5</td> <td>0.3</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.0-4.4</td> <td>0.3</td> <td>0.2</td> <td>---</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.5 or higher (proficiency goal met)</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> </tr> </tbody> </table> <p><i>Notes:</i></p> <ul style="list-style-type: none"> English learners are considered to have met the target if their overall proficiency level shows growth by: <ul style="list-style-type: none"> Meeting the annual growth target; Meeting the minimum growth expectation; or Earning a proficiency score of 4.5 or higher | Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 1.0-1.9 | 2.0 | 2.9 | 3.6 | 4.1 | 4.5 | 2.0-2.9 | 2.9 | 3.6 | 4.1 | 4.5 | --- | 3.0-3.9 | 3.7 | 4.2 | 4.5 | --- | --- | 4.0-4.4 | 4.3 | 4.5 | --- | --- | --- | 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- | Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 1.0-1.9 | 1.0 | 0.9 | 0.7 | 0.5 | 0.4 | 2.0-2.9 | 0.9 | 0.7 | 0.5 | 0.4 | --- | 3.0-3.9 | 0.7 | 0.5 | 0.3 | --- | --- | 4.0-4.4 | 0.3 | 0.2 | --- | --- | --- | 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- |
| Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0-1.9 | 2.0 | 2.9 | 3.6 | 4.1 | 4.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0-2.9 | 2.9 | 3.6 | 4.1 | 4.5 | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0-3.9 | 3.7 | 4.2 | 4.5 | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.0-4.4 | 4.3 | 4.5 | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0-1.9 | 1.0 | 0.9 | 0.7 | 0.5 | 0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0-2.9 | 0.9 | 0.7 | 0.5 | 0.4 | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0-3.9 | 0.7 | 0.5 | 0.3 | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.0-4.4 | 0.3 | 0.2 | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>School Quality/Student Success</p> | <p>15% Students Not Chronically Absent</p> <ul style="list-style-type: none"> The number of students absent 10 percent or more school days during the school year in membership at least 10 days. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

10% Access to a Well-Rounded Curriculum

Elementary

10% - Students Enrolled in a Well-Rounded Curriculum

- Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, **and** health.

Middle

10% - Students Enrolled in a Well-Rounded Curriculum

- Percent of 8th grade students enrolled in fine arts, physical education, **and** health. (computational learning postponed)

Notes:

- **Full Academic Year Grades 5 and 8** – Sept 30, 2017 – April 13, 2018

10% School Climate Survey

- Aggregate score from the Maryland School Survey for students and educators.

Notes:

- **School Climate Survey** – not reported for 2018

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| Indicator | High School |
|------------------------------------|---|
| <p>Academic Achievement</p> | <p>30% Performance Composite on State Assessments in English/Language Arts and Math</p> <p>7.5% - Proficiency on State Assessments in ELA</p> <ul style="list-style-type: none"> The percentage of students scoring at or above the proficiency level on the MCAP ELA assessments and the MCAP Alternate ELA assessments. <p>7.5% - Proficiency on State Assessments in Math</p> <ul style="list-style-type: none"> The percentage of students scoring at or above the proficiency level on the MCAP Math assessments, the MCAP Alternate Math assessments and the SAT Math component. <p>7.5% - Average Performance Level in ELA</p> <ul style="list-style-type: none"> The average of student performance levels on the MCAP ELA and Alternate ELA assessments. <p>7.5% - Average Performance Level in Math</p> <ul style="list-style-type: none"> The average of student performance levels on the MCAP Math and Alternate Math assessments. <p><i>Notes:</i></p> <ul style="list-style-type: none"> Full Academic Year Graduating Seniors – Sept 30, 2017 – April 13, 2018 % Proficient Math – highest score from Algebra 1, Geometry, Algebra 2, or SAT assessment taken while in high school (MCAP Performance Level 4 & 5, Alt-MCAP Performance Level 3 & 4 or SAT score 520+) Average Performance Level – highest performance level of only students who tested Algebra 1, Geometry, Algebra 2 while in high school (smaller denominator than % Proficient Math). SAT is not used as performance levels are not established on the assessment. |
| <p>Graduation Rate</p> | <p>15% - Graduation Rate Composite</p> <p>10% - 4-yr graduation cohort rate</p> <ul style="list-style-type: none"> Percentage of a school’s cohort of first-time 9th grade students in a particular school year who graduate in four years with a regular high school diploma adjusted for students who transfer out, emigrate, or die during the 4 year period. <p>5% - 5-yr graduation cohort rate</p> <ul style="list-style-type: none"> Percentage of a school’s cohort of first-time 9th grade students in a particular school year who graduate in five years with a regular high school diploma adjusted for students who transfer out, emigrate, or die during the 5 year period. <p><i>Notes:</i></p> <ul style="list-style-type: none"> Lagging Data Point – SY2017 grad data used for SY2018 Report Card |

| <p>English Language Proficiency</p> | <p>10% Progress Toward English Language Proficiency</p> <ul style="list-style-type: none"> Percentage of students making progress towards attaining English language proficiency as measured by growth on the MCAP English language proficiency (ELP) assessment (ACCESS for ELLs/Alt-ACCESS for ELLs). <p>English Language Proficiency Annual Growth Targets</p> <table border="1"> <thead> <tr> <th>Initial Year Proficiency Level (based on ACCESS for ELLs)</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>1.0-1.9</td> <td>2.0</td> <td>2.9</td> <td>3.6</td> <td>4.1</td> <td>4.5</td> </tr> <tr> <td>2.0-2.9</td> <td>2.9</td> <td>3.6</td> <td>4.1</td> <td>4.5</td> <td>---</td> </tr> <tr> <td>3.0-3.9</td> <td>3.7</td> <td>4.2</td> <td>4.5</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.0-4.4</td> <td>4.3</td> <td>4.5</td> <td>---</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.5 or higher (proficiency goal met)</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> </tr> </tbody> </table> <p>English Language Proficiency Minimum Growth Expectation</p> <table border="1"> <thead> <tr> <th>Initial Year Proficiency Level (based on ACCESS for ELLs)</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>1.0-1.9</td> <td>1.0</td> <td>0.9</td> <td>0.7</td> <td>0.5</td> <td>0.4</td> </tr> <tr> <td>2.0-2.9</td> <td>0.9</td> <td>0.7</td> <td>0.5</td> <td>0.4</td> <td>---</td> </tr> <tr> <td>3.0-3.9</td> <td>0.7</td> <td>0.5</td> <td>0.3</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.0-4.4</td> <td>0.3</td> <td>0.2</td> <td>---</td> <td>---</td> <td>---</td> </tr> <tr> <td>4.5 or higher (proficiency goal met)</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> <td>---</td> </tr> </tbody> </table> <p>Notes:</p> <ul style="list-style-type: none"> English learners are considered to have met the target if their overall proficiency level shows growth by: <ul style="list-style-type: none"> Meeting the annual growth target; Meeting the minimum growth expectation; or Earning a proficiency score of 4.5 or higher | Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 1.0-1.9 | 2.0 | 2.9 | 3.6 | 4.1 | 4.5 | 2.0-2.9 | 2.9 | 3.6 | 4.1 | 4.5 | --- | 3.0-3.9 | 3.7 | 4.2 | 4.5 | --- | --- | 4.0-4.4 | 4.3 | 4.5 | --- | --- | --- | 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- | Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | 1.0-1.9 | 1.0 | 0.9 | 0.7 | 0.5 | 0.4 | 2.0-2.9 | 0.9 | 0.7 | 0.5 | 0.4 | --- | 3.0-3.9 | 0.7 | 0.5 | 0.3 | --- | --- | 4.0-4.4 | 0.3 | 0.2 | --- | --- | --- | 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- |
|---|---|---|--------|--------|--------|--------|--------|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|--------------------------------------|-----|-----|-----|-----|-----|---|--------|--------|--------|--------|--------|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|---------|-----|-----|-----|-----|-----|--------------------------------------|-----|-----|-----|-----|-----|
| Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0-1.9 | 2.0 | 2.9 | 3.6 | 4.1 | 4.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0-2.9 | 2.9 | 3.6 | 4.1 | 4.5 | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0-3.9 | 3.7 | 4.2 | 4.5 | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.0-4.4 | 4.3 | 4.5 | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Initial Year Proficiency Level (based on ACCESS for ELLs) | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.0-1.9 | 1.0 | 0.9 | 0.7 | 0.5 | 0.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.0-2.9 | 0.9 | 0.7 | 0.5 | 0.4 | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.0-3.9 | 0.7 | 0.5 | 0.3 | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.0-4.4 | 0.3 | 0.2 | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.5 or higher (proficiency goal met) | --- | --- | --- | --- | --- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Readiness for Postsecondary Success</p> | <p>5% On-Track in 9th Grade</p> <ul style="list-style-type: none"> Percent of 9th grader students earning at least four credits in any of: mathematics, English language arts, science, social studies, and/or world language. <p>Notes:</p> <ul style="list-style-type: none"> Full Academic Year Grade 9 students – Sept 30, 2017 – April 13, 2018 <p>5% Credit for Completion of a Well-Rounded Curriculum</p> <ul style="list-style-type: none"> Percent of students graduating or exiting with a Certificate of Program Completion and achieving at least one of the following: <ul style="list-style-type: none"> Score 3 or higher on an AP examination, or 4 or higher on an IB Program examination Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)) Met a standard set by ACT, Inc. on the ACT examination (score of 21) Earned credit for dual enrollment Met the University of Maryland entry requirements Completed a youth or other apprenticeship training program approved by the Maryland Apprenticeship Training Council Completed an industry certification aligned with an MSDE-approved career and technology education (CTE) program and achieved CTE concentrator level status or higher Completed an MSDE-approved CTE program Met a standard on the Armed Services Vocational Aptitude Batter (ASVAB) (standard TBD) Received the Seal of Biliteracy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|---|
| | <ul style="list-style-type: none"> • For students pursuing a Certificate of Program Completion, percent of students achieving at least one of the following: <ul style="list-style-type: none"> ○ Entered the world of work through gainful employment ○ Postsecondary education and training ○ Supported employment ○ Other services that are integrated in the community <p><i>Notes:</i></p> <ul style="list-style-type: none"> • Full Academic Year Graduating Seniors – Sept 30, 2017 – April 13, 2018 |
| <p>School Quality/Student Success</p> | <p>15% Students Not Chronically Absent</p> <ul style="list-style-type: none"> • The number of students absent 10 percent or more school days during the school year in membership at least 10 days. <p>10% Access to a Well-Rounded Curriculum</p> <p>10% Enrolled in Well-Rounded Curriculum Upon Graduation</p> <ul style="list-style-type: none"> • Percent of students completing who: <ol style="list-style-type: none"> a. Enrolled in an AP or IB course b. Participated in dual enrollment, or c. Enrolled in an MSDE-approved Career and Technical Education program at the CTE concentrator level or higher. • Percent of students with disabilities completing with a Maryland High School Certificate of Program Completion who enrolled in a general education core academic or elective course. <p><i>Notes:</i></p> <ul style="list-style-type: none"> • High School completers in the specified academic year <p>10% School Climate Survey</p> <ul style="list-style-type: none"> • Aggregate score from the Maryland School Survey for students and educators. <p><i>Notes:</i></p> <ul style="list-style-type: none"> • School Climate Survey – not reported for 2018 |

Star Rating

- Total Earned Points determines awarded stars – *Criterion Referenced*
- Schools with less than 45 total points, in the denominator of the calculation, will not receive a star rating

| Awarded Stars | Total Earned Points Percent |
|----------------------|------------------------------------|
| ★★★★★ | At least 75% |
| ★★★★ | At least 60% but less than 75% |
| ★★★ | At least 45% but less than 60% |
| ★★ | At least 30% but less than 45% |
| ★ | Less than 30% |

Percentile Rank

- Based on percent of possible points earned and compared to all other schools with same grade level configuration – *Norm Referenced*
- Schools with less than 45 total points, in the denominator of the calculation, will not be percentile ranked
- Schools are rank ordered by % of points earned, a mathematical calculation is performed and the percentile rank is determined. As an example...

| School | % of Points Earned | Percentile Rank |
|---------------|---------------------------|------------------------|
| 1 | 52.6 | 0 |
| 2 | 56.5 | 14.3 |
| 3 | 62.9 | 28.6 |
| 4 | 75.6 | 42.9 |
| 5 | 75.6 | 42.9 |
| 6 | 75.6 | 42.9 |
| 7 | 76.3 | 57.1 |
| 8 | 89.0 | 71.4 |
| 9 | 89.1 | 85.7 |
| 10 | 90.2 | 100 |