

Laurel Woods Elementary

Howard County (13:0618)

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

Cohort Graduation Rate%						
	2016	2015	2016	2015	2016	2015
2016 (4-Year Rate)	*		93.21		87.61	
2015 (4-Year Rate)		*		93.47		86.98
2015 (5-Year Rate)	*		94.74		89.11	

Teacher Qualifications	School		County		State	
	2016	2015	2016	2015	2016	2015
% of certificates:						
Standard Professional	54.8	58.6	27.6	30.2	25.6	27.4
Advanced Professional	25.8	34.5	63.7	65.4	61.9	65.2
Resident Teacher	0.0	0.0	0.0	0.0	1.0	1.1
Conditional Teacher	0.0	0.0	0.8	0.8	1.5	1.5

% of classes NOT taught by highly qualified teachers						
	2016	2015	2016	2015	2016	2015
All Quartiles	6.6	13.9	6.9	7.7	8.9	8.4
Elementary Low Poverty	*	*	4.5	6.1	3.3	2.9
Elementary High Poverty	*	*	*	*	11.2	10.5
Secondary Low Poverty	*	*	7.1	8.4	7.0	6.7
Secondary High Poverty	*	*	28.5	*	17.1	17.7

“*” indicates no students or fewer than 10 students in category.

Attendance Rate

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

Cohort Graduation Rate

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

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

Teacher Qualifications

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

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

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

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

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

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

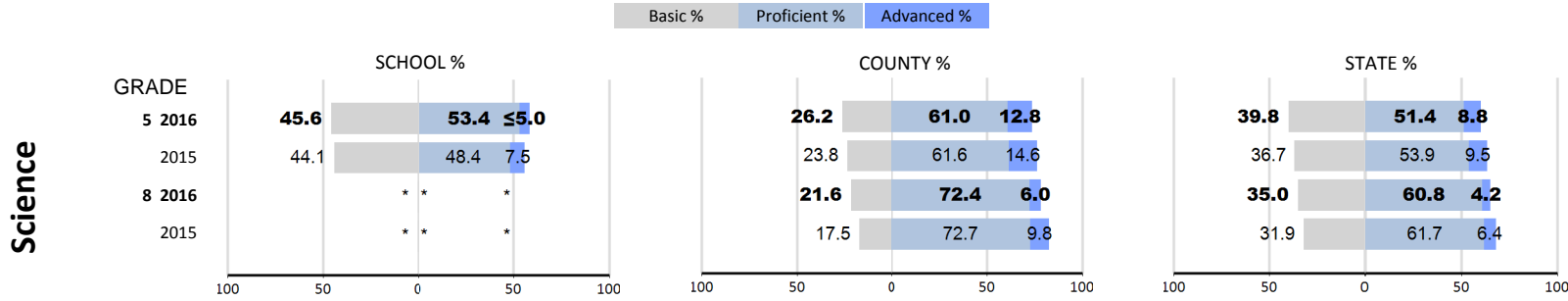
School Progress and Annual Measurable Objectives (AMOs)

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA). In accordance with the U.S. Department of Education’s (USED) authority to ensure an orderly transition to ESSA, USED will not require States to identify AMOs for school years 2014-2015 or 2015-2016 for USED’s review and approval, nor will USED require States to report performance against AMOs for the 2014-2015 or 2015-2016 school years.

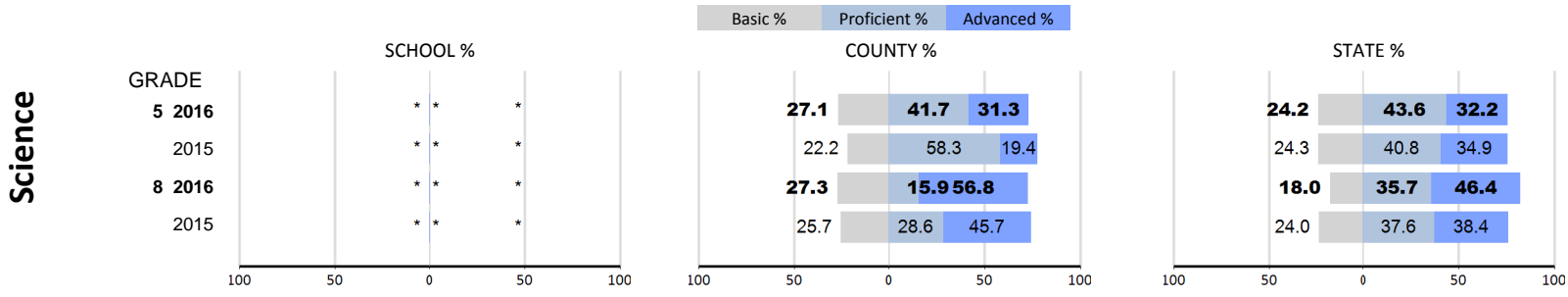
Due to this direction, Maryland will not measure LEAs and schools against AMOs.

Laurel Woods Elementary

MSA Science Proficiency Levels



Alt-MSA Science Proficiency Levels



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

Maryland School Assessment (MSA) Science

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

* Data not available at date of publication.

Alternate Maryland School Assessment (Alt-MSA) Science

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA or PARCC in science even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of Science content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band*. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

Description of Proficiency Levels

Basic %	<p>Science: Students show they need more work to attain proficiency. They use minimal supporting evidence/responses provide little or no synthesis of information.</p>
Proficient %	<p>Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.</p>
Advanced %	<p>Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.</p>

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PARCC Assessment Performance Results Summary - 2016

		Performance Level										
		Level 1			Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 3	State	67758	14642	21.6	12875	19.0	14832	21.9	22400	33.1	3009	4.4
	County	4110	504	12.3	559	13.6	944	23.0	1876	45.6	227	5.5
	School	90	10	11.1	12	13.3	18	20.0	39	43.3	11	12.2
English/Language Arts 4	State	65915	9423	14.3	12473	18.9	17407	26.4	21111	32.0	5501	8.3
	County	4153	289	7.0	493	11.9	987	23.8	1889	45.5	495	11.9
	School	79	10	12.7	12	15.2	25	31.6	30	38.0	*	≤5.0
English/Language Arts 5	State	64302	8361	13.0	13596	21.1	17021	26.5	23274	36.2	2050	3.2
	County	4096	299	7.3	556	13.6	1059	25.9	2064	50.4	*	≤5.0
	School	103	10	9.7	25	24.3	40	38.8	28	27.2	*	≤5.0
Mathematics 3	State	67892	9452	13.9	12764	18.8	15776	23.2	22745	33.5	7155	10.5
	County	4139	281	6.8	511	12.3	853	20.6	1604	38.8	890	21.5
	School	93	8	8.6	12	12.9	25	26.9	29	31.2	19	20.4
Mathematics 4	State	66022	9656	14.6	15482	23.4	16445	24.9	21850	33.1	2589	3.9
	County	4161	266	6.4	583	14.0	924	22.2	1996	48.0	392	9.4
	School	78	6	7.7	13	16.7	20	25.6	35	44.9	4	5.1
Mathematics 5	State	64423	7918	12.3	15879	24.6	17049	26.5	19815	30.8	3762	5.8
	County	4111	219	5.3	593	14.4	1084	26.4	1789	43.5	426	10.4
	School	103	6	5.8	20	19.4	42	40.8	31	30.1	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

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

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	77	*	>= 95.0	95	*	>= 95.0
English/Language Arts 4	98	*	>= 95.0	80	*	>= 95.0
English/Language Arts 5	93	*	>= 95.0	104	*	>= 95.0
Mathematics 3	77	*	>= 95.0	94	*	>= 95.0
Mathematics 4	99	*	>= 95.0	78	*	>= 95.0
Mathematics 5	93	*	>= 95.0	103	*	>= 95.0

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

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