HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE:	Bridge to Excellence Report: Goal 1	**DATE:**	January 24, 2013

PRESENTERS:
E. Grace Chesney, Chief Accountability Officer
Marie DeAngelis, Director, Elementary Curricular Programs
Jason McCoy, Principal, Cradlerock Elementary School
William Ryan, Executive Director, School Improvement and School
Administration

OVERVIEW:
- Eighty-seven percent of HCPSS schools met all of the state-determined AMOs for students overall and for all student groups.
- More than 93 percent of elementary students taking the mathematics MSA and more than 94 percent taking the reading MSA scored advanced/proficient.
- More than 89 percent of middle school students taking the mathematics MSA and more than 90 percent taking the reading MSA scored advanced/proficient.
- More than 97 percent of students met the HSA graduation requirement by passing all required HSAs or by using the combined score option.

THE FUTURE DIRECTION:
The HCPSS is in the process of establishing a new strategic plan. Aligned targets will be developed to support systemwide improvement efforts. Focusing on rigorous curriculum standards, exemplary instruction, and data-driven decision making will promote high levels of achievement for all students.

Submitted by:

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Approval/ Concurrence:

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HOWARD COUNTY
PUBLIC SCHOOL SYSTEM
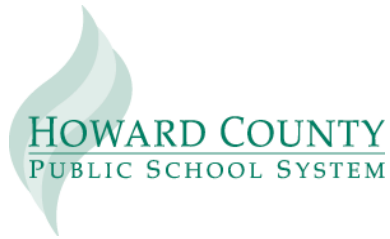
Bridge to Excellence Progress Report

Goal 1

Winter
2013

The Howard County Public School System

Dr. Renee A. Foose
Superintendent

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Overview

The mission of the Howard County Public School System (HCPSS) is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world. Two goals drive all continuous improvement efforts in the school system.

> **Goal 1:** Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.

> **Goal 2:** Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Historically, Goals 1 and 2 have been monitored by objectives set out in the *Bridge to Excellence Master Plan*, which is submitted annually to the Maryland State Department of Education (MSDE).

The purpose of this report is to share the system's progress toward attainment of Goal 1 and to provide an overview of the school system's initiatives that support improved student achievement. This report is divided into the following sections:

I.	Goal 1 Targets, Indicators, Objectives and Results
II.	Overview of 2012 School Improvement Initiatives
III.	Summary of Results and Modifications and Supports for 2013
IV.	Strategic Data Supports and Tools

The school system's mission, goals, targets, and objectives, which are articulated annually in the *Bridge to Excellence Master Plan*, guide HCPSS's strategic planning and continuous improvement efforts. This framework provides a basis for School Improvement Planning and ongoing monitoring systemically and within individual schools. During 2012, the MSDE changed the state school accountability model and the HCPSS began the process of identifying new school improvement objectives. This *Bridge to Excellence Goal 1 Progress Report* offers a comprehensive summary of the system's performance on the substance of the work schools did related to Goal 1 targets and objectives during 2012. The specific wording of some targets and objectives has been modified to take into account changes made by the MSDE and by the HCPSS.

I. Goal 1 Targets, Indicators, Objectives and Results

Systemwide Targets

1. All schools will meet their unique Annual Measureable Objective (AMO) targets for students overall and for each student group for both mathematics and reading.

2. All diploma-bound high school students will meet the Maryland High School Assessment (HSA) graduation requirement.

To achieve these targets, the HCPSS set indicators and associated objectives in four areas: Elementary (K-5), Middle (6-8), High (9-12), and Special Education (K-12). These indicators and objectives are specified below.

Elementary School (K-5) Indicators and Objectives
Maryland School Assessment (MSA) in Mathematics and Reading (Grades 3-5)
- Performance on Maryland School Assessment (MSA) in Mathematics, Reading, and Science in Grades 3-5, disaggregated by student group.

Participation in Advanced Level Programs (Grades 4 and 5)
- All elementary schools will meet or exceed a minimum of 15 percent of students in each race/ethnicity/FARMS student group participating in GT mathematics classes.

Middle School (6-8) Indicators and Objectives
Maryland School Assessment (MSA) in Mathematics and Reading (Grades 6-8)
- Performance on Maryland School Assessment (MSA) in Mathematics, Reading, and Science in Grades 6-8, disaggregated by student group.

Participation in Advanced Level Programs
- All elementary schools will meet or exceed a minimum of 20 percent of students in each race/ethnicity/FARMS student group enrolled in one or more GT content courses.

High School (9-12) Indicators and Objectives
High School Assessment (HSA)
- Performance on HSA in Algebra I, English, and Biology for all diploma-bound students by the beginning of Grade 12, disaggregated by student group.

Participation in Advanced Level Programs
- All high schools will meet or exceed a minimum of 40 percent of students in each racial/ethnicity/FARMS student group enrolled in one or more honors, AP and/or GT courses.

College Entrance Examinations
- At least 80 percent of high school 2012 graduates take the SAT or ACT in each racial/ethnicity/FARMS student group.
- At least 30 percent of high school 2012 graduates who took the SAT or ACT earn a 1650 or higher on the SAT or a composite score of 22 or higher on the ACT in each racial/ethnicity/FARMS student group.

Special Education (K-12) Indicators and Objectives
Alternate Maryland School Assessment (Alt-MSA) (Grades 3-8, 10)
- At least 95 percent of elementary, middle, and high school students with disabilities taking the Alt-MSA will score proficient/advanced.

Least Restrictive Environment (LRE)[1] (Grades K-12)
- LRE A and LRE B data will be greater than 80 percent.
- LRE C data will be less than 2.5 percent.
- Black/African American students with disabilities will make up less than 18 percent on LRE C enrollment.

FERPA
To protect student anonymity and ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA), FERPA criteria have been applied to all data in this report. Results are suppressed and designated with an asterisk (*) in the following situations: (1) there are no students in a category, (2) there are fewer than 10 students in a category, or (3) the percentage for the category is either ≤5 percent or ≥95 percent.

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[1]LRE A, B, and C refer to the percent of the instructional day that students identified for special education services participate in the general education environment.

Target 1.	All schools will meet their unique Annual Measurable Objective (AMO) targets for students overall and for each student group for both mathematics and reading.

The Maryland School Assessment (MSA) is a state-mandated testing program. The Reading and Mathematics MSAs are administered in Grades 3 through 8, and the Science MSA is administered in Grades 5 and 8. MSA results are reported as scale scores and banded in three proficiency levels: Basic, Proficient, and Advanced. In addition to the MSA, two alternative assessments are available for students with disabilities for whom the MSA is not an appropriate assessment. The Modified MSA (Mod-MSA) is an assessment for diploma-bound students with disabilities who receive modified instruction. The Alternative MSA (Alt-MSA) is a portfolio-based assessment for students with significant cognitive disabilities who will receive a certificate of attendance upon graduation.

Annual performance objectives or targets are set for mathematics and reading for all students and each student group at the school, district, and state levels. Prior to 2012, AMOs were the same for every school and student group with the expectation that all students would be proficient by 2014. In 2012, the MSDE in its ESEA Flexibility Waiver Application reset the AMOs on a trajectory toward 2017, at which time each individual school is expected to reduce its percentage of non-proficient students by half – for students overall and for each student group. The calculations used for the new AMOs are based on performance on MSAs in 2011.

Additional information may be found on the "School Improvement in Maryland" Website at http://www.mdk12.org and the Maryland State Department of Education Website at http://www.marylandpublicschools.org.

Results

In 2012, 38 out of 40 elementary schools, 14 out of 19 middle schools and 10 out of 12 high schools met their AMO targets for mathematics and reading, for students overall and for each student group.

Table 1: Number and Percent of Schools Met All AMOs in 2012, by Level

Level	Schools	Met all AMO Targets	
	N	N Schools	% Schools
Elementary	40	38	95.0
Middle	19	14	73.7
High	12	10	83.3

Results for individual schools by student group and tested area for 2011 and 2012 are in Appendix A.

Students must meet the Maryland High School Assessments (HSA) graduation requirement to be eligible to earn a Maryland high school diploma. The data in this report reflect results for the graduating class of 2012.

Students can meet the HSA graduation requirement by: (1) earning a passing score on each HSA; (2) earning a combined score of 1208 or higher on the Algebra/Data Analysis, Biology, and English HSAs; (3) earning a combined score of 1602 on all four HSAs; (4) completing the Bridge Plan for Academic Validation; or (5) receiving a waiver. The Bridge Plan for Academic Validation projects exist for students who have failed to pass one or more HSAs multiple times. The waiver process is limited and exists for students with exceptional circumstances. Pass scores for each assessment, as well as the combined score options for the HSAs are below (Table 2).

Table 2: HSA Passing Scores
and Combined Score Options

HSA Content Area	Pass Score
Algebra/Data Analysis	412
Biology	400
English	396
Government	394
Combined Score (all 4 HSAs)	1602
Combined Score (3 required HSAs)	1208

Results
In 2012, more than 97 percent of students met the HSA graduation requirement by passing all required HSAs or by using the combined score option. Students in the Black/African American and Hispanic/Latino student groups used the combined score option at higher rates than their White, Two or More Race, and Asian peers. While less than five percent of students overall used the Bridge Plan for Academic Validation, this option was used by more than 19 percent of students in the LEP student group and more than 21 percent of students receiving special education services. The number and percent of diploma-bound Grade 12 students in each student group meeting the graduation requirement by each of the four methods are below (Table 3). Individual school results for the graduating classes of 2011 and 2012 are in Appendix B.

Table 3: Number and Percent of Grade 12 Students Meeting the HSA Graduation Requirement by Option, by Student Group, 2012

	Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**
Student Group	N	%	N	%	N	%	N	%	N
All	3492	90.2	296	7.6	*	≤ 5	*	≤ 5	3872
Asian	536	92.7	33	5.7	*	≤ 5	*	≤ 5	578
Black/African American	611	76.2	140	17.5	50	6.2	*	≤ 5	802
Hispanic/Latino	221	80.4	41	14.9	*	≤ 5	*	≤ 5	275
White	*	≥ 95	*	≤ 5	*	≤ 5	*	≤ 5	1997
Two or More Races	*	≥ 95	*	≤ 5	*	≤ 5	*	≤ 5	204
LEP	27	47.4	18	31.6	11	19.3	*	≤ 5	57
FARMS	370	68.6	131	24.3	38	7.1	*	≤ 5	539
Special Education	79	53.7	36	24.5	32	21.8	*	≤ 5	147

* Ten or fewer students. **Total Enrollment includes promotions only and excludes students who are not required to take the test for graduation. ***Combined Score includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****Passed All includes students who passed all 4 assessments, combined with those students who passed the 3 required assessments.

Level	Elementary
Indicator	Maryland School Assessment (MSA) in Mathematics and Reading (Grades 3-5)
Objective	Performance on Maryland School Assessment (MSA) in Mathematics, Reading, and Science in Grades 3-5 disaggregated by student group.

Results

In 2012, 93.8 percent of elementary students taking the Mathematics MSA scored Advanced/Proficient, showing an increase from 91.7 percent in 2010. Each student group showed a three-year gain from 2010 to 2012. LEP students receiving ESOL services showed the largest three-year gain of 8.1 percentage points (Table 4).

The gap between the highest performing (Asian) and lowest performing (Black/African American) student race/ethnicity groups narrowed from 15.8 in 2010 to 11.5 percent in 2012.

Table 4: Percent of ES Students Scoring Advanced or Proficient on
Mathematics MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	91.7	92.7	93.8
Asian	96.4	97.2	97.5
Black/African American	80.6	83.0	86.0
Hispanic/Latino	84.2	85.5	90.4
White	96.0	96.4	96.6
Two or More Races	93.0	95.5	95.0
LEP	74.8	78.3	82.9
FARMS	76.7	79.6	83.7
Special Ed	65.2	68.2	67.2

In 2012, 94.1 percent of elementary students taking the Reading MSA scored Advanced/Proficient, showing an increase from 92.8 percent in 2010. With the exception of the Hispanic/Latino student group, all other student groups showed a three-year gain from 2010 to 2012. LEP students receiving ESOL services showed the largest three-year gain of 6.6 percentage points (Table 5).

The gap between the highest performing (White) and lowest performing (Black/African American) race/ethnicity student groups narrowed each year, going from 13.4 in 2010 to 10.1 percent in 2012.

Table 5: Percent of ES Students Scoring Advanced or Proficient on
Reading MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	92.8	94.0	94.1
Asian	95.4	96.7	97.0
Black/African American	83.2	86.5	87.1
Hispanic/Latino	88.1	87.3	87.9
White	96.6	97.1	97.2
Two or More Races	94.8	97.1	95.9
LEP	71.5	74.1	78.1
FARMS	80.3	84.5	83.8
Special Ed	64.3	71.4	70.7

While the MSDE reported Science MSA from 2008-2011, these data were not included in AYP calculations. Beginning in 2012, Science MSA data were included in the School Progress Index (SPI) and as a result are included in this report.

In 2012, 78.3 percent of elementary students taking the Science MSA scored Advanced/Proficient, showing little change from 2010 (78.5 percent). With the exception of students in the Hispanic/Latino and White student groups, all other student groups showed a three-year gain from 2010 to 2012 in the percent of students scoring Advanced/Proficient (Table 6).

The gap between the highest performing (White) and lowest performing (Black/African American) race/ethnicity student groups decreased from 31.9 percent in 2010 to 31.5 percent in 2012.

Results for individual schools by student group for the 2012 Science MSA are in Appendix C.

Table 6: Percent of ES Students Scoring Advanced or Proficient on
Science MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	78.5	76.7	78.3
Asian	85.0	85.3	86.8
Black/African American	56.1	51.2	56.5
Hispanic/Latino	66.7	56.4	63.1
White	88.4	88.2	88.0
Two or More Races	79.3	76.6	83.1
LEP	24.8	26.1	27.0
FARMS	48.0	44.3	48.1
Special Ed	35.3	39.9	36.1

Level	Elementary
Indicator	Participation in Advanced Level Programs (Grades 4 and 5)
Objective	All elementary schools will meet or exceed a minimum of 15 percent of students in each race/ethnicity/FARMS student group participating in GT mathematics classes.

In elementary schools, the GT mathematics program provides an enriched curriculum that is accelerated by approximately two years for students in Grades 4 and 5. It replaces the general education mathematics curriculum and is taught daily. This curriculum prepares students for Pre-Algebra GT in Grade 6.

Results

In 2012, 38 out of 40 (95 percent) elementary schools met the objective for participation in GT mathematics classes in Grades 4 and 5 for students overall. Of the 40 elementary schools, 8 schools (20 percent) met the participation objective for students overall, as well as for each student group. The largest percent of schools met the objective for GT math participation for students in the White and Asian student groups. The smallest percent of schools met the target for students receiving FARMS services (Table 7). The percent of students participating in GT mathematics in Grades 4 and 5 by school and student group are in Appendix D.

Table 7: Number and Percent of Schools with Grades 4 and 5
GT Mathematics Participation Greater than 15%, by Student Group

Student Group	Schools with 15% or greater GT participation	Schools with 10+ students in student group	% of Schools meeting the GT objective
All Students	38	40	95.0
Asian	35	36	97.2
Black/African American	12	37	32.4
Hispanic/Latino	11	28	39.3
White	39	40	97.5
Two or More Races	28	32	87.5
FARMS	2	30	6.7

In 2012, 29 percent of students in Grades 4 and 5 participated in GT mathematics. The largest gap between race/ethnicity student groups (35.2 percentage points) in GT mathematics participation exists between students in the Asian (46.2 percent) and Black/African American student groups (11.0 percent) (Table 8).

Table 8: Percent of ES Students Participated in Grade 4 and 5 GT Mathematics, by Student Group

Student Group	% of Students
All Students	29.0
Asian	46.2
Black/African American	11.0
Hispanic/Latino	14.0
White	34.0
Two or More Races	28.0
FARMS	7.0

Level	Middle
Indicator	Maryland School Assessment (MSA) in Mathematics and Reading (Grades 6-8)
Objective	Performance on Maryland School Assessment (MSA) in Mathematics, Reading, and Science in Grades 6-8, disaggregated by student group.

Results

In 2012, 89.1 percent of middle school students taking the Mathematics MSA scored Advanced/Proficient, which is an increase from 87.1 percent in 2010. Each student group, with the exception of the Asian and Hispanic/Latino student groups, increased in the percent of students scoring at the Advanced/Proficient level from 2010 to 2012. LEP students receiving ESOL services demonstrated the largest three-year gain of 7.3 percentage points (Table 9).

The gap in mathematics proficiency between the highest performing (Asian) and lowest performing (Black/African American) race/ethnicity student groups narrowed from 26.7 in 2010 to 21.3 percent in 2012.

Table 9: Percent of MS Students Scoring Advanced or Proficient
on Mathematics MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	87.1	87.3	89.1
Asian	96.4	95.8	96.0
Black/African American	69.7	72.2	74.7
Hispanic/Latino	81.6	80.0	80.6
White	92.4	92.7	94.8
Two or more races	87.6	87.0	90.1
LEP	59.1	57.3	66.4
FARMS	64.5	66.8	70.8
Special Ed	51.9	55.9	58.6

In 2012, 90.9 percent of middle school students taking the Reading MSA scored Advanced/Proficient, showing little change from 90.8 percent in 2010 (Table 10).
The gap in reading proficiency between the highest performing (Asian, 2010; White, 2011, 2012) and lowest performing (Black/African American) race/ethnicity student groups increased from 13.5 in 2010 to 14.5 percent in 2012.

Table 10: Percent of MS Students Scoring Advanced or Proficient
on Reading MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	90.8	92.6	90.9
Asian	95.5	95.5	94.8
Black/African American	82.0	84.6	80.9
Hispanic/Latino	84.4	87.7	82.0
White	94.0	95.7	95.4
Two or More Races	92.8	94.8	94.4
LEP	56.5	46.3	49.4
FARMS	73.8	79.2	74.8
Special Ed	56.5	64.3	59.2

While the MSDE reported Science MSA from 2008-2011, these data were not included in AYP calculations. Beginning in 2012, Science MSA data were included in the School Progress Index (SPI) and as a result are included in this report.

In 2012, 86.4 percent of middle school students taking the Science MSA scored Advanced/Proficient, showing no change from 2010 and a slight decline from 2011 (from 87.1 percent). Each student group showed a three-year gain from 2010 to 2012 in the percent of students scoring at the Advanced/Proficient level, with the exception of students in the White student group (Table 11).

The gap between the highest performing (White, 2010, 2012; Asian, 2011) and lowest performing (Black/African American) race/ethnicity student groups narrowed each year, going from 25.4 in 2010 to 23.7 percent in 2012.

Results for individual schools by student group for the 2012 Science MSA are in Appendix C.

Table 11: Percent of MS Students Scoring Advanced or Proficient
on Science MSA by Student Group, 2010-2012

	2010	2011	2012
Student Group	%Adv/Prof	%Adv/Prof	%Adv/Prof
All Students	86.4	87.1	86.4
Asian	91.1	94.5	91.8
Black/African American	68.3	70.0	69.8
Hispanic/Latino	77.0	81.6	77.3
White	93.7	92.9	93.5
Two or More Races	84.5	86.9	93.2
LEP	35.6	34.5	46.3
FARMS	57.1	63.3	63.7
Special Ed	45.1	46.1	49.2

Level	Middle
Indicator	Participation in Advanced Level Programs (Grades 6-8)
Objective	All middle schools will meet or exceed a minimum of 20 percent of students in each race/ethnicity/FARMS student group enrolled in one or more GT content courses.

Encouraging students to participate in advanced level programs is an important component of ensuring that all students have access to rigorous coursework that prepares them for college and career readiness. The HCPSS Gifted and Talented (GT) Program includes GT courses in mathematics, English, science, or social studies in Grades 6 through 8.

Results

In 2012, 19 out of 19 (100 percent) middle schools met the objective for enrollment in GT courses for students overall, Asian, White and Two or More Races (Table 12). The percent of students participating in GT courses by school and student group is in Appendix E.

Table 12: Number and Percent of Schools
with Grade 6-8 GT Enrollment 20% or Greater, by Student Group

Student Group	Schools with 20% or greater GT participation	Schools with 10+ students in student group	% of Schools meeting the GT objective
All Students	19	19	100
Asian	19	19	100
Black/African American	8	19	42.1
Hispanic/Latino	14	19	73.7
White	19	19	100
Two or More Races	19	19	100
FARMS	1	18	5.6

In 2012, 38.7 percent of middle school students were enrolled in at least one GT course. The largest gap (38.3 percentage points) between race/ethnicity student groups in GT enrollment exists between the Asian (55.5 percent) and the Black/African American (17.2 percent) student groups (Table 13).

Table 13: Percent of Students in Grades 6-8
Enrolled in a GT Course, by Student Group

Student Group	% of Students
All Students	38.7
Asian	55.5
Black/African American	17.2
Hispanic/Latino	20.3
White	45.6
Two or More Races	42.5
FARMS	10.1

Level	High
Indicator	High School Assessments (HSA)
Objective	Performance on HSA in Algebra I, English, and Biology for all diploma-bound students by the beginning of Grade 12, disaggregated by student group.

The Maryland High School Assessments (HSA) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Algebra/Data Analysis, Government and Biology. Meeting the HSA requirement is a graduation requirement (see page 5 for options). Students take the HSA upon completing the corresponding course. The tests contain multiple-choice questions and questions requiring written responses. These questions are based on the content outlined in Maryland's Core Learning Goals. More information on the Core Learning Goals and sample test questions are available at mdk12.org/assessments/high_school/look_like/.

The Government HSA was reinstated in 2013 and students enrolled in the Government course must take the Government HSA. Students entering Grade 9 in the 2012-2013 school year or in a prior year do not need to pass the Government HSA but, may choose to use the score to meet testing requirements by means of the combined score option.

Because the Government HSA was not required for students graduating in 2012 those data are not included in this report.

The data for each of the three Maryland HSAs required for graduation by students overall and students by race/ethnicity and service group are provided below. The data are for test takers and does not include those who received credit for the assessment through transfer credits or by other means. The data represent the highest score achieved and are for Grade 12, diploma-bound students (Table 14).

Table 14. Percent of Grade 12 Students Passing Each of the HSAs by
Student Group, 2011 and 2012

	Algebra		English		Biology	
	2011	2012	2011	2012	2011	2012
All Students	97.4	96.4	92.9	93.8	95.3	96.0
Asian	99.6	99.4	93.4	93.8	97.4	97.3
Black/African American	91.1	89.2	82.2	85.7	85.9	88.6
Hispanic of Any Race	94.8	93.8	87.3	87.4	92.0	90.1
White	99.1	98.6	96.1	97.4	97.8	99.0
Two or More Races	97.2	98.4	98.4	98.5	96.2	98.5
LEP	83.3	86.0	47.2	49.1	80.6	78.8
FARMS	90.3	87.4	77.3	79.9	85.0	86.9
Special Education	78.4	70.6	66.3	71.6	80.6	75.9

On the Algebra HSA, 96.4 percent of Grade 12 diploma-bound students earned a passing score. The largest gap (10.2 percentage points) that exists between race/ethnicity student groups was between the Asian (99.4 percent) and Black/African American (89.2 percent) student groups.

On the English HSA, 93.8 percent of Grade 12 diploma-bound students earned a passing score. The largest gap (12.8 percentage points) that exists between race/ethnicity student groups was between the Two or More Race (98.5 percent) and Black/African American (85.7 percent) student groups.

On the Biology HSA, 96.0 percent of Grade 12 diploma-bound students earned a passing score. The largest gap (10.4 percentage points) that exists between race/ethnicity student groups was between the White (99.0 percent) and Black/African American (88.6 percent) student groups.

The pass rates for each of the HSAs by school are in Appendix F.

Level	High
Indicator	Participation in Advanced Level Programs
Objective	All high schools will meet or exceed a minimum of 40 percent of students in each racial/ ethnicity/FARMS student groups enrolled in one or more honors, AP and/or GT courses.

Results

In 2012, 100 percent of high schools met the objective for enrollment in advanced level courses for students overall and each student group, with the exception of students receiving FARMS (Table 15). The percent of students enrolled in one or more advanced level courses (honors, AP, and/or GT) by school and student group are in Appendix G.

Table 15: Number and Percent of High Schools
with Advanced Level Course Enrollment 40% or Greater, by Student Group

Student Group	Schools with 40% or greater GT participation	Schools with 10+ students in student group	% of Schools meeting the Advanced Level Course objective
All Students	12	12	100
Asian	12	12	100
Black/African American	12	12	100
Hispanic/Latino	12	12	100
White	12	12	100
Two or More Races	12	12	100
FARMS	9	12	75

In 2012, 75.1 percent of high school students were enrolled in at least one advanced level course. The largest gap (32.7 percentage points) between race/ethnicity student groups in advanced level course enrollment exists between the Asian (88.1 percent) and Black/African American (55.4 percent) student groups (Table 16).

Table 16: Number and Percent of HS Students
Enrolled in One or More Advanced Level
Courses, by Student Group

Student Group	% Students Enrolled in 1+ Advanced Level Courses
All Students	75.1
Asian	88.1
Black/African American	55.4
Hispanic/Latino	64.0
White	81.1
Two or More Races	73.1
FARMS	45.3

Level	High
Indicator	College Entrance Examinations
Objectives	At least 80 percent of high school 2012 graduates take the SAT or ACT in each racial/ethnicity/FARMS student group. At least 30 percent of high school 2012 graduates who took the SAT or ACT earn a 1650 or higher on the SAT or a composite score of 22 or higher on the ACT in each racial/ethnicity/FARMS student group.

The HCPSS instructional program is designed to help all students prepare for college and careers. Participation in college entrance exams is one indication that students intend to explore educational opportunities beyond high school. Performance on college entrance exams provides useful information about student preparedness for college-level course work. The HCPSS college entrance examination objectives focus on participation and performance on the two widely accepted college entrance exams, the SAT or the ACT.

The SAT is an assessment published by the College Board and designed to measure college readiness in critical reading, mathematics, and writing. The test comprises selected response items, student-produced response items, and an essay. Each section is scored on a scale that ranges from 200 (lowest) to 800 (highest). The maximum composite score, combining all three sections is 2400.

The ACT test assesses high school students' general educational development and their ability to complete college-level work in four skill areas: English, mathematics, reading, and science. It also includes an optional writing test that measures skill in planning and writing a short essay. The score range for each of the four tests is 1 to 36. The composite score is the average of the four test scores earned during a single test administration, rounded to the nearest whole number.

Results

SAT/ACT Participation - Overall, 82 percent of 2012 graduates took either the SAT/ACT. Of the race/ethnicity student groups, the Asian student group had the highest percent of students taking the SAT/ACT (90.8 percent) and the Hispanic/Latino student group had the lowest (68.3 percent). Students receiving FARMS services (60.5 percent) did not meet the objective of 80 percent participation (Table 17). Individual school participation and performance data are available in Appendix H.

Table 17: SAT/ACT Participation by Student Group, 2012 Graduates

	2012 Graduates	Test Takers	Participation Rate in SAT/ACT
Student Group	N	N	%
All Students	3856	3160	82.0
Asian	577	524	90.8
Black/African American	783	574	73.3
Hispanic/Latino	271	185	68.3
White	2005	1703	84.9
Two or More Races	204	165	80.9
FARMS	516	312	60.5

SAT/ACT Performance – On the SAT/ACT, more than 53 percent of 2012 graduates met the SAT/ACT objective of 1650 on the SAT or 22 on the ACT. The largest gap (44 percentage points) that exists between student groups was between the Asian (65.6 percent) and Black/African American (21.6 percent) student groups (Table 18).

Table 18: SAT/ACT Performance by Student Group,
2012 Graduates

Student Group	Test Takers	Students Earning 1650+ or 22+	
	N	N	%
All Students	3160	1694	53.6
Asian	524	344	65.6
Black/African American	574	124	21.6
Hispanic/Latino	185	65	35.1
White	1703	1068	62.7
Two or More Races	165	87	52.7
FARMS	312	54	17.3

Level		
Level	Special Education (Grades 3-8, 10)	
Indicator	Alternate Maryland School Assessment (Alt-MSA)	
Objective	At least 95 percent of elementary, middle, and high school students with disabilities taking the Alt-MSA will score proficient/advanced.	

The Alternate Maryland School Assessment or Alt-MSA is Maryland's assessment program designed for students with the most significant cognitive disabilities who meet specific participation guidelines established through the IEP process. The Alt-MSA is not a traditional test that is given one time during the year, rather a combination of instruction consistent with the student's Individualized Education Program (IEP) and assessment. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics in Grades 3 through 8 and 10 and Mastery Objectives in science in Grades 5, 8, and 10. From the beginning of the school year in September through March, students are instructed and assessed on these objectives.

Results

In 2012, the objective of 95 percent or greater was met for elementary school reading, middle school reading and science, and for all subject areas at the high school level (Table 19).

Table 19: Number and Percent of Alt-MSA Test-Takers Scoring Advanced/Proficient

Level	Subject	Number Tested	Number Advanced/ Proficient	Percent Advanced/ Proficient
HCPSS	Mathematics	237	215	90.7
	Reading	237	*	≥95.0
	Science	112	101	90.2
Elementary	Mathematics	90	81	90.0
	Reading	90	*	≥95.0
	Science	32	27	84.4
Middle	Mathematics	102	89	87.3
	Reading	102	*	≥95.0
	Science	35	*	≥95.0
High	Mathematics	45	*	≥95.0
	Reading	45	*	≥95.0
	Science	45	*	≥95.0

Level	Special Education (Grades K-12)
Indicator	Least Restrictive Environment (LRE)
Objectives	LRE A and LRE B data will be greater than 80 percent.
	LRE C data will be less than 2.5 percent.
	Black/African American students with disabilities will make up less than 18 percent on LRE C enrollment.

Least Restrictive Environment (LRE) means that a student who has a disability should have the opportunity to be educated with nondisabled peers in the general education environment, to the greatest extent appropriate. They should have access to the general education curriculum or any other program that nondisabled peers would be able to access. The student should be provided services commensurate with the IEP across all settings, in order to access instruction.

Students identified for special education services who participate in the general education environment greater than 80 percent of their instructional school day are considered to be in LRE A. Students participating in the general education environment greater than 40 percent but less than 80 percent of their instructional school day are considered to be in LRE B. Those students participating in the general education environment for less than 40 percent of their instructional school day are considered to be in LRE C.

Results

In 2012, more than 91 percent of students identified for Special Education services were in LRE A or B setting, meeting the objective of 80 percent. The percent of students in LRE A or B has increased over the past 10 years from 85.4 percent in 2002 to 91.9 percent in 2012.

Over the course of the past 10 years, the percent of students being instructed in an LRE C setting has decreased from 10.0 percent in 2002 to 1.9 percent in 2012. The objective of 2.5 percent or less for LRE C was met in 2012 (Table 20).

Table 20: Percent of Students Receiving
Services by LRE, 2002, 2010-2012

Year	LRE A	LRE B	LRE C	LRE A and B
2002	58.2	27.2	10.0	85.4
2010	78.7	11.7	4.0	90.4
2011	80.7	11.3	1.9	92.0
2012	81.2	10.7	1.9	91.9

Between 2010 and 2012, the overall enrollment in LRE C decreased from 159 to 75 students, a 52.8 percentage reduction. The Black/African American enrollment decreased from 55 to 34 students, a 38.2 percentage reduction. While the overall number of students receiving services in an LRE C setting has decreased over time, the proportion of students in the Black/African American student group in LRE C has increased and exceeds the objective of 18 percent (Table 21).

Table 21. Number and Percent of Black/African American
Students in LRE C 2010-2012

Year	Total LRE C Enrollment	BL/AA LRE C Enrollment	
	N	N	%
2010	159	55	34.6
2011	83	29	34.9
2012	75	34	45.3

II. Overview of 2012 School Improvement Supports and Initiatives

School improvement supports are implemented based on school needs as determined by student achievement and other data. Some supports and initiatives are universal and are provided to all schools, such as professional development and access to the electronic School Improvement Plan (SIP) template. Other supports such as the School Improvement Steering Committee (SISC) and Teacher Capacity Needs Assessment (TCNA) are provided to schools that are identified for additional support. Below is an overview of major school improvement supports and initiatives in place during the 2012 school year.

Professional Development
Professional development is provided to all school administrators and selected school-based participants on the School Improvement Team (SIT) specific to the school improvement planning and implementation process. The professional development involves support for identifying root causes, linking data with appropriate strategies and activities, and using data to monitor progress.

All school system leaders attend the Leadership I and II meetings which provide valuable professional development to school-based and curricular leaders. In 2012, the topics related to school improvement included closing the achievement gap and transitioning to the Common Core in Mathematics and English/Language Arts. All schools have access to professional development through the teacher development liaison, curricular staff and materials, and systemic support structures. Job-embedded professional development is provided by reading support teachers, special educators, mathematics support teachers, and central office resource teachers.

School Improvement Tools
An electronic SIP template was developed to support the school improvement efforts at all schools. The electronic SIP template guides the team through the entire school improvement planning and monitoring process. There are three main sections: (1) needs assessment, (2) objectives and plan development, and (3) professional learning plan. The needs assessment section is prepopulated with school-based data and color banded to indicate whether the school met system targets and objectives. Teams use the information generated from the needs assessment to identify the root causes as a precursor to generating activities and strategies in the plan. Next, the team completes the plan which includes the objectives, strategies, activities, timeline, individuals responsible, home/school connection, and progress monitoring plan. The professional learning plan includes the plan for supporting staff with the transition to the Common Core State Standards. All schools received feedback on their SIPs from teams of central office reviewers.

Data Protocol
Each school implements a data protocol where content or grade-level teams discuss classroom data and reflect on instructional improvement and student learning. To fully implement a data protocol, content-alike teachers collaboratively plan regularly and content or grade-level teams meet bi-weekly to engage in data discussions. Training, resources, and support are provided for schools using the Classroom Focused Improvement Process (CFIP), which is a type of data protocol. CFIP, highlighted by MSDE on their school improvement website as an approach for school improvement, is a six-step process for increasing student achievement as part of the instructional planning cycle. In 2012, 22 schools (12 elementary, 7 middle, and 3 high schools) received intensive professional development and support for their CFIP implementation.

School Improvement Steering Committee (SISCs)

School Improvement Steering Committees (SISCs) are comprised of school-based and central office leaders, who collaborate throughout the year to improve student achievement outcomes. Schools are identified to receive a SISC based on student achievement results from the prior school year. Through regular meetings, the SISC oversees the implementation of an effective instructional program that supports the academic success of all students. In 2012, 17 schools participated in the SISC process (7 elementary, 7 middle, and 3 high schools).

Teacher Capacity Needs Assessment (TCNA)
Selected schools not meeting their AMOs were identified to participate in the MSDE-designed TCNA process. A root cause analysis of the data is conducted with all school staff, which becomes the focus for that school's improvement activities. The primary intention of the TCNA is to identify and address the root causes underlying key issues impacting student performance, either negatively or positively. Its secondary intention is to ensure that the staff and administration collectively agree on the recommended reform areas and the allocation of resources to improve student achievement. In 2012, 5 schools (3 elementary and 2 middle schools) were identified to participate in the TCNA process.

Systemic Supports
The following school improvement supports were provided to identified schools:
- Inclusion in professional learning communities that include school-based professional development opportunities, the sharing of best practices, and regular data conversations
- Provision of differentiated and priority staffing
- The use of problem solving teams that examine instructional match and provide teacher support as a major factor in accelerating student achievement
- Continuation of extended learning opportunities including beyond school hours and summer programming
- Provision of a continuum of interventions to ensure that all students scoring basic or below grade level in reading and/or mathematics are provided with appropriate academic support through quality classroom instruction and moderate or intensive academic intervention programs
- Alignment and monitoring of interventions
- Expanded alternative education programs and group counseling services for alternative education students
- Positive Behavioral Interventions and Support (PBIS) professional development for targeted school staff members with a specific focus on the students who need specific group and individual behavioral supports.

III. **Summary of Curricular Modifications and Supports for 2013**

In 2012, the HCPSS students continued to meet systemwide targets and Goal 1 objectives. Results indicated much to celebrate, as highlighted below.

- Eighty-seven percent of HCPSS schools met all of the state-determined AMOs for students overall and for all student groups.
- More than 97 percent of students met the HSA graduation requirement by passing all required HSAs or by using the combined score option.
- More than 93 percent of elementary students taking the mathematics MSA and more than 94 percent taking the reading MSA scored advanced/proficient.
- More than 89 percent of middle school students taking the mathematics MSA and more than 90 percent taking the reading MSA scored advanced/proficient.

During the past decade, the HCPSS has also focused on implementation of a curriculum aligned with the Maryland State Curriculum. Currently, the HCPSS has a systemwide focus on making an effective transition from the Maryland State Curriculum to a revised curriculum that is aligned to the Maryland Common Core Standards. As part of the curricular transition, the HCPSS has a number of initiatives in place to support exemplary instruction that is aligned with the new Common Core standards. At the elementary level, initiatives include the following:

- On-site professional development modules have been expanded to all 40 schools through regular visits (5 times a year), by pairs of Reading Support Teachers. The purpose of these visits is to ensure that all staff has a solid understanding of the new Maryland Common Core Standards, specifically as they apply to reading and writing standards.
- Reading Support Teachers are meeting with grade level teams and support staff, including Special Educators, ESOL teachers, Reading Specialists, and Title 1 teachers. The focus of these sessions is to familiarize teachers with the shifts in instruction that are necessary to meet the demands of the Common Core, specifically, text complexity, text dependent questions, close reading, academic vocabulary, and balance of fiction and non-fiction text.
- The Elementary Language Arts Office is providing ongoing professional development on the Common Core to other offices (ESOL, Special Education, Library and Media, Gifted/Talented, Reading Recovery, Black Student Achievement Program). Staff is providing targeted professional development for ESOL, special education, and GT teachers. The professional development focuses on aligning instruction in reading and writing with the Common Core and is designed to support collaborative instruction.
- Sixteen of the 40 elementary schools (43 percent) have mathematics support teachers. Mathematics support teachers provide on-site professional development for teachers and administrators on effective mathematics instruction. The mathematics support teachers also co-teach with classroom teachers to model effective instruction. In addition to their home schools, the mathematics support teachers provide on-site professional development at three other schools to provide professional development on the transition to the Maryland Common Core Standards.
- A cadre of elementary science teachers who have become curriculum writers and leaders within their schools will offer onsite professional development that promotes hands-on science instruction and integration with reading, mathematics, and engineering.
- The Designing Quality Inclusive Education (DQIE) initiative is expanded to ten elementary schools and includes co-teaching teams of Academic Life Skills teachers, ESOL, and the classroom teacher. The sessions emphasize Maryland Common Core Standards, effective lesson planning, and co-teaching.

- The afterschool mathematics tutoring program is at 19 of the 40 elementary schools. This additional instruction has helped students move from below grade level to on grade level, and from Basic to Proficient on the MSA.

At the secondary level, initiatives include the following:

- Each secondary school has a Literacy Team consisting of three teachers. At least one of the three teachers on the Literacy Team is an English language arts teacher and the other two are teachers of other disciplines. These teachers attend regularly scheduled professional development sessions and return to their schools to lead similar sessions with content teachers about disciplinary literacy.
- There are two strategies, working in tandem, that are providing the greatest impact to secondary schools in the area of mathematics. First, monthly "Math Gatherings" provide differentiated support to teachers implementing new Common Core courses. Secondly, the Office of Mathematics staff members provide differentiated support to schools by conducting regular school visits. Both professional development initiatives are focused on supporting teachers as they work to successfully implement new curriculum.
- The Office of Secondary Mathematics and the Department of Special Education implemented professional development to support the successful implementation of co-teaching and the use of small group activities within the classroom. Follow-up classroom visits provide an opportunity to observe and provide coaching to teachers using strategies from the professional development sessions.
- The Office of Secondary Mathematics staff members provide enhanced differentiated support to all schools with a focus on designing lesson experiences that help students acquire and exhibit learning behaviors defined by the Maryland Common Core *Standards for Mathematical Practice*. Staff members will work with school-based administrators and secondary mathematics leaders to support school improvement plans with an emphasis on implementing strategies from the MSDE Educator Effectiveness Academy.
- The Office of Secondary Science is supporting its teachers in the transition to the Maryland Common Core Standards and integration of disciplinary literacy.
- The Office of Secondary Science has been involved in the development and review of the *Next Generation Science Standards* (NGSS). Resources have been aligned to support professional learning among secondary science teachers on the tenets of the anticipated standards as described in the *Framework for K-12 Science Education*. Although the Maryland State Board of Education must adopt the *Next Generation Science Standards* before curricular changes are made, the HCPSS Secondary Science program is preparing for the transition.

IV. Strategic Data Supports and Tools

Through new partnerships, organizational structures, and technology, the HCPSS is leveraging its use of data to impact school improvement efforts throughout the system. These efforts include:

- partnering with the Center for Education Policy Research (CEPR) at Harvard University,
- creating an Office of Accountability and Continuous Improvement, and
- piloting the Measures of Academic Progress (MAP).

Harvard University - Strategic Data Project
The Center for Education Policy Research (CEPR) at Harvard University partners with practitioners and policymakers to facilitate meaningful educational reform. The CEPR works with stakeholders to ensure that educational research is focused on addressing the challenges currently facing teachers and administrators and to provide research relevant to the decisions being made by educational policymakers. The CEPR forms partnerships with states and local school districts in order to frame research and use data to relevant best practices.

The HCPSS is partnering with the CEPR to support its ongoing improvement efforts. Specifically, the partnership will help administrators and teachers better use data, including student-level growth data, to inform school system policy and classroom instruction. In doing so, the partnership with the CEPR will support the HCPSS goals by:

- Assembling teams of leading policy analysts and social scientists to analyze participating schools' data and translate the analysis into concrete next steps to improve student performance.
- Creating new venues in which practitioners, policymakers, and researchers can partner to share best practices and inform each other's work.
- Providing a set of analyses to frame actionable questions for HCPSS leaders to improve student performance both at targeted schools and all other HCPSS schools.
- Cultivating school system leaders who are focused on using system-specific data and educational research to shape HCPSS policy. The CEPR will provide key staff members the training necessary to develop the knowledge and skills required to use data and research to ensure desired outcomes.

Office of Accountability and Continuous Improvement
The Office of Accountability and Continuous Improvement was established to provide additional data analysis, guidance and support to schools and the school system. Specifically the Office of Accountability and Continuous Improvement will:

- provide information and analysis that support continuous improvement in the academic and operational services in the HCPSS;
- conduct research for the HCPSS, analyze and report on student performance on tests such as the MSA, HSA, AP, PSAT, SAT, and ACT;
- conduct research on the relationship between student academic performance, demographic variables, and participation in selected schools, classes, and programs;
- conduct statistical analyses and educational research as requested by the superintendent of schools, central office, schools, or other organizations;
- conduct student, staff and parent surveys;
- provide consulting services to schools and offices and coordinate external research requests submitted to HCPSS;

- design and conduct comprehensive implementation and outcome evaluations of the HCPSS programs and initiatives aligned with the HCPSS strategic plan; and
- provide technical assistance and consulting to other HCPSS program staff.

Measures of Academic Progress (MAP)
As the HCPSS prepares students for college, careers, and international mindedness, timely, actionable data are critical to supporting teachers. The MAP assessments are computer adaptive achievement tests in mathematics and reading. The computer adjusts the difficulty of the questions such that each student takes a unique test based on the student's individual academic strengths and needs. The difficulty of each question is based on how well the student has answered previous questions. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier.

MAP is unlike other assessments currently in place in the HCPSS. The reports generated from MAP, when used in conjunction with other data points, are a tremendous resource to teachers as it provides tools to better understand each student's instructional strengths and needs. Because the MAP is vertically equated, norm-referenced, and aligned with the Common Core curriculum, the data have multiple uses including tracking a student's growth over time, comparing a student's achievement to a national sample of students at the same grade level, and personalizing the student's instruction. Sharing these data with parents and students enhances home/school communication and has the potential to increase individual student goal setting and motivation.

Conclusion
The HCPSS students are achieving at high levels overall. Rigorous curriculum, exemplary instruction, targeted school improvement efforts, and clearly defined systemic expectations support positive outcomes for students overall. As the HCPSS continues to refine the system's data-based decision making approach and leverage existing and new data for school improvement efforts, the school system will narrow the achievement gaps among student groups and ensure a world-class education for every student.

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Atholton ES	Math	All Students	>= 95.0	*	*	92.3	215	233	Met	87.4
Atholton ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Atholton ES	Math	Black/African American	91.9	57	62	84.7	50	59	Met	78.5
Atholton ES	Math	Hispanic/Latino	82.4	14	17	80.8	21	26	*Met	83.8
Atholton ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Atholton ES	Math	Two or more races	93.3	14	15	90.0	18	20	*Met	90.5
Atholton ES	Math	ELL		*	*	78.6	11	14	Met	73.8
Atholton ES	Math	FARMS	91.8	45	49	82.5	47	57	Met	79.8
Atholton ES	Math	Special Education	84.6	22	26	67.9	19	28	*Met	85.9
Atholton ES	Reading	All Students	>= 95.0	*	*	88.8	207	233	*Met	88.9
Atholton ES	Reading	Asian	>= 95.0	*	*	92.9	13	14	*Met	95.8
Atholton ES	Reading	Black/African American	91.9	57	62	79.7	47	59	*Met	81.2
Atholton ES	Reading	Hispanic/Latino	93.8	15	16	84.6	22	26	*Met	89.2
Atholton ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Atholton ES	Reading	Two or more races	93.3	14	15	80.0	16	20	*Met	92.1
Atholton ES	Reading	ELL		*	*	78.6	11	14	Met	73.8
Atholton ES	Reading	FARMS	93.9	46	49	75.4	43	57	*Met	81.9
Atholton ES	Reading	Special Education	80.8	21	26	75.0	21	28	*Met	82.4
Bellows Spring ES	Math	All Students	94.6	330	349	94.4	352	373	Met	87.4
Bellows Spring ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Bellows Spring ES	Math	Black/African American	84.4	54	64	89	73	82	Met	85.7
Bellows Spring ES	Math	Hispanic/Latino	92.3	24	26	>= 95.0	*	*	Met	89.8
Bellows Spring ES	Math	White	>= 95.0	*	*	94.7	162	171	Met	93.8
Bellows Spring ES	Math	Two or more races	>= 95.0	*	*	93.1	27	29	Met	90.5
Bellows Spring ES	Math	ELL	91.7	22	24	>= 95.0	*	*	Met	82.8
Bellows Spring ES	Math	FARMS	92.1	35	38	94.0	47	50	Met	90.6
Bellows Spring ES	Math	Special Education	72.4	21	29	60.7	17	28	*Met	74.7
Bellows Spring ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Bellows Spring ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Bellows Spring ES	Reading	Black/African American	85.9	55	64	86.6	71	82	*Met	87.1
Bellows Spring ES	Reading	Hispanic/Latino	92.6	25	27	90.9	20	22	Met	87.7
Bellows Spring ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Bellows Spring ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Bellows Spring ES	Reading	ELL	90.9	20	22	93.3	14	15	Met	84.0
Bellows Spring ES	Reading	FARMS	92.3	36	39	90.0	45	50	Met	81.9
Bellows Spring ES	Reading	Special Education	79.3	23	29	71.4	20	28	*Met	81.0
Bollman Bridge ES	Math	All Students	90.6	222	245	90.3	223	247	Met	87.4
Bollman Bridge ES	Math	Asian	68.4	13	19	69.6	16	23	*Met	71.1
Bollman Bridge ES	Math	Black/African American	90.8	79	87	87.8	72	82	Met	78.5
Bollman Bridge ES	Math	Hispanic/Latino	86.2	25	29	91.9	34	37	Met	87.4
Bollman Bridge ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Bollman Bridge ES	Math	Two or more races	92.9	13	14	>= 95.0	*	*	Met	90.5
Bollman Bridge ES	Math	ELL	65.5	19	29	73.0	27	37	Met	68.4
Bollman Bridge ES	Math	FARMS	76.5	52	68	81.6	71	87	Met	78.4
Bollman Bridge ES	Math	Special Education	83.3	20	24	80.0	20	25	*Met	84.7

| | | | 2011 | | | 2012 | | | | |
| | | | Proficient | | Test Takers | Proficient | | Test Takers | Met AMO Target | AMO 2012 |
School Name	Subject	Student Group	%	N	N	%	N	N		
Bollman Bridge ES	Reading	All Students	87.2	211	242	88.8	215	242	Met	88.3
Bollman Bridge ES	Reading	Asian	81.3	13	16	83.3	15	18	Met	82.8
Bollman Bridge ES	Reading	Black/African American	85.1	74	87	86.6	71	82	Met	86.3
Bollman Bridge ES	Reading	Hispanic/Latino	75.9	22	29	70.3	26	37	*Met	77.9
Bollman Bridge ES	Reading	White	91.7	88	96	>= 95.0	*	*	Met	92.4
Bollman Bridge ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Bollman Bridge ES	Reading	ELL	73.1	19	26	71.9	23	32	*Met	75.3
Bollman Bridge ES	Reading	FARMS	71.2	47	66	74.4	61	82	Met	73.6
Bollman Bridge ES	Reading	Special Education	66.7	16	24	76.0	19	25	Met	69.4
Bryant Woods ES	Math	All Students	82.0	132	161	83.2	144	173	*Met	83.5
Bryant Woods ES	Math	Asian	*	*	*	*	*	*	Met	*
Bryant Woods ES	Math	Black/African American	78.7	70	89	76.8	73	95	*Met	80.4
Bryant Woods ES	Math	Hispanic/Latino	66.7	10	15	76.5	13	17	Met	69.4
Bryant Woods ES	Math	White	90.0	36	40	>= 95.0	*	*	Met	90.8
Bryant Woods ES	Math	Two or more races	*	*	*	86.7	13	15	Met	90.5
Bryant Woods ES	Math	ELL	*	*	*	73.3	11	15	Met	49.1
Bryant Woods ES	Math	FARMS	72.5	58	80	71.3	67	94	*Met	74.8
Bryant Woods ES	Math	Special Education	53.8	7	13	76.5	13	17	Met	57.7
Bryant Woods ES	Reading	All Students	85.6	137	160	86.7	150	173	*Met	86.8
Bryant Woods ES	Reading	Asian	*	*	*	*	*	*	Met	*
Bryant Woods ES	Reading	Black/African American	78.7	70	89	84.2	80	95	Met	80.4
Bryant Woods ES	Reading	Hispanic/Latino	85.7	12	14	70.6	12	17	*Met	86.9
Bryant Woods ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Bryant Woods ES	Reading	Two or more races	*	*	*	86.7	13	15	Met	92.1
Bryant Woods ES	Reading	ELL	*	*	*	66.7	10	15	Met	77.1
Bryant Woods ES	Reading	FARMS	75.9	60	79	78.7	74	94	Met	78.0
Bryant Woods ES	Reading	Special Education	46.2	6	13	70.6	12	17	Met	50.6
Bushy Park ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Bushy Park ES	Math	Asian	>= 95.0	*	*	94.4	17	18	*Met	96.3
Bushy Park ES	Math	Black/African American	>= 95.0	*	*	93.8	15	16	Met	78.5
Bushy Park ES	Math	Hispanic/Latino	*	*	*	*	*	*	Met	*
Bushy Park ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Bushy Park ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Bushy Park ES	Math	ELL	na	na	na	*	*	*	Met	*
Bushy Park ES	Math	FARMS	*	*	*	*	*	*	Met	*
Bushy Park ES	Math	Special Education	79.3	23	29	87.9	29	33	Met	81.0
Bushy Park ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Bushy Park ES	Reading	Asian	>= 95.0	*	*	94.4	17	18	*Met	95.8
Bushy Park ES	Reading	Black/African American	94.1	16	17	87.5	14	16	Met	81.2
Bushy Park ES	Reading	Hispanic/Latino	*	*	*	*	*	*	Met	*
Bushy Park ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Bushy Park ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Bushy Park ES	Reading	ELL	na	na	na	*	*	*	Met	*
Bushy Park ES	Reading	FARMS	*	*	*	*	*	*	Met	*
Bushy Park ES	Reading	Special Education	86.2	25	29	84.8	28	33	*Met	87.4

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Centennial Lane ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Centennial Lane ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Centennial Lane ES	Math	Black/African American	72.2	13	18	90.5	19	21	Met	74.5
Centennial Lane ES	Math	Hispanic/Latino	94.4	17	18	>= 95.0	*	*	Met	85.0
Centennial Lane ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Centennial Lane ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Centennial Lane ES	Math	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	82.8
Centennial Lane ES	Math	FARMS	76.2	16	21	90.9	20	22	Met	78.2
Centennial Lane ES	Math	Special Education	91.7	22	24	74.1	20	27	Met	67.9
Centennial Lane ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Centennial Lane ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Centennial Lane ES	Reading	Black/African American	94.4	17	18	90.5	19	21	Met	81.2
Centennial Lane ES	Reading	Hispanic/Latino	88.9	16	18	>= 95.0	*	*	Met	89.8
Centennial Lane ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Centennial Lane ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Centennial Lane ES	Reading	ELL	94.4	17	18	>= 95.0	*	*	Met	84.0
Centennial Lane ES	Reading	FARMS	90.5	19	21	>= 95.0	*	*	Met	81.9
Centennial Lane ES	Reading	Special Education	91.7	22	24	88.9	24	27	Met	73.7
Clarksville ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Clarksville ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Clarksville ES	Math	Black/African American	*	*	*	>= 95.0	*	*	Met	78.5
Clarksville ES	Math	Hispanic/Latino	*	*	*	>= 95.0	*	*	Met	85.0
Clarksville ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Clarksville ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Clarksville ES	Math	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	82.8
Clarksville ES	Math	FARMS	na	na	na	na	na	na	na	na
Clarksville ES	Math	Special Education	80	12	15	89.5	17	19	Met	81.7
Clarksville ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Clarksville ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Clarksville ES	Reading	Black/African American	*	*	*	>= 95.0	*	*	Met	81.2
Clarksville ES	Reading	Hispanic/Latino	*	*	*	>= 95.0	*	*	Met	87.7
Clarksville ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Clarksville ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Clarksville ES	Reading	ELL	*	*	*	92.9	13	14	Met	86.9
Clarksville ES	Reading	FARMS	na	na	na	na	na	na	na	na
Clarksville ES	Reading	Special Education	86.7	13	15	84.2	16	19	*Met	87.8
Clemens Crossing ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Clemens Crossing ES	Math	Asian	94.7	18	19	>= 95.0	*	*	Met	95.2
Clemens Crossing ES	Math	Black/African American	>= 95.0	*	*	90.9	40	44	Met	78.5
Clemens Crossing ES	Math	Hispanic/Latino	88.9	24	27	>= 95.0	*	*	Met	89.8
Clemens Crossing ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Clemens Crossing ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Clemens Crossing ES	Math	ELL	*	*	*	*	*	*	Met	*
Clemens Crossing ES	Math	FARMS	77.8	14	18	85.0	17	20	Met	79.6
Clemens Crossing ES	Math	Special Education	78.6	11	14	>= 95.0	*	*	Met	80.4

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Clemens Crossing ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Clemens Crossing ES	Reading	Asian	94.7	18	19	>= 95.0	*	*	Met	95.2
Clemens Crossing ES	Reading	Black/African American	>= 95.0	*	*	88.6	39	44	Met	81.2
Clemens Crossing ES	Reading	Hispanic/Latino	92.6	25	27	>= 95.0	*	*	Met	87.7
Clemens Crossing ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Clemens Crossing ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Clemens Crossing ES	Reading	ELL	*	*	*	*	*	*	Met	*
Clemens Crossing ES	Reading	FARMS	77.8	14	18	75.0	15	20	*Met	79.6
Clemens Crossing ES	Reading	Special Education	78.6	11	14	76.5	13	17	*Met	80.4
Cradlerock ES	Math	All Students				88.9	184	207	Met	79.5
Cradlerock ES	Math	Asian				>= 95.0	*	*	Met	86.9
Cradlerock ES	Math	Black/African American				83.0	78	94	Met	74.2
Cradlerock ES	Math	Hispanic/Latino				85.7	30	35	Met	70.9
Cradlerock ES	Math	White				>= 95.0	*	*	Met	88.3
Cradlerock ES	Math	Two or more races				>= 95.0	*	*	Met	90.5
Cradlerock ES	Math	ELL				78.8	26	33	Met	66.0
Cradlerock ES	Math	FARMS				81.4	70	86	Met	68.8
Cradlerock ES	Math	Special Education				65.5	19	29	Met	54.2
Cradlerock ES	Reading	All Students				89.9	186	207	Met	81.2
Cradlerock ES	Reading	Asian				>= 95.0	*	*	Met	95.8
Cradlerock ES	Reading	Black/African American				87.2	82	94	Met	75.1
Cradlerock ES	Reading	Hispanic/Latino				80.0	28	35	Met	68.7
Cradlerock ES	Reading	White				>= 95.0	*	*	Met	94.3
Cradlerock ES	Reading	Two or more races				>= 95.0	*	*	Met	92.1
Cradlerock ES	Reading	ELL				78.8	26	33	Met	60.7
Cradlerock ES	Reading	FARMS				86.0	74	86	Met	71.8
Cradlerock ES	Reading	Special Education				82.8	24	29	Met	61.8
Dayton Oaks ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Dayton Oaks ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Dayton Oaks ES	Math	Black/African American	83.3	10	12	85.7	12	14	Met	84.7
Dayton Oaks ES	Math	Hispanic/Latino	na	na	na	*	*	*	Met	*
Dayton Oaks ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Dayton Oaks ES	Math	Two or more races	>= 95.0	*	*	94.7	18	19	Met	90.5
Dayton Oaks ES	Math	ELL	na	na	na	na	na	na	na	na
Dayton Oaks ES	Math	FARMS	na	na	na	*	*	*	Met	*
Dayton Oaks ES	Math	Special Education	82.4	14	17	73.7	14	19	*Met	83.8
Dayton Oaks ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Dayton Oaks ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Dayton Oaks ES	Reading	Black/African American	83.3	10	12	85.7	12	14	Met	84.7
Dayton Oaks ES	Reading	Hispanic/Latino	na	na	na	*	*	*	Met	*
Dayton Oaks ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Dayton Oaks ES	Reading	Two or more races	85.7	24	28	94.7	18	19	Met	86.9
Dayton Oaks ES	Reading	ELL	na	na	na	na	na	na	na	na
Dayton Oaks ES	Reading	FARMS	na	na	na	*	*	*	Met	*
Dayton Oaks ES	Reading	Special Education	76.5	13	17	84.2	16	19	Met	78.4

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Deep Run ES	Math	All Students	94.0	250	266	>= 95.0	*	*	Met	87.4
Deep Run ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Deep Run ES	Math	Black/African American	92.5	49	53	92.1	58	63	Met	78.5
Deep Run ES	Math	Hispanic/Latino	90.5	38	42	>= 95.0	*	*	Met	85
Deep Run ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Deep Run ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Deep Run ES	Math	ELL	90.0	36	40	>= 95.0	*	*	Met	82.8
Deep Run ES	Math	FARMS	90.7	88	97	92.6	87	94	Met	79.8
Deep Run ES	Math	Special Education	79.1	34	43	80.5	33	41	*Met	80.8
Deep Run ES	Reading	All Students	>= 95.0	*	*	93.3	263	282	Met	88.9
Deep Run ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Deep Run ES	Reading	Black/African American	>= 95.0	*	*	90.5	57	63	Met	81.2
Deep Run ES	Reading	Hispanic/Latino	90.5	38	42	92.3	36	39	Met	87.7
Deep Run ES	Reading	White	>= 95.0	*	*	92.6	100	108	*Met	94.3
Deep Run ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Deep Run ES	Reading	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	84
Deep Run ES	Reading	FARMS	93.8	91	97	88.3	83	94	Met	81.9
Deep Run ES	Reading	Special Education	88.4	38	43	78.0	32	41	*Met	89.3
Elkridge ES	Math	All Students	90.3	389	431	89.2	412	462	Met	87.4
Elkridge ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Elkridge ES	Math	Black/African American	82.7	62	75	82.2	60	73	*Met	84.1
Elkridge ES	Math	Hispanic/Latino	81.3	26	32	83.8	31	37	Met	82.8
Elkridge ES	Math	White	92.2	212	230	90.2	231	256	*Met	92.8
Elkridge ES	Math	Two or more races	94.6	35	37	89.5	34	38	Met	90.5
Elkridge ES	Math	ELL	76.5	13	17	81.3	26	32	Met	78.4
Elkridge ES	Math	FARMS	76.1	51	67	79.3	69	87	Met	78.1
Elkridge ES	Math	Special Education	67.9	19	28	73.5	25	34	Met	70.5
Elkridge ES	Reading	All Students	93.5	403	431	94.1	432	459	Met	88.9
Elkridge ES	Reading	Asian	>= 95.0	*	*	94.7	54	57	Met	95.8
Elkridge ES	Reading	Black/African American	86.7	65	75	89.0	65	73	Met	87.8
Elkridge ES	Reading	Hispanic/Latino	90.6	29	32	>= 95.0	*	*	Met	87.7
Elkridge ES	Reading	White	94.3	217	230	>= 95.0	*	*	Met	94.3
Elkridge ES	Reading	Two or more races	>= 95.0	*	*	92.1	35	38	Met	92.1
Elkridge ES	Reading	ELL	76.5	13	17	93.1	27	29	Met	78.4
Elkridge ES	Reading	FARMS	82.1	55	67	91.7	77	84	Met	83.6
Elkridge ES	Reading	Special Education	78.6	22	28	76.5	26	34	*Met	80.4
Forest Ridge ES	Math	All Students	91.6	285	311	89.6	319	356	Met	87.4
Forest Ridge ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Forest Ridge ES	Math	Black/African American	90.7	117	129	86.9	133	153	Met	78.5
Forest Ridge ES	Math	Hispanic/Latino	81.1	30	37	85.0	34	40	Met	82.7
Forest Ridge ES	Math	White	>= 95.0	*	*	93.8	75	80	Met	93.8
Forest Ridge ES	Math	Two or more races	81.8	18	22	78.6	22	28	*Met	83.3
Forest Ridge ES	Math	ELL	78.9	15	19	74.1	20	27	*Met	80.7
Forest Ridge ES	Math	FARMS	84.5	60	71	83.3	70	84	*Met	85.8
Forest Ridge ES	Math	Special Education	68.4	13	19	59.4	19	32	*Met	71.1

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Forest Ridge ES	Reading	All Students	91.3	284	311	91.5	325	355	Met	88.9
Forest Ridge ES	Reading	Asian	94.2	49	52	>= 95.0	*	*	Met	94.7
Forest Ridge ES	Reading	Black/African American	89.1	115	129	90.1	137	152	Met	90.1
Forest Ridge ES	Reading	Hispanic/Latino	86.5	32	37	87.5	35	40	*Met	87.6
Forest Ridge ES	Reading	White	>= 95.0	*	*	92.5	74	80	*Met	94.3
Forest Ridge ES	Reading	Two or more races	90.9	20	22	92.9	26	28	Met	91.7
Forest Ridge ES	Reading	ELL	78.9	15	19	84.6	22	26	Met	80.7
Forest Ridge ES	Reading	FARMS	90.1	64	71	88.0	73	83	Met	81.9
Forest Ridge ES	Reading	Special Education	63.2	12	19	68.8	22	32	Met	66.2
Fulton ES	Math	All Students	91.2	312	342	92.0	333	362	Met	87.4
Fulton ES	Math	Asian	93.9	62	66	>= 95.0	*	*	Met	94.4
Fulton ES	Math	Black/African American	84.2	32	38	81.6	31	38	*Met	85.5
Fulton ES	Math	Hispanic/Latino	86.7	13	15	84.6	11	13	*Met	87.8
Fulton ES	Math	White	91.1	184	202	92.2	190	206	Met	91.8
Fulton ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Fulton ES	Math	ELL	*	*	*	86.7	13	15	Met	86.9
Fulton ES	Math	FARMS	72.7	16	22	72.0	18	25	*Met	75.0
Fulton ES	Math	Special Education	47.1	16	34	62.5	20	32	Met	51.5
Fulton ES	Reading	All Students	93.0	318	342	>= 95.0	*	*	Met	88.9
Fulton ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Fulton ES	Reading	Black/African American	81.6	31	38	86.8	33	38	Met	83.1
Fulton ES	Reading	Hispanic/Latino	80.0	12	15	84.6	11	13	Met	81.7
Fulton ES	Reading	White	94.1	190	202	>= 95.0	*	*	Met	94.3
Fulton ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Fulton ES	Reading	ELL	*	*	*	93.3	14	15	Met	47.6
Fulton ES	Reading	FARMS	63.6	14	22	72.0	18	25	Met	66.7
Fulton ES	Reading	Special Education	55.9	19	34	68.8	22	32	Met	59.6
Gorman Crossing ES	Math	All Students	94.7	248	262	>= 95.0	*	*	Met	87.4
Gorman Crossing ES	Math	Asian	94.5	52	55	>= 95.0	*	*	Met	95.0
Gorman Crossing ES	Math	Black/African American	90.6	58	64	>= 95.0	*	*	Met	78.5
Gorman Crossing ES	Math	Hispanic/Latino	92.0	23	25	>= 95.0	*	*	Met	85
Gorman Crossing ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Gorman Crossing ES	Math	Two or more races	>= 95.0	*	*	90.9	10	11	Met	90.5
Gorman Crossing ES	Math	ELL	91.7	11	12	86.7	13	15	Met	82.8
Gorman Crossing ES	Math	FARMS	89.7	35	39	88.2	45	51	*Met	90.6
Gorman Crossing ES	Math	Special Education	60.9	14	23	79.2	19	24	Met	64.1
Gorman Crossing ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Gorman Crossing ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Gorman Crossing ES	Reading	Black/African American	90.6	58	64	>= 95.0	*	*	Met	81.2
Gorman Crossing ES	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	87.7
Gorman Crossing ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Gorman Crossing ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Gorman Crossing ES	Reading	ELL	91.7	11	12	86.7	13	15	Met	84.0
Gorman Crossing ES	Reading	FARMS	94.9	37	39	88.2	45	51	Met	81.9
Gorman Crossing ES	Reading	Special Education	73.9	17	23	87.5	21	24	Met	76.1

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Guilford ES	Math	All Students	87.7	207	236	93.5	232	248	Met	88.7
Guilford ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Guilford ES	Math	Black/African American	78.3	72	92	88.0	95	108	Met	80.1
Guilford ES	Math	Hispanic/Latino	91.7	33	36	91.2	31	34	Met	85.0
Guilford ES	Math	White	94.9	56	59	>= 95.0	*	*	Met	93.8
Guilford ES	Math	Two or more races	90.9	20	22	>= 95.0	*	*	Met	90.5
Guilford ES	Math	ELL	83.3	25	30	82.8	24	29	*Met	84.7
Guilford ES	Math	FARMS	71.4	55	77	84.4	65	77	Met	73.8
Guilford ES	Math	Special Education	47.1	8	17	68.4	13	19	Met	51.5
Guilford ES	Reading	All Students	91.5	215	235	91.9	227	247	Met	88.9
Guilford ES	Reading	Asian	92.3	24	26	>= 95.0	*	*	Met	92.9
Guilford ES	Reading	Black/African American	83.7	77	92	85.0	91	107	*Met	85.1
Guilford ES	Reading	Hispanic/Latino	>= 95.0	*	*	94.1	32	34	Met	87.7
Guilford ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Guilford ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Guilford ES	Reading	ELL	86.2	25	29	82.1	23	28	*Met	87.4
Guilford ES	Reading	FARMS	83.1	64	77	85.5	65	76	Met	84.5
Guilford ES	Reading	Special Education	58.8	10	17	68.4	13	19	Met	62.3
Hammond ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Hammond ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Hammond ES	Math	Black/African American	>= 95.0	*	*	90.0	36	40	Met	78.5
Hammond ES	Math	Hispanic/Latino	94.4	17	18	>= 95.0	*	*	Met	85.0
Hammond ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Hammond ES	Math	Two or more races	92.3	12	13	>= 95.0	*	*	Met	90.5
Hammond ES	Math	ELL	90.0	9	10	>= 95.0	*	*	Met	81.1
Hammond ES	Math	FARMS	91.7	22	24	>= 95.0	*	*	Met	79.8
Hammond ES	Math	Special Education	84.2	16	19	90.5	19	21	Met	85.5
Hammond ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Hammond ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Hammond ES	Reading	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	81.2
Hammond ES	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	87.7
Hammond ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Hammond ES	Reading	Two or more races	92.3	12	13	>= 95.0	*	*	Met	92.1
Hammond ES	Reading	ELL	>= 95.0	*	*	94.4	17	18	Met	84.4
Hammond ES	Reading	FARMS	>= 95.0	*	*	>= 95.0	*	*	Met	81.9
Hammond ES	Reading	Special Education	94.7	18	19	>= 95.0	*	*	Met	73.7
Hollifield Station ES	Math	All Students	>= 95.0	*	*	93.9	277	295	Met	87.4
Hollifield Station ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Hollifield Station ES	Math	Black/African American	94.9	37	39	82.4	28	34	Met	78.5
Hollifield Station ES	Math	Hispanic/Latino	80.8	21	26	90.0	27	30	Met	82.4
Hollifield Station ES	Math	White	>= 95.0	*	*	94.2	81	86	Met	93.8
Hollifield Station ES	Math	Two or more races	90.9	10	11	>= 95.0	*	*	Met	91.7
Hollifield Station ES	Math	ELL	88.3	53	60	93.2	68	73	Met	89.3
Hollifield Station ES	Math	FARMS	89.1	49	55	84.4	54	64	*Met	90.0
Hollifield Station ES	Math	Special Education	82.6	19	23	62.5	15	24	Not Met	84.1

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Hollifield Station ES	Reading	All Students	94.3	266	282	91.5	268	293	Met	88.9
Hollifield Station ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Hollifield Station ES	Reading	Black/African American	94.9	37	39	88.2	30	34	Met	81.2
Hollifield Station ES	Reading	Hispanic/Latino	80.8	21	26	66.7	20	30	*Met	82.4
Hollifield Station ES	Reading	White	94.4	84	89	94.2	81	86	Met	94.3
Hollifield Station ES	Reading	Two or more races	90.9	10	11	93.8	15	16	Met	91.1
Hollifield Station ES	Reading	ELL	85.7	48	56	81.7	58	71	*Met	86.9
Hollifield Station ES	Reading	FARMS	85.2	46	54	71.0	44	62	Not Met	86.4
Hollifield Station ES	Reading	Special Education	73.9	17	23	58.3	14	24	*Met	76.1
Ilchester ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Ilchester ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Ilchester ES	Math	Black/African American	>= 95.0	*	*	90.5	38	42	Met	78.5
Ilchester ES	Math	Hispanic/Latino	*	*	*	81.8	9	11	*Met	89.8
Ilchester ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Ilchester ES	Math	Two or more races	94.4	17	18	>= 95.0	*	*	Met	90.5
Ilchester ES	Math	ELL	*	*	*	*	*	*	Met	*
Ilchester ES	Math	FARMS	*	*	*	64.3	9	14	*Met	79.6
Ilchester ES	Math	Special Education	90.6	29	32	75.0	30	40	Met	67.9
Ilchester ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Ilchester ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Ilchester ES	Reading	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	81.2
Ilchester ES	Reading	Hispanic/Latino	*	*	*	81.8	9	11	Met	79.6
Ilchester ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Ilchester ES	Reading	Two or more races	>= 95.0	*	*	94.1	16	17	Met	92.1
Ilchester ES	Reading	ELL	*	*	*	*	*	*	Met	*
Ilchester ES	Reading	FARMS	*	*	*	85.7	12	14	Met	79.6
Ilchester ES	Reading	Special Education	>= 95.0	*	*	85.0	34	40	Met	73.7
Jeffers Hill ES	Math	All Students	89.3	158	177	91.5	150	164	Met	90.2
Jeffers Hill ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Jeffers Hill ES	Math	Black/African American	82.2	60	73	82.8	53	64	*Met	83.7
Jeffers Hill ES	Math	Hispanic/Latino	76.5	13	17	>= 95.0	*	*	Met	78.4
Jeffers Hill ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Jeffers Hill ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Jeffers Hill ES	Math	ELL	75.0	12	16	93.3	14	15	Met	77.1
Jeffers Hill ES	Math	FARMS	68.8	33	48	81.3	39	48	Met	71.4
Jeffers Hill ES	Math	Special Education	61.9	13	21	66.7	14	21	Met	65.1
Jeffers Hill ES	Reading	All Students	93.1	162	174	93.3	152	163	Met	88.9
Jeffers Hill ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Jeffers Hill ES	Reading	Black/African American	89.0	65	73	87.5	56	64	*Met	90.0
Jeffers Hill ES	Reading	Hispanic/Latino	85.7	12	14	92.9	13	14	Met	86.9
Jeffers Hill ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Jeffers Hill ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Jeffers Hill ES	Reading	ELL	76.9	10	13	92.9	13	14	Met	78.8
Jeffers Hill ES	Reading	FARMS	82.2	37	45	89.4	42	47	Met	83.7
Jeffers Hill ES	Reading	Special Education	71.4	15	21	71.4	15	21	*Met	73.8

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012				
			Proficient		Test Takers	Proficient		Test Takers	Met AMO Target	AMO 2012
			%	N	N	%	N	N		
Laurel Woods ES	Math	All Students	86.3	226	262	87.9	239	272	Met	87.4
Laurel Woods ES	Math	Asian	>= 95.0	*	*	91.3	21	23	*Met	96.3
Laurel Woods ES	Math	Black/African American	79.0	109	138	86.0	117	136	Met	80.7
Laurel Woods ES	Math	Hispanic/Latino	93.8	45	48	92.6	50	54	Met	85.0
Laurel Woods ES	Math	White	90.0	27	30	83.9	26	31	*Met	90.8
Laurel Woods ES	Math	Two or more races	>= 95.0	*	*	89.3	25	28	*Met	90.5
Laurel Woods ES	Math	ELL	92.9	26	28	>= 95.0	*	*	Met	82.8
Laurel Woods ES	Math	FARMS	82.3	93	113	81.1	107	132	*Met	83.8
Laurel Woods ES	Math	Special Education	44.0	11	25	44.8	13	29	*Met	48.7
Laurel Woods ES	Reading	All Students	87.4	229	262	88.6	242	273	Met	88.5
Laurel Woods ES	Reading	Asian	>= 95.0	*	*	91.7	22	24	*Met	95.8
Laurel Woods ES	Reading	Black/African American	84.8	117	138	87.5	119	136	Met	86.1
Laurel Woods ES	Reading	Hispanic/Latino	87.5	42	48	88.9	48	54	Met	88.5
Laurel Woods ES	Reading	White	83.3	25	30	87.1	27	31	Met	84.7
Laurel Woods ES	Reading	Two or more races	>= 95.0	*	*	92.9	26	28	Met	92.1
Laurel Woods ES	Reading	ELL	82.1	23	28	87.5	35	40	Met	83.6
Laurel Woods ES	Reading	FARMS	87.6	99	113	86.5	115	133	*Met	88.6
Laurel Woods ES	Reading	Special Education	60.0	15	25	55.2	16	29	*Met	63.3
Lisbon ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Lisbon ES	Math	Asian	>= 95.0	*	*	*	*	*	Met	*
Lisbon ES	Math	Black/African American	80.0	8	10	*	*	*	Met	*
Lisbon ES	Math	Hispanic/Latino	*	*	*	*	*	*	Met	*
Lisbon ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Lisbon ES	Math	Two or more races	>= 95.0	*	*	*	*	*	Met	*
Lisbon ES	Math	ELL	*	*	*	*	*	*	Met	*
Lisbon ES	Math	FARMS	82.4	14	17	90.5	19	21	Met	83.8
Lisbon ES	Math	Special Education	78.9	15	19	86.4	19	22	Met	80.7
Lisbon ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Lisbon ES	Reading	Asian	90.9	10	11	*	*	*	Met	*
Lisbon ES	Reading	Black/African American	90.0	9	10	*	*	*	Met	*
Lisbon ES	Reading	Hispanic/Latino	*	*	*	*	*	*	Met	*
Lisbon ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Lisbon ES	Reading	Two or more races	>= 95.0	*	*	*	*	*	Met	*
Lisbon ES	Reading	ELL	*	*	*	*	*	*	Met	*
Lisbon ES	Reading	FARMS	88.2	15	17	>= 95.0	*	*	Met	89.2
Lisbon ES	Reading	Special Education	89.5	17	19	90.9	20	22	Met	90.4
Longfellow ES	Math	All Students	88.5	161	182	92.7	177	191	Met	89.4
Longfellow ES	Math	Asian	>= 95.0	*	*	94.1	16	17	*Met	96.3
Longfellow ES	Math	Black/African American	81.7	67	82	85.9	55	64	Met	83.2
Longfellow ES	Math	Hispanic/Latino	81.0	17	21	93.8	30	32	Met	82.5
Longfellow ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Longfellow ES	Math	Two or more races	92.9	13	14	>= 95.0	*	*	Met	90.5
Longfellow ES	Math	ELL	*	*	*	86.4	19	22	*Met	89.8
Longfellow ES	Math	FARMS	78.6	55	70	82.2	60	73	Met	80.4
Longfellow ES	Math	Special Education	58.8	10	17	76.2	16	21	Met	62.3

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Longfellow ES	Reading	All Students	92.3	168	182	89.5	170	190	Met	88.9
Longfellow ES	Reading	Asian	>= 95.0	*	*	94.1	16	17	*Met	95.8
Longfellow ES	Reading	Black/African American	85.4	70	82	79.7	51	64	*Met	86.6
Longfellow ES	Reading	Hispanic/Latino	90.5	19	21	87.1	27	31	*Met	87.7
Longfellow ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Longfellow ES	Reading	Two or more races	>= 95.0	*	*	90.5	19	21	*Met	92.1
Longfellow ES	Reading	ELL	*	*	*	81.0	17	21	Met	79.6
Longfellow ES	Reading	FARMS	85.7	60	70	76.4	55	72	*Met	86.9
Longfellow ES	Reading	Special Education	70.6	12	17	76.2	16	21	Met	73.0
Manor Woods ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Manor Woods ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Manor Woods ES	Math	Black/African American	>= 95.0	*	*	82.8	24	29	Met	78.5
Manor Woods ES	Math	Hispanic/Latino	*	*	*	>= 95.0	*	*	Met	85.0
Manor Woods ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Manor Woods ES	Math	Two or more races	92.3	12	13	93.3	14	15	Met	90.5
Manor Woods ES	Math	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	82.8
Manor Woods ES	Math	FARMS	85.7	12	14	76.2	16	21	*Met	86.9
Manor Woods ES	Math	Special Education	92.3	24	26	78.6	22	28	Met	67.9
Manor Woods ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Manor Woods ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Manor Woods ES	Reading	Black/African American	>= 95.0	*	*	86.2	25	29	Met	81.2
Manor Woods ES	Reading	Hispanic/Latino	*	*	*	>= 95.0	*	*	Met	87.7
Manor Woods ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Manor Woods ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Manor Woods ES	Reading	ELL	>= 95.0	*	*	87.9	29	33	Met	84.0
Manor Woods ES	Reading	FARMS	92.9	13	14	>= 95.0	*	*	Met	81.9
Manor Woods ES	Reading	Special Education	92.3	24	26	67.9	19	28	Met	73.7
Northfield ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Northfield ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Northfield ES	Math	Black/African American	93.3	14	15	93.8	15	16	Met	78.5
Northfield ES	Math	Hispanic/Latino	>= 95.0	*	*	86.7	13	15	*Met	87.2
Northfield ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Northfield ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Northfield ES	Math	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	82.8
Northfield ES	Math	FARMS	93.3	14	15	88.2	15	17	Met	79.8
Northfield ES	Math	Special Education	91.4	32	35	92.1	35	38	Met	67.9
Northfield ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Northfield ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Northfield ES	Reading	Black/African American	>= 95.0	*	*	93.8	15	16	Met	81.2
Northfield ES	Reading	Hispanic/Latino	90.0	9	10	93.3	14	15	Met	86.7
Northfield ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Northfield ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Northfield ES	Reading	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	84.0
Northfield ES	Reading	FARMS	>= 95.0	*	*	88.2	15	17	Met	81.9
Northfield ES	Reading	Special Education	88.6	31	35	89.5	34	38	Met	89.5

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Phelps Luck ES	Math	All Students	84.3	258	306	89.5	280	313	Met	85.6
Phelps Luck ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Phelps Luck ES	Math	Black/African American	76.1	102	134	84.8	117	138	Met	78.1
Phelps Luck ES	Math	Hispanic/Latino	76.6	36	47	83.9	47	56	Met	78.5
Phelps Luck ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Phelps Luck ES	Math	Two or more races	90.9	30	33	>= 95.0	*	*	Met	90.5
Phelps Luck ES	Math	ELL	80.4	41	51	83.3	45	54	Met	82
Phelps Luck ES	Math	FARMS	76.1	102	134	82.4	117	142	Met	78.1
Phelps Luck ES	Math	Special Education	51.9	14	27	63.3	19	30	Met	55.9
Phelps Luck ES	Reading	All Students	86.9	265	305	90.1	282	313	Met	88
Phelps Luck ES	Reading	Asian	93.1	27	29	93.3	28	30	*Met	93.7
Phelps Luck ES	Reading	Black/African American	82.1	110	134	88.4	122	138	Met	83.6
Phelps Luck ES	Reading	Hispanic/Latino	84.8	39	46	83.9	47	56	*Met	86.1
Phelps Luck ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Phelps Luck ES	Reading	Two or more races	84.8	28	33	92.9	26	28	Met	86.1
Phelps Luck ES	Reading	ELL	84	42	50	79.6	43	54	*Met	85.3
Phelps Luck ES	Reading	FARMS	82.1	110	134	83.8	119	142	Met	83.6
Phelps Luck ES	Reading	Special Education	74.1	20	27	70	21	30	*Met	76.2
Pointers Run ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Pointers Run ES	Math	Asian	94.7	71	75	>= 95.0	*	*	Met	95.1
Pointers Run ES	Math	Black/African American	81.3	13	16	82.6	19	23	*Met	82.8
Pointers Run ES	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	85
Pointers Run ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Pointers Run ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Pointers Run ES	Math	ELL	81.3	13	16	88.9	16	18	Met	82.8
Pointers Run ES	Math	FARMS	70	7	10	*	*	*	Met	*
Pointers Run ES	Math	Special Education	83.3	25	30	86.2	25	29	Met	82.3
Pointers Run ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Pointers Run ES	Reading	Asian	93.3	70	75	>= 95.0	*	*	Met	93.9
Pointers Run ES	Reading	Black/African American	87.5	14	16	90.9	20	22	Met	88.5
Pointers Run ES	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	87.7
Pointers Run ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Pointers Run ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Pointers Run ES	Reading	ELL	75	12	16	94.1	16	17	Met	77.1
Pointers Run ES	Reading	FARMS	90	9	10	*	*	*	Met	*
Pointers Run ES	Reading	Special Education	76.7	23	30	89.7	26	29	Met	76.3
Rockburn ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Rockburn ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.5
Rockburn ES	Math	Black/African American	93	40	43	90.2	37	41	Met	78.5
Rockburn ES	Math	Hispanic/Latino	91.7	22	24	>= 95.0	*	*	Met	85
Rockburn ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Rockburn ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Rockburn ES	Math	ELL	90	9	10	*	*	*	Met	*
Rockburn ES	Math	FARMS	87.1	27	31	89.7	26	29	Met	88.2
Rockburn ES	Math	Special Education	72	18	25	90.9	20	22	Met	74.3

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Rockburn ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Rockburn ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.5
Rockburn ES	Reading	Black/African American	88.4	38	43	87.8	36	41	*Met	89.3
Rockburn ES	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	87.7
Rockburn ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Rockburn ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Rockburn ES	Reading	ELL	90.0	9	10	*	*	*	Met	*
Rockburn ES	Reading	FARMS	83.9	26	31	86.2	25	29	Met	85.2
Rockburn ES	Reading	Special Education	76.0	19	25	90.9	20	22	Met	78.0
Running Brook ES	Math	All Students	90.1	154	171	89.0	161	181	*Met	90.4
Running Brook ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Running Brook ES	Math	Black/African American	84.1	74	88	85.0	85	100	*Met	85.4
Running Brook ES	Math	Hispanic/Latino	>= 95.0	*	*	92.0	23	25	Met	85.0
Running Brook ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Running Brook ES	Math	Two or more races	90.5	19	21	88.9	16	18	*Met	90.5
Running Brook ES	Math	ELL	92.9	13	14	94.7	18	19	Met	87.8
Running Brook ES	Math	FARMS	86.0	74	86	89.0	81	91	Met	86.3
Running Brook ES	Math	Special Education	62.5	15	24	57.1	16	28	*Met	65.6
Running Brook ES	Reading	All Students	90.6	154	170	89.5	162	181	*Met	90.4
Running Brook ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Running Brook ES	Reading	Black/African American	86.2	75	87	85.0	85	100	*Met	86.5
Running Brook ES	Reading	Hispanic/Latino	87.5	21	24	88.0	22	25	Met	85.3
Running Brook ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Running Brook ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Running Brook ES	Reading	ELL	78.6	11	14	89.5	17	19	Met	75.6
Running Brook ES	Reading	FARMS	85.9	73	85	84.6	77	91	*Met	85.2
Running Brook ES	Reading	Special Education	70.8	17	24	71.4	20	28	*Met	73.3
St. Johns Lane ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
St. Johns Lane ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
St. Johns Lane ES	Math	Black/African American	84.6	11	13	>= 95.0	*	*	Met	85.9
St. Johns Lane ES	Math	Hispanic/Latino	92.3	12	13	94.1	16	17	Met	85.0
St. Johns Lane ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
St. Johns Lane ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
St. Johns Lane ES	Math	ELL	*	*	*	*	*	*	Met	*
St. Johns Lane ES	Math	FARMS	*	*	*	90.0	9	10	Met	79.6
St. Johns Lane ES	Math	Special Education	90.9	20	22	85.7	18	21	Met	67.9
St. Johns Lane ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
St. Johns Lane ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
St. Johns Lane ES	Reading	Black/African American	92.3	12	13	>= 95.0	*	*	Met	81.2
St. Johns Lane ES	Reading	Hispanic/Latino	92.3	12	13	94.1	16	17	Met	87.7
St. Johns Lane ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
St. Johns Lane ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
St. Johns Lane ES	Reading	ELL	*	*	*	*	*	*	Met	*
St. Johns Lane ES	Reading	FARMS	*	*	*	80.0	8	10	Met	79.6
St. Johns Lane ES	Reading	Special Education	77.3	17	22	90.5	19	21	Met	79.2

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Stevens Forest ES	Math	All Students	92.4	146	158	>= 95.0	*	*	Met	87.4
Stevens Forest ES	Math	Asian	na	na	na	*	*	*	Met	*
Stevens Forest ES	Math	Black/African American	88.1	52	59	>= 95.0	*	*	Met	89.1
Stevens Forest ES	Math	Hispanic/Latino	90.0	36	40	>= 95.0	*	*	Met	85.0
Stevens Forest ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Stevens Forest ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Stevens Forest ES	Math	ELL	79.2	19	24	>= 95.0	*	*	Met	80.9
Stevens Forest ES	Math	FARMS	92.0	69	75	>= 95.0	*	*	Met	79.8
Stevens Forest ES	Math	Special Education	79.3	23	29	91.3	21	23	Met	81.0
Stevens Forest ES	Reading	All Students	89.2	141	158	91.9	136	148	Met	90.1
Stevens Forest ES	Reading	Asian	na	na	na	*	*	*	Met	*
Stevens Forest ES	Reading	Black/African American	83.1	49	59	86.3	44	51	Met	84.5
Stevens Forest ES	Reading	Hispanic/Latino	85.0	34	40	90.0	36	40	Met	86.3
Stevens Forest ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Stevens Forest ES	Reading	Two or more races	>= 95.0	*	*	94.1	16	17	Met	92.1
Stevens Forest ES	Reading	ELL	75.0	18	24	86.2	25	29	Met	77.1
Stevens Forest ES	Reading	FARMS	86.7	65	75	87.1	61	70	*Met	87.8
Stevens Forest ES	Reading	Special Education	72.4	21	29	69.6	16	23	*Met	74.7
Swansfield ES	Math	All Students	80.3	188	234	89.7	218	243	Met	8.02
Swansfield ES	Math	Asian	80.0	16	20	>= 95.0	*	*	Met	81.7
Swansfield ES	Math	Black/African American	74.8	77	103	86.4	89	103	Met	76.9
Swansfield ES	Math	Hispanic/Latino	63.6	21	33	87.9	29	33	Met	66.7
Swansfield ES	Math	White	94.4	51	54	91.2	62	68	Met	93.8
Swansfield ES	Math	Two or more races	>= 95.0	*	*	92.3	12	13	Met	90.5
Swansfield ES	Math	ELL	58.3	14	24	>= 95.0	*	*	Met	61.8
Swansfield ES	Math	FARMS	68.2	60	88	85.9	85	99	Met	70.8
Swansfield ES	Math	Special Education	50.0	11	22	54.5	12	22	Met	54.2
Swansfield ES	Reading	All Students	89.7	209	233	88.1	214	243	*Met	90.6
Swansfield ES	Reading	Asian	73.7	14	19	92.3	24	26	Met	75.9
Swansfield ES	Reading	Black/African American	90.3	93	103	82.5	85	103	Met	81.2
Swansfield ES	Reading	Hispanic/Latino	84.8	28	33	84.8	28	33	*Met	86.1
Swansfield ES	Reading	White	92.6	50	54	>= 95.0	*	*	Met	93.2
Swansfield ES	Reading	Two or more races	>= 95.0	*	*	92.3	12	13	Met	92.1
Swansfield ES	Reading	ELL	65.2	15	23	76.0	19	25	Met	68.1
Swansfield ES	Reading	FARMS	84.1	74	88	78.8	78	99	*Met	85.4
Swansfield ES	Reading	Special Education	59.1	13	22	54.5	12	22	*Met	62.5
Talbott Springs ES	Math	All Students	87.4	187	214	86.3	196	227	*Met	88.4
Talbott Springs ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Talbott Springs ES	Math	Black/African American	79.8	67	84	81.7	67	82	Met	81.4
Talbott Springs ES	Math	Hispanic/Latino	86.5	45	52	81.5	44	54	*Met	87.7
Talbott Springs ES	Math	White	>= 95.0	*	*	92.6	50	54	*Met	93.8
Talbott Springs ES	Math	Two or more races	90.0	18	20	90.0	18	20	*Met	90.5
Talbott Springs ES	Math	ELL	93.0	40	43	84.6	44	52	Met	82.8
Talbott Springs ES	Math	FARMS	86.0	92	107	82.6	90	109	*Met	87.1
Talbott Springs ES	Math	Special Education	82.6	19	23	52.2	12	23	Not Met	84.1

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Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Talbott Springs ES	Reading	All Students	89.3	191	214	86.8	197	227	*Met	90.1
Talbott Springs ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Talbott Springs ES	Reading	Black/African American	84.5	71	84	82.9	68	82	*Met	85.8
Talbott Springs ES	Reading	Hispanic/Latino	82.7	43	52	79.6	43	54	*Met	84.1
Talbott Springs ES	Reading	White	>= 95.0	*	*	92.6	50	54	*Met	94.3
Talbott Springs ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Talbott Springs ES	Reading	ELL	79.1	34	43	78.8	41	52	*Met	80.8
Talbott Springs ES	Reading	FARMS	83.2	89	107	81.7	89	109	*Met	84.6
Talbott Springs ES	Reading	Special Education	65.2	15	23	60.9	14	23	*Met	68.1
Thunder Hill ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Thunder Hill ES	Math	Asian	>= 95.0	*	*	89.3	25	28	Met	96.3
Thunder Hill ES	Math	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	78.5
Thunder Hill ES	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	85
Thunder Hill ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Thunder Hill ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Thunder Hill ES	Math	ELL	na	na	na	na	na	na	na	na
Thunder Hill ES	Math	FARMS	>= 95.0	*	*	94.4	17	18	Met	79.8
Thunder Hill ES	Math	Special Education	92	23	25	82.6	19	23	Met	67.9
Thunder Hill ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Thunder Hill ES	Reading	Asian	>= 95.0	*	*	85.7	24	28	Met	95.8
Thunder Hill ES	Reading	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	81.2
Thunder Hill ES	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	87.7
Thunder Hill ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Thunder Hill ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Thunder Hill ES	Reading	ELL	na	na	na	na	na	na	na	na
Thunder Hill ES	Reading	FARMS	>= 95.0	*	*	94.4	17	18	Met	81.9
Thunder Hill ES	Reading	Special Education	>= 95.0	*	*	87	20	23	Met	73.7
Triadelphia Ridge ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Triadelphia Ridge ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Triadelphia Ridge ES	Math	Black/African American	>= 95.0	*	*	86.7	13	15	Met	78.5
Triadelphia Ridge ES	Math	Hispanic/Latino	90.9	10	11	*	*	*	Met	*
Triadelphia Ridge ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Triadelphia Ridge ES	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.5
Triadelphia Ridge ES	Math	ELL	*	*	*	*	*	*	Met	*
Triadelphia Ridge ES	Math	FARMS	80	8	10	*	*	*	Met	*
Triadelphia Ridge ES	Math	Special Education	>= 95.0	*	*	85	17	20	Met	67.9
Triadelphia Ridge ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Triadelphia Ridge ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Triadelphia Ridge ES	Reading	Black/African American	>= 95.0	*	*	86.7	13	15	Met	81.2
Triadelphia Ridge ES	Reading	Hispanic/Latino	>= 95.0	*	*	*	*	*	Met	*
Triadelphia Ridge ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Triadelphia Ridge ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Triadelphia Ridge ES	Reading	ELL	*	*	*	*	*	*	Met	*
Triadelphia Ridge ES	Reading	FARMS	90	9	10	*	*	*	Met	*
Triadelphia Ridge ES	Reading	Special Education	>= 95.0	*	*	90.5	19	21	Met	73.7

Appendix A. ES Maryland School Progress Data

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Veterans ES	Math	All Students	93.5	391	418	94.8	401	423	Met	87.4
Veterans ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Veterans ES	Math	Black/African American	78.5	62	79	90.5	76	84	Met	80.3
Veterans ES	Math	Hispanic/Latino	>= 95.0	*	*	94.7	18	19	Met	85.0
Veterans ES	Math	White	94.7	125	132	>= 95.0	*	*	Met	93.8
Veterans ES	Math	Two or more races	>= 95.0	*	*	93.1	27	29	Met	90.5
Veterans ES	Math	ELL	>= 95.0	*	*	93.6	73	78	Met	82.8
Veterans ES	Math	FARMS	87.1	81	93	89.7	96	107	Met	88.2
Veterans ES	Math	Special Education	66.7	20	30	71.4	25	35	Met	67.5
Veterans ES	Reading	All Students	93.7	387	413	>= 95.0	*	*	Met	88.9
Veterans ES	Reading	Asian	94.2	147	156	>= 95.0	*	*	Met	94.7
Veterans ES	Reading	Black/African American	86.1	68	79	89.3	75	84	Met	87.2
Veterans ES	Reading	Hispanic/Latino	87.5	14	16	94.7	18	19	Met	88.5
Veterans ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Veterans ES	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Veterans ES	Reading	ELL	84.4	54	64	91.7	66	72	Met	85.7
Veterans ES	Reading	FARMS	89.2	83	93	87.9	94	107	*Met	90.1
Veterans ES	Reading	Special Education	63.3	19	30	77.1	27	35	Met	64.5
Waterloo ES	Math	All Students	91.5	321	351	>= 95.0	*	*	Met	87.4
Waterloo ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Waterloo ES	Math	Black/African American	78.0	85	109	90.2	92	102	Met	79.8
Waterloo ES	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	85.0
Waterloo ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Waterloo ES	Math	Two or more races	93.3	14	15	90.5	19	21	Met	90.5
Waterloo ES	Math	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	82.8
Waterloo ES	Math	FARMS	80.0	56	70	91.4	74	81	Met	81.7
Waterloo ES	Math	Special Education	73.7	28	38	69.0	20	29	*Met	75.9
Waterloo ES	Reading	All Students	93.4	328	351	94.1	317	337	Met	88.9
Waterloo ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Waterloo ES	Reading	Black/African American	86.2	94	109	89.2	91	102	Met	87.4
Waterloo ES	Reading	Hispanic/Latino	78.6	11	14	88.9	16	18	Met	80.4
Waterloo ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Waterloo ES	Reading	Two or more races	93.3	14	15	90.5	19	21	*Met	92.1
Waterloo ES	Reading	ELL	>= 95.0	*	*	>= 95.0	*	*	Met	84
Waterloo ES	Reading	FARMS	90.0	63	70	90.0	72	80	Met	81.9
Waterloo ES	Reading	Special Education	63.2	24	38	62.1	18	29	*Met	66.2
Waverly ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Waverly ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Waverly ES	Math	Black/African American	94.1	16	17	93.8	15	16	Met	78.5
Waverly ES	Math	Hispanic/Latino	na	na	na	na	na	na	na	na
Waverly ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Waverly ES	Math	Two or more races	*	*	*	>= 95.0	*	*	Met	90.5
Waverly ES	Math	ELL	>= 95.0	*	*	87.5	21	24	Met	82.8
Waverly ES	Math	FARMS	*	*	*	*	*	*	Met	*
Waverly ES	Math	Special Education	70.8	17	24	80.6	25	31	Met	73.3

School Name	Subject	Student Group	2011 Proficient %	N	Test Takers N	2012 Proficient %	N	Test Takers N	Met AMO Target	AMO 2012
Waverly ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Waverly ES	Reading	Asian	93.2	82	88	94.7	89	94	Met	93.7
Waverly ES	Reading	Black/African American	>= 95.0	*	*	93.8	15	16	Met	81.2
Waverly ES	Reading	Hispanic/Latino	na	na	na	na	na	na	na	na
Waverly ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Waverly ES	Reading	Two or more races	*	*	*	>= 95.0	*	*	Met	92.1
Waverly ES	Reading	ELL	73.7	14	19	79.2	19	24	Met	75.9
Waverly ES	Reading	FARMS	*	*	*	*	*	*	Met	*
Waverly ES	Reading	Special Education	83.3	20	24	77.4	24	31	*Met	84.7
West Friendship ES	Math	All Students	94.6	157	166	>= 95.0	*	*	Met	87.4
West Friendship ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
West Friendship ES	Math	Black/African American	*	*	*	90.0	9	10	Met	88.5
West Friendship ES	Math	Hispanic/Latino	*	*	*	na	na	na	na	na
West Friendship ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
West Friendship ES	Math	Two or more races	*	*	*	*	*	*	Met	*
West Friendship ES	Math	ELL	na	na	na	na	na	na	na	na
West Friendship ES	Math	FARMS	90	9	10	*	*	*	Met	*
West Friendship ES	Math	Special Education	73.9	17	23	82.6	19	23	Met	76.1
West Friendship ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
West Friendship ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
West Friendship ES	Reading	Black/African American	*	*	*	>= 95.0	*	*	Met	81.2
West Friendship ES	Reading	Hispanic/Latino	*	*	*	na	na	na	na	na
West Friendship ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
West Friendship ES	Reading	Two or more races	*	*	*	*	*	*	Met	*
West Friendship ES	Reading	ELL	na	na	na	na	na	na	na	na
West Friendship ES	Reading	FARMS	90.0	9	10	*	*	*	Met	*
West Friendship ES	Reading	Special Education	73.9	17	23	73.9	17	23	*Met	76.1
Worthington ES	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	87.4
Worthington ES	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Worthington ES	Math	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	78.5
Worthington ES	Math	Hispanic/Latino	*	*	*	90.0	9	10	Met	85.0
Worthington ES	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	93.8
Worthington ES	Math	Two or more races	*	*	*	*	*	*	Met	*
Worthington ES	Math	ELL	*	*	*	90.0	9	10	Met	82.8
Worthington ES	Math	FARMS	na	na	na	90.0	9	10	Met	79.8
Worthington ES	Math	Special Education	92.3	12	13	84.6	11	13	Met	67.9
Worthington ES	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	88.9
Worthington ES	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.8
Worthington ES	Reading	Black/African American	>= 95.0	*	*	90.0	18	20	Met	81.2
Worthington ES	Reading	Hispanic/Latino	*	*	*	80.0	8	10	*Met	87.7
Worthington ES	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Worthington ES	Reading	Two or more races	*	*	*	*	*	*	Met	*
Worthington ES	Reading	ELL	*	*	*	90.0	9	10	Met	84.0
Worthington ES	Reading	FARMS	na	na	na	90.0	9	10	Met	81.9
Worthington ES	Reading	Special Education	92.3	12	13	84.6	11	13	Met	73.7

Appendix A. MS Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Bonnie Branch MS	Math	All Students	88.0	564	641	89.5	623	696	Met	89.0
Bonnie Branch MS	Math	Asian	93.2	55	59	>= 95.0	*	*	Met	93.2
Bonnie Branch MS	Math	Black/African American	75.2	106	141	74.3	127	171	*Met	77.2
Bonnie Branch MS	Math	Hispanic/Latino	77.1	27	35	81.1	30	37	Met	79.0
Bonnie Branch MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Bonnie Branch MS	Math	Two or more races	80.9	55	68	87.0	40	46	Met	82.5
Bonnie Branch MS	Math	ELL	76.0	19	25	75.0	15	20	*Met	78.0
Bonnie Branch MS	Math	FARMS	62.4	53	85	65.0	76	117	*Met	65.5
Bonnie Branch MS	Math	Special Education	63.2	36	57	64.2	34	53	*Met	66.2
Bonnie Branch MS	Reading	All Students	92.6	592	639	92.0	640	696	Met	84.6
Bonnie Branch MS	Reading	Asian	93.0	53	57	91.4	74	81	*Met	93.6
Bonnie Branch MS	Reading	Black/African American	87.2	123	141	81.9	140	171	*Met	88.3
Bonnie Branch MS	Reading	Hispanic/Latino	82.9	29	35	81.1	30	37	*Met	84.3
Bonnie Branch MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Bonnie Branch MS	Reading	Two or more races	88.2	60	68	93.5	43	46	Met	89.2
Bonnie Branch MS	Reading	ELL	60.9	14	23	70.0	14	20	Met	64.1
Bonnie Branch MS	Reading	FARMS	77.6	66	85	73.5	86	117	*Met	79.5
Bonnie Branch MS	Reading	Special Education	71.9	41	57	64.2	34	53	*Met	74.3
Burleigh Manor MS	Math	All Students	94.4	575	609	>= 95.0	*	*	Met	75.8
Burleigh Manor MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Burleigh Manor MS	Math	Black/African American	78.7	37	47	80.5	33	41	Met	80.5
Burleigh Manor MS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	69.9
Burleigh Manor MS	Math	White	93.4	283	303	>= 95.0	*	*	Met	86.6
Burleigh Manor MS	Math	Two or more races	94.4	34	36	>= 95.0	*	*	Met	82.4
Burleigh Manor MS	Math	ELL	81.8	18	22	94.7	36	38	Met	83.3
Burleigh Manor MS	Math	FARMS	78.3	36	46	82.7	43	52	Met	78.5
Burleigh Manor MS	Math	Special Education	73.2	30	41	85.4	35	41	Met	73.8
Burleigh Manor MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Burleigh Manor MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94.0
Burleigh Manor MS	Reading	Black/African American	87.2	41	47	92.7	38	41	Met	88.3
Burleigh Manor MS	Reading	Hispanic/Latino	>= 95.0	*	*	90.5	19	21	Met	80.4
Burleigh Manor MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Burleigh Manor MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Burleigh Manor MS	Reading	ELL	81.8	18	22	88.6	31	35	Met	83.3
Burleigh Manor MS	Reading	FARMS	93.5	43	46	88.5	46	52	Met	74.2
Burleigh Manor MS	Reading	Special Education	78.0	32	41	80.5	33	41	Met	78.2
Clarksville MS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	75.8
Clarksville MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Clarksville MS	Math	Black/African American	93.1	27	29	91.3	21	23	Met	61.1
Clarksville MS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	69.9
Clarksville MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Clarksville MS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	82.4
Clarksville MS	Math	ELL	92.9	13	14	88.2	15	17	Met	62.2
Clarksville MS	Math	FARMS	*	*	*	na	na	na	na	na
Clarksville MS	Math	Special Education	86.8	33	38	75.7	28	37	*Met	87.9

Appendix A. MS Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Clarksville MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Clarksville MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94.0
Clarksville MS	Reading	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	75.3
Clarksville MS	Reading	Hispanic/Latino	>= 95.0	*	*	85.7	18	21	Met	80.4
Clarksville MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Clarksville MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Clarksville MS	Reading	ELL	84.6	11	13	68.8	11	16	*Met	85.9
Clarksville MS	Reading	FARMS	*	*	*	na	na	na	na	na
Clarksville MS	Reading	Special Education	81.6	31	38	67.6	25	37	*Met	83.1
Dunloggin MS	Math	All Students	89.2	455	510	92.8	492	530	Met	90.0
Dunloggin MS	Math	Asian	94.0	126	134	91.3	146	160	*Met	93.2
Dunloggin MS	Math	Black/African American	74.7	56	75	82.4	61	74	Met	76.8
Dunloggin MS	Math	Hispanic/Latino	88.9	24	27	90.0	18	20	Met	89.8
Dunloggin MS	Math	White	91.6	230	251	>= 95.0	*	*	Met	86.6
Dunloggin MS	Math	Two or more races	82.6	19	23	>= 95.0	*	*	Met	84.1
Dunloggin MS	Math	ELL	83.7	36	43	79.6	43	54	*Met	85.1
Dunloggin MS	Math	FARMS	72.6	53	73	82.1	69	84	Met	74.9
Dunloggin MS	Math	Special Education	59.1	26	44	71.4	35	49	Met	61.3
Dunloggin MS	Reading	All Students	94.6	476	503	94.9	501	528	Met	84.6
Dunloggin MS	Reading	Asian	92.2	119	129	92.4	146	158	*Met	92.9
Dunloggin MS	Reading	Black/African American	92.0	69	75	90.5	67	74	Met	75.3
Dunloggin MS	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	80.4
Dunloggin MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Dunloggin MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Dunloggin MS	Reading	ELL	81.6	31	38	80.8	42	52	*Met	83.1
Dunloggin MS	Reading	FARMS	87.5	63	72	84.5	71	84	*Met	88.5
Dunloggin MS	Reading	Special Education	74.4	32	43	75.5	37	49	Met	73.5
Elkridge Landing MS	Math	All Students	81.0	549	678	81.2	547	674	*Met	82.6
Elkridge Landing MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Elkridge Landing MS	Math	Black/African American	69.9	107	153	64.6	93	144	*Met	72.4
Elkridge Landing MS	Math	Hispanic/Latino	71.7	38	53	71.4	45	63	*Met	74.1
Elkridge Landing MS	Math	White	85.7	318	371	86.8	309	356	*Met	86.9
Elkridge Landing MS	Math	Two or more races	69.2	27	39	80.6	29	36	Met	71.8
Elkridge Landing MS	Math	ELL	53.3	8	15	63.6	14	22	Met	57.2
Elkridge Landing MS	Math	FARMS	59.4	63	106	59.6	62	104	*Met	62.8
Elkridge Landing MS	Math	Special Education	45.5	25	55	46.8	22	47	*Met	50.0
Elkridge Landing MS	Reading	All Students	90.1	609	676	87.2	586	672	Met	84.6
Elkridge Landing MS	Reading	Asian	91.7	55	60	94.3	66	70	Met	92.4
Elkridge Landing MS	Reading	Black/African American	86.9	133	153	83.3	120	144	*Met	88.0
Elkridge Landing MS	Reading	Hispanic/Latino	81.1	43	53	76.2	48	63	*Met	82.7
Elkridge Landing MS	Reading	White	92.1	340	369	89.3	317	355	*Met	91.6
Elkridge Landing MS	Reading	Two or more races	92.3	36	39	88.9	32	36	*Met	90.4
Elkridge Landing MS	Reading	ELL	66.7	10	15	71.4	15	21	Met	69.4
Elkridge Landing MS	Reading	FARMS	79.2	84	106	70.9	73	103	*Met	81.0
Elkridge Landing MS	Reading	Special Education	57.4	31	54	48.9	23	47	*Met	61.0

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School Name	Subject	Student Group	2011 Proficient %	N	Test Takers N	2012 Proficient %	N	Test Takers N	Met AMO Target	AMO 2012
Ellicott Mills MS	Math	All Students	92.9	605	651	94.4	663	702	Met	75.8
Ellicott Mills MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Ellicott Mills MS	Math	Black/African American	82.1	69	84	80.0	76	95	*Met	83.6
Ellicott Mills MS	Math	Hispanic/Latino	92	23	25	93.3	28	30	Met	69.9
Ellicott Mills MS	Math	White	93.4	338	362	>= 95.0	*	*	Met	86.6
Ellicott Mills MS	Math	Two or more races	>= 95.0	*	*	93.5	29	31	Met	82.4
Ellicott Mills MS	Math	ELL	87.5	14	16	77.8	14	18	*Met	88.5
Ellicott Mills MS	Math	FARMS	84.2	48	57	80.3	57	71	*Met	85.5
Ellicott Mills MS	Math	Special Education	69.6	39	56	79.6	43	54	Met	72.2
Ellicott Mills MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Ellicott Mills MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94
Ellicott Mills MS	Reading	Black/African American	88.1	74	84	86.3	82	95	*Met	89.1
Ellicott Mills MS	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	80.4
Ellicott Mills MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Ellicott Mills MS	Reading	Two or more races	>= 95.0	*	*	93.5	29	31	Met	90.4
Ellicott Mills MS	Reading	ELL	93.3	14	15	82.4	14	17	Met	66.4
Ellicott Mills MS	Reading	FARMS	80.7	46	57	83.1	59	71	Met	82.3
Ellicott Mills MS	Reading	Special Education	73.2	41	56	68.5	37	54	*Met	75.4
Folly Quarter MS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	75.8
Folly Quarter MS	Math	Asian	94.8	55	58	>= 95.0	*	*	Met	93.2
Folly Quarter MS	Math	Black/African American	83.3	30	36	>= 95.0	*	*	Met	84.7
Folly Quarter MS	Math	Hispanic/Latino	88	22	25	92	23	25	Met	89
Folly Quarter MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Folly Quarter MS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	82.4
Folly Quarter MS	Math	ELL	*	*	*	*	*	*	Met	*
Folly Quarter MS	Math	FARMS	78.6	11	14	94.1	16	17	Met	80.4
Folly Quarter MS	Math	Special Education	74.4	32	43	91.3	42	46	Met	76.6
Folly Quarter MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Folly Quarter MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94
Folly Quarter MS	Reading	Black/African American	91.7	33	36	>= 95.0	*	*	Met	75.3
Folly Quarter MS	Reading	Hispanic/Latino	>= 95.0	*	*	91.7	22	24	Met	80.4
Folly Quarter MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Folly Quarter MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Folly Quarter MS	Reading	ELL	*	*	*	*	*	*	Met	*
Folly Quarter MS	Reading	FARMS	85.7	12	14	>= 95.0	*	*	Met	86.9
Folly Quarter MS	Reading	Special Education	79.1	34	43	87	40	46	Met	80.8
Glenwood MS	Math	All Students	93.6	553	591	94.4	554	587	Met	75.8
Glenwood MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Glenwood MS	Math	Black/African American	90.3	28	31	87.9	29	33	Met	61.1
Glenwood MS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	69.9
Glenwood MS	Math	White	93.5	447	478	94.4	457	484	Met	86.6
Glenwood MS	Math	Two or more races	89.7	26	29	92.6	25	27	Met	90.5
Glenwood MS	Math	ELL	na	na	na	na	na	na	na	na
Glenwood MS	Math	FARMS	80.0	16	20	68.0	17	25	*Met	81.7
Glenwood MS	Math	Special Education	67.6	48	71	70.6	48	68	Met	70.3

Appendix A. MS Maryland School Progress Data

School Name	Subject	Student Group	2011			2012				
			Proficient		Test Takers	Proficient		Test Takers	Met AMO Target	AMO 2012
			%	N	N	%	N	N		
Glenwood MS	Reading	All Students	>= 95.0	*	*	94.0	552	587	Met	84.6
Glenwood MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94.0
Glenwood MS	Reading	Black/African American	>= 95.0	*	*	90.9	30	33	Met	75.3
Glenwood MS	Reading	Hispanic/Latino	>= 95.0	*	*	84.6	11	13	Met	80.4
Glenwood MS	Reading	White	>= 95.0	*	*	94.0	455	484	Met	91.6
Glenwood MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Glenwood MS	Reading	ELL	na	na	na	na	na	na	na	na
Glenwood MS	Reading	FARMS	90.0	18	20	68.0	17	25	*Met	74.2
Glenwood MS	Reading	Special Education	80.3	57	71	64.7	44	68	Not Met	81.9
Hammond MS	Math	All Students	92.5	494	534	93.7	489	522	Met	75.8
Hammond MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Hammond MS	Math	Black/African American	78.2	61	78	81.9	68	83	Met	80.0
Hammond MS	Math	Hispanic/Latino	82.1	23	28	86.7	26	30	Met	83.6
Hammond MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Hammond MS	Math	Two or more races	89.7	26	29	90.9	20	22	Met	90.5
Hammond MS	Math	ELL	*	*	*	83.3	10	12	Met	73.8
Hammond MS	Math	FARMS	79.3	46	58	86.8	46	53	Met	81.0
Hammond MS	Math	Special Education	69.6	32	46	73.1	38	52	Met	72.1
Hammond MS	Reading	All Students	94.4	504	534	93.7	489	522	Met	84.6
Hammond MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94.0
Hammond MS	Reading	Black/African American	80.8	63	78	86.7	72	83	Met	82.4
Hammond MS	Reading	Hispanic/Latino	82.1	23	28	90.0	27	30	Met	83.6
Hammond MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Hammond MS	Reading	Two or more races	>= 95.0	*	*	86.4	19	22	*Met	90.4
Hammond MS	Reading	ELL	*	*	*	66.7	8	12	*Met	73.8
Hammond MS	Reading	FARMS	79.3	46	58	81.1	43	53	Met	81.0
Hammond MS	Reading	Special Education	78.3	36	46	76.9	40	52	*Met	80.1
Harpers Choice MS	Math	All Students	76.3	361	473	76.1	376	494	*Met	78.3
Harpers Choice MS	Math	Asian	94.4	34	36	87.2	34	39	*Met	93.2
Harpers Choice MS	Math	Black/African American	62.8	130	207	67.0	154	230	Met	65.9
Harpers Choice MS	Math	Hispanic/Latino	80.0	44	55	72.1	44	61	*Met	81.7
Harpers Choice MS	Math	White	88.4	122	138	89.2	107	120	*Met	89.4
Harpers Choice MS	Math	Two or more races	83.8	31	37	85.7	36	42	Met	85.1
Harpers Choice MS	Math	ELL	60.0	12	20	72.2	13	18	Met	63.3
Harpers Choice MS	Math	FARMS	58.0	87	150	61.0	100	164	*Met	61.5
Harpers Choice MS	Math	Special Education	57.1	36	63	40.4	19	47	Not Met	60.7
Harpers Choice MS	Reading	All Students	87.1	411	472	83.1	409	492	Not Met	88.0
Harpers Choice MS	Reading	Asian	94.4	34	36	86.5	32	37	*Met	94.0
Harpers Choice MS	Reading	Black/African American	80.7	167	207	78.3	180	230	*Met	82.3
Harpers Choice MS	Reading	Hispanic/Latino	83.6	46	55	77.0	47	61	*Met	85.0
Harpers Choice MS	Reading	White	94.9	130	137	92.5	111	120	Met	91.6
Harpers Choice MS	Reading	Two or more races	91.9	34	37	90.5	38	42	Met	90.4
Harpers Choice MS	Reading	ELL	60.0	12	20	62.5	10	16	*Met	63.3
Harpers Choice MS	Reading	FARMS	74.0	111	150	71.2	116	163	*Met	76.2
Harpers Choice MS	Reading	Special Education	66.7	42	63	43.5	20	46	Not Met	69.4

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Lake Elkhorn MS	Math	All Students				80.5	368	457	Met	77.4
Lake Elkhorn MS	Math	Asian				>= 95.0	*	*	Met	93.2
Lake Elkhorn MS	Math	Black/African American				73.1	174	238	Met	68.5
Lake Elkhorn MS	Math	Hispanic/Latino				83.1	64	77	Met	79.9
Lake Elkhorn MS	Math	White				>= 95.0	*	*	Met	86.6
Lake Elkhorn MS	Math	Two or more races				75.0	24	32	*Met	79.9
Lake Elkhorn MS	Math	ELL				77.3	34	44	Met	59.3
Lake Elkhorn MS	Math	FARMS				71	149	210	Met	65.3
Lake Elkhorn MS	Math	Special Education				62.3	38	61	Met	59.7
Lake Elkhorn MS	Reading	All Students				77.2	353	457	Not Met	84.9
Lake Elkhorn MS	Reading	Asian				85.7	24	28	Met	85.7
Lake Elkhorn MS	Reading	Black/African American				70.2	167	238	Not Met	80.4
Lake Elkhorn MS	Reading	Hispanic/Latino				75.3	58	77	*Met	84.2
Lake Elkhorn MS	Reading	White				91.3	73	80	Met	91.3
Lake Elkhorn MS	Reading	Two or more races				90.6	29	32	Met	88.5
Lake Elkhorn MS	Reading	ELL				63.6	28	44	Met	60.7
Lake Elkhorn MS	Reading	FARMS				64.8	136	210	Not Met	78.9
Lake Elkhorn MS	Reading	Special Education				50.8	31	61	*Met	67.0
Lime Kiln MS	Math	All Students	93.2	577	619	>= 95.0	*	*	Met	75.8
Lime Kiln MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Lime Kiln MS	Math	Black/African American	81.4	48	59	94.3	50	53	Met	82.9
Lime Kiln MS	Math	Hispanic/Latino	>= 95.0	*	*	93.3	28	30	Met	69.9
Lime Kiln MS	Math	White	94.1	365	388	>= 95.0	*	*	Met	86.6
Lime Kiln MS	Math	Two or more races	>= 95.0	*	*	90.0	36	40	Met	82.4
Lime Kiln MS	Math	ELL	na	na	na	*	*	*	Met	*
Lime Kiln MS	Math	FARMS	>= 95.0	*	*	87.1	27	31	Met	61.9
Lime Kiln MS	Math	Special Education	68.1	32	47	74.4	29	39	Met	70.7
Lime Kiln MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Lime Kiln MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94.0
Lime Kiln MS	Reading	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	75.3
Lime Kiln MS	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	80.4
Lime Kiln MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Lime Kiln MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Lime Kiln MS	Reading	ELL	na	na	na	*	*	*	Met	*
Lime Kiln MS	Reading	FARMS	85.7	18	21	90.3	28	31	Met	86.9
Lime Kiln MS	Reading	Special Education	70.2	33	47	82.1	32	39	Met	72.7
Mayfield Woods MS	Math	All Students	82.3	564	685	88.0	617	701	Met	83.7
Mayfield Woods MS	Math	Asian	93.4	99	106	92.9	91	98	*Met	93.2
Mayfield Woods MS	Math	Black/African American	75.0	168	224	84.0	189	225	Met	77.1
Mayfield Woods MS	Math	Hispanic/Latino	75.9	44	58	80.0	60	75	Met	77.9
Mayfield Woods MS	Math	White	85.1	212	249	91.4	233	255	Met	86.1
Mayfield Woods MS	Math	Two or more races	83.7	36	43	91.3	42	46	Met	85.1
Mayfield Woods MS	Math	ELL	79.5	35	44	81.0	47	58	*Met	81.3
Mayfield Woods MS	Math	FARMS	64.9	111	171	78.9	150	190	Met	67.8
Mayfield Woods MS	Math	Special Education	48.6	36	74	67.9	53	78	Met	52.9

Appendix A. MS Maryland School Progress Data

School Name	Subject	Student Group	2011 Proficient %	2011 Proficient N	2011 Test Takers N	2012 Proficient %	2012 Proficient N	2012 Test Takers N	Met AMO Target	AMO 2012
Mayfield Woods MS	Reading	All Students	87.5	594	679	89.6	627	700	Met	88.2
Mayfield Woods MS	Reading	Asian	92.5	98	106	92.9	91	98	*Met	93.1
Mayfield Woods MS	Reading	Black/African American	81.8	180	220	86.7	195	225	Met	83
Mayfield Woods MS	Reading	Hispanic/Latino	86	49	57	90.7	68	75	Met	87.1
Mayfield Woods MS	Reading	White	89.1	221	248	89.4	227	254	Met	89.4
Mayfield Woods MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Mayfield Woods MS	Reading	ELL	70.7	29	41	84.5	49	58	Met	73.2
Mayfield Woods MS	Reading	FARMS	74.7	127	170	83.7	159	190	Met	76.4
Mayfield Woods MS	Reading	Special Education	62.2	46	74	61.5	48	78	*Met	65.3
Mount View MS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	75.8
Mount View MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Mount View MS	Math	Black/African American	94.9	37	39	>= 95.0	*	*	Met	61.1
Mount View MS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	69.9
Mount View MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Mount View MS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	82.4
Mount View MS	Math	ELL	92.9	13	14	>= 95.0	*	*	Met	62.2
Mount View MS	Math	FARMS	87.5	14	16	90.9	20	22	Met	88.5
Mount View MS	Math	Special Education	85.7	36	42	79.5	35	44	*Met	86.9
Mount View MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Mount View MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94
Mount View MS	Reading	Black/African American	92.3	36	39	91.7	33	36	Met	75.3
Mount View MS	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	80.4
Mount View MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Mount View MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Mount View MS	Reading	ELL	92.3	12	13	91.7	11	12	Met	66.4
Mount View MS	Reading	FARMS	>= 95.0	*	*	90.9	20	22	Met	74.2
Mount View MS	Reading	Special Education	81	34	42	84.1	37	44	Met	82.5
Murray Hill MS	Math	All Students	90.2	618	685	91.3	633	693	Met	75.8
Murray Hill MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Murray Hill MS	Math	Black/African American	87	254	292	88.8	277	312	Met	88.1
Murray Hill MS	Math	Hispanic/Latino	87.2	95	109	84.4	76	90	*Met	88.2
Murray Hill MS	Math	White	94	125	133	>= 95.0	*	*	Met	86.6
Murray Hill MS	Math	Two or more races	90	36	40	93.3	42	45	Met	82.4
Murray Hill MS	Math	ELL	76.9	20	26	84.2	32	38	Met	78.8
Murray Hill MS	Math	FARMS	83.3	179	215	87.1	182	209	Met	84.7
Murray Hill MS	Math	Special Education	66.7	38	57	70.5	43	61	Met	69.4
Murray Hill MS	Reading	All Students	91.6	622	679	88.1	609	691	Met	84.6
Murray Hill MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94
Murray Hill MS	Reading	Black/African American	89.0	258	290	85.3	266	312	*Met	89.6
Murray Hill MS	Reading	Hispanic/Latino	87.9	94	107	81.8	72	88	*Met	88.9
Murray Hill MS	Reading	White	94.7	126	133	92	127	138	Met	91.6
Murray Hill MS	Reading	Two or more races	>= 95.0	*	*	91.1	41	45	Met	90.4
Murray Hill MS	Reading	ELL	66.7	14	21	65.7	23	35	*Met	69.4
Murray Hill MS	Reading	FARMS	85.9	183	213	82.1	170	207	*Met	87.1
Murray Hill MS	Reading	Special Education	68.4	39	57	66.1	41	62	*Met	71.1

Appendix A. MS Maryland School Progress Data

| School Name | Subject | Student Group | 2011 | | | 2012 | | | | |
| | | | Proficient | | Test Takers | Proficient | | Test Takers | Met AMO | AMO |
			%	N	N	%	N	N	Target	2012
Oakland Mills MS	Math	All Students	77.5	296	382	82.3	312	379	Met	79.4
Oakland Mills MS	Math	Asian	80	16	20	87.5	14	16	Met	81.7
Oakland Mills MS	Math	Black/African American	66.7	94	141	72.1	98	136	Met	69.4
Oakland Mills MS	Math	Hispanic/Latino	73.0	54	74	75.0	60	80	*Met	75.2
Oakland Mills MS	Math	White	91.3	94	103	>= 95.0	*	*	Met	86.6
Oakland Mills MS	Math	Two or more races	86	37	43	94.6	35	37	Met	87.2
Oakland Mills MS	Math	ELL	61.8	21	34	65.8	25	38	Met	65
Oakland Mills MS	Math	FARMS	62.5	85	136	71.5	103	144	Met	65.6
Oakland Mills MS	Math	Special Education	58.1	25	43	63.6	28	44	Met	61.6
Oakland Mills MS	Reading	All Students	87.2	333	382	84.3	317	376	*Met	88.2
Oakland Mills MS	Reading	Asian	90	18	20	92.9	13	14	Met	90.8
Oakland Mills MS	Reading	Black/African American	79.4	112	141	77.8	105	135	*Met	81.1
Oakland Mills MS	Reading	Hispanic/Latino	82.4	61	74	73.8	59	80	*Met	83.9
Oakland Mills MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Oakland Mills MS	Reading	Two or more races	93	40	43	91.9	34	37	Met	90.4
Oakland Mills MS	Reading	ELL	61.8	21	34	55.6	20	36	*Met	65.0
Oakland Mills MS	Reading	FARMS	76.5	104	136	72.7	104	143	*Met	78.4
Oakland Mills MS	Reading	Special Education	67.4	29	43	62.8	27	43	*Met	70.2
Patapsco MS	Math	All Students	93.9	557	593	>= 95.0	*	*	Met	75.8
Patapsco MS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	93.2
Patapsco MS	Math	Black/African American	84.5	49	58	85.7	42	49	*Met	85.8
Patapsco MS	Math	Hispanic/Latino	77.5	31	40	83.9	26	31	Met	79.4
Patapsco MS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	86.6
Patapsco MS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	82.4
Patapsco MS	Math	ELL	80	36	45	90.9	40	44	Met	81.7
Patapsco MS	Math	FARMS	77.2	44	57	91.1	51	56	Met	79.1
Patapsco MS	Math	Special Education	71.2	37	52	77.8	35	45	Met	73.6
Patapsco MS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.6
Patapsco MS	Reading	Asian	93.7	118	126	>= 95.0	*	*	Met	94
Patapsco MS	Reading	Black/African American	87.9	51	58	89.8	44	49	Met	88.9
Patapsco MS	Reading	Hispanic/Latino	85	34	40	87.1	27	31	Met	86.3
Patapsco MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Patapsco MS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	90.4
Patapsco MS	Reading	ELL	81.8	36	44	88.1	37	42	Met	83.3
Patapsco MS	Reading	FARMS	82.1	46	56	85.7	48	56	Met	82.3
Patapsco MS	Reading	Special Education	72.5	37	51	82.2	37	45	Met	73.6
Patuxent Valley MS	Math	All Students	76.2	503	660	76.7	480	626	*Met	78.2
Patuxent Valley MS	Math	Asian	84.6	66	78	86.8	59	68	Met	85.9
Patuxent Valley MS	Math	Black/African American	68.3	170	249	64.5	156	242	*Met	70.9
Patuxent Valley MS	Math	Hispanic/Latino	66.7	46	69	73.6	53	72	Met	69.4
Patuxent Valley MS	Math	White	83	166	200	86.7	157	181	Met	84.4
Patuxent Valley MS	Math	Two or more races	86.7	52	60	86.0	49	57	*Met	87.8
Patuxent Valley MS	Math	ELL	64.8	35	54	62.3	38	61	*Met	67.7
Patuxent Valley MS	Math	FARMS	62.1	131	211	64.5	131	203	*Met	65.2
Patuxent Valley MS	Math	Special Education	48.3	29	60	40.0	26	65	*Met	52.6

School Name	Subject	Student Group	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Patuxent Valley MS	Reading	All Students	87.4	574	657	82	511	623	Not Met	88.4
Patuxent Valley MS	Reading	Asian	84.2	64	76	84.6	55	65	*Met	85.5
Patuxent Valley MS	Reading	Black/African American	85.5	213	249	78.5	190	242	Not Met	86.7
Patuxent Valley MS	Reading	Hispanic/Latino	85.5	59	69	70.8	51	72	Not Met	86.7
Patuxent Valley MS	Reading	White	89.4	178	199	86.7	157	181	*Met	90.3
Patuxent Valley MS	Reading	Two or more races	93.3	56	60	93	53	57	Met	90.4
Patuxent Valley MS	Reading	ELL	64.7	33	51	60.3	35	58	*Met	67.6
Patuxent Valley MS	Reading	FARMS	79.5	167	210	70.5	141	200	Not Met	81.2
Patuxent Valley MS	Reading	Special Education	61.7	37	60	47.7	31	65	Not Met	64.9
Wilde Lake MS	Math	All Students	73.4	359	489	78.7	396	503	Met	75.4
Wilde Lake MS	Math	Asian	86.1	31	36	94.4	34	36	Met	85.1
Wilde Lake MS	Math	Black/African American	60.8	141	232	65.7	138	210	Met	64
Wilde Lake MS	Math	Hispanic/Latino	67.3	37	55	72.6	45	62	Met	70
Wilde Lake MS	Math	White	92.6	126	136	94.9	149	157	Met	86.6
Wilde Lake MS	Math	Two or more races	77.8	21	27	79.4	27	34	*Met	79.6
Wilde Lake MS	Math	ELL	60.0	12	20	50.0	8	16	*Met	63.3
Wilde Lake MS	Math	FARMS	55.9	95	170	61.6	114	185	Met	59.3
Wilde Lake MS	Math	Special Education	47.9	23	48	58.2	32	55	Met	52.3
Wilde Lake MS	Reading	All Students	90.8	442	487	83.7	421	503	*Met	84.6
Wilde Lake MS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	94
Wilde Lake MS	Reading	Black/African American	84.1	195	232	70.5	148	210	Not Met	85.4
Wilde Lake MS	Reading	Hispanic/Latino	94.5	52	55	82.3	51	62	Met	80.4
Wilde Lake MS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	91.6
Wilde Lake MS	Reading	Two or more races	92.6	25	27	94.1	32	34	Met	90.4
Wilde Lake MS	Reading	ELL	84.2	16	19	37.5	6	16	Not Met	85.5
Wilde Lake MS	Reading	FARMS	81.1	137	169	68.6	127	185	Not Met	82.2
Wilde Lake MS	Reading	Special Education	72.9	35	48	58.2	32	55	Not Met	75.2

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Atholton HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Atholton HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Atholton HS	Math	Black/African American	>= 95.0	*	*	90.2	46	51	Met	75.2
Atholton HS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	83.5
Atholton HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Atholton HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Atholton HS	Math	ELL	na	na	na	*	*	*	Met	*
Atholton HS	Math	FARMS	92	23	25	78.6	22	28	Met	77.7
Atholton HS	Math	Special Education	>= 95.0	*	*	82.4	28	34	Met	63.4
Atholton HS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.4
Atholton HS	Reading	Asian	92.7	51	55	>= 95.0	*	*	Met	91.9
Atholton HS	Reading	Black/African American	91.5	43	47	92.5	49	53	Met	74.6
Atholton HS	Reading	Hispanic/Latino	91.3	21	23	>= 95.0	*	*	Met	78.5
Atholton HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Atholton HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Atholton HS	Reading	ELL	na	na	na	70.0	7	10	Met	70.0
Atholton HS	Reading	FARMS	72.7	16	22	87.1	27	31	Met	75.0
Atholton HS	Reading	Special Education	84.2	16	19	94.1	32	34	Met	85.5
Centennial HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Centennial HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Centennial HS	Math	Black/African American	93.8	30	32	>= 95.0	*	*	Met	75.2
Centennial HS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	83.5
Centennial HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Centennial HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Centennial HS	Math	ELL	*	*	*	>= 95.0	*	*	Met	78.1
Centennial HS	Math	FARMS	>= 95.0	*	*	93.8	15	16	Met	77.7
Centennial HS	Math	Special Education	92.3	24	26	*	*	*	Met	*
Centennial HS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.4
Centennial HS	Reading	Asian	>= 95.0	*	*	93.9	92	98	Met	91.9
Centennial HS	Reading	Black/African American	75.0	24	32	86.4	19	22	Met	77.1
Centennial HS	Reading	Hispanic/Latino	>= 95.0	*	*	94.4	17	18	Met	78.5
Centennial HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Centennial HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Centennial HS	Reading	ELL	91.7	11	12	71.4	10	14	Met	59.0
Centennial HS	Reading	FARMS	80.6	25	31	87.5	14	16	Met	82.3
Centennial HS	Reading	Special Education	76.2	16	21	72.7	8	11	*Met	78.2
Glenelg HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Glenelg HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Glenelg HS	Math	Black/African American	*	*	*	90.9	20	22	Met	75.2
Glenelg HS	Math	Hispanic/Latino	91.7	11	12	*	*	*	Met	*
Glenelg HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Glenelg HS	Math	Two or more races	na	na	na	90.0	9	10	Met	90.0
Glenelg HS	Math	ELL				na	na	na	na	na
Glenelg HS	Math	FARMS	*	*	*	78.6	11	14	*Met	89.8
Glenelg HS	Math	Special Education	66.7	10	15	65.0	13	20	*Met	69.4

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011 Proficient %	N	Test Takers N	2012 Proficient %	N	Test Takers N	Met AMO Target	AMO 2012
Glenelg HS	Reading	All Students	93.6	279	298	>= 95.0	*	*	Met	84.4
Glenelg HS	Reading	Asian	92.9	13	14	88.9	16	18	*Met	91.9
Glenelg HS	Reading	Black/African American	*	*	*	>= 95.0	*	*	Met	89.8
Glenelg HS	Reading	Hispanic/Latino	>= 95.0	*	*	*	*	*	Met	*
Glenelg HS	Reading	White	93.4	242	259	>= 95.0	*	*	Met	92.1
Glenelg HS	Reading	Two or more races	na	na	na	90	9	10	Met	90.0
Glenelg HS	Reading	ELL				Na	na	na	na	na
Glenelg HS	Reading	FARMS	*	*	*	71.4	10	14	*Met	89.8
Glenelg HS	Reading	Special Education	50.0	7	14	75.0	21	28	Met	54.2
Hammond HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Hammond HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	95.4
Hammond HS	Math	Black/African American	93.5	87	93	91.2	103	113	Met	75.2
Hammond HS	Math	Hispanic/Latino	94.7	18	19	>= 95.0	*	*	Met	83.5
Hammond HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Hammond HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Hammond HS	Math	ELL	*	*	*	>= 95.0	*	*	Met	89.8
Hammond HS	Math	FARMS	94.1	64	68	93.7	89	95	Met	77.7
Hammond HS	Math	Special Education	70.0	21	30	70.4	19	27	*Met	72.5
Hammond HS	Reading	All Students	87.8	266	303	88.1	275	312	*Met	88.8
Hammond HS	Reading	Asian	76.2	16	21	80.0	20	25	Met	78.2
Hammond HS	Reading	Black/African American	84.5	82	97	84.1	95	113	*Met	85.8
Hammond HS	Reading	Hispanic/Latino	85.0	17	20	78.8	26	33	*Met	86.3
Hammond HS	Reading	White	91.9	137	149	94.8	110	116	Met	92.1
Hammond HS	Reading	Two or more races	86.7	13	15	>= 95.0	*	*	Met	87.8
Hammond HS	Reading	ELL	60.0	6	10	68.2	15	22	Met	63.3
Hammond HS	Reading	FARMS	73.9	51	69	75.0	78	104	*Met	76.1
Hammond HS	Reading	Special Education	57.7	15	26	61.5	16	26	Met	61.2
Howard HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Howard HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Howard HS	Math	Black/African American	>= 95.0	*	*	93.2	68	73	Met	75.2
Howard HS	Math	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	83.5
Howard HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Howard HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Howard HS	Math	ELL	*	*	*	na	na	na	na	na
Howard HS	Math	FARMS	>= 95.0	*	*	92.3	24	26	Met	77.7
Howard HS	Math	Special Education	>= 95.0	*	*	85.2	23	27	Met	63.4
Howard HS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.4
Howard HS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	91.9
Howard HS	Reading	Black/African American	91.4	53	58	92.1	70	76	Met	74.6
Howard HS	Reading	Hispanic/Latino	>= 95.0	*	*	>= 95.0	*	*	Met	78.5
Howard HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Howard HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Howard HS	Reading	ELL	*	*	*	*	*	*	Met	*
Howard HS	Reading	FARMS	85.7	24	28	87.9	29	33	Met	86.9
Howard HS	Reading	Special Education	85.2	23	27	76.0	19	25	*Met	86.4

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Long Reach HS	Math	All Students	>= 95.0	*	*	92.3	264	286	Met	86.7
Long Reach HS	Math	Asian	>= 95.0	*	*	93.1	27	29	*Met	96.3
Long Reach HS	Math	Black/African American	>= 95.0	*	*	87.0	80	92	Met	75.2
Long Reach HS	Math	Hispanic/Latino	88.9	24	27	88.5	23	26	*Met	89.8
Long Reach HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Long Reach HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Long Reach HS	Math	ELL	87.0	20	23	73.3	11	15	*Met	88.0
Long Reach HS	Math	FARMS	94.9	56	59	86.1	68	79	Met	77.7
Long Reach HS	Math	Special Education	87.5	14	16	62.5	15	24	Not Met	88.5
Long Reach HS	Reading	All Students	86.5	211	244	82.8	240	290	*Met	87.6
Long Reach HS	Reading	Asian	84.4	27	32	81.3	26	32	*Met	85.7
Long Reach HS	Reading	Black/African American	77.8	56	72	79.8	75	94	Met	79.6
Long Reach HS	Reading	Hispanic/Latino	77.8	21	27	61.5	16	26	*Met	79.6
Long Reach HS	Reading	White	93.8	91	97	87.9	109	124	*Met	92.1
Long Reach HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Long Reach HS	Reading	ELL	55.0	11	20	54.5	12	22	*Met	58.8
Long Reach HS	Reading	FARMS	69.6	39	56	71.1	64	90	*Met	72.2
Long Reach HS	Reading	Special Education	80	8	10	47.8	11	23	Not Met	81.7
Marriotts Ridge HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Marriotts Ridge HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Marriotts Ridge HS	Math	Black/African American	94.4	17	18	82.6	19	23	Met	75.2
Marriotts Ridge HS	Math	Hispanic/Latino	*	*	*	*	*	*	Met	*
Marriotts Ridge HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Marriotts Ridge HS	Math	Two or more races	na	na	na	>= 95.0	*	*	Met	94.3
Marriotts Ridge HS	Math	ELL	na	na	na	na	na	na	na	na
Marriotts Ridge HS	Math	FARMS	>= 95.0	*	*	83.3	15	18	Met	77.7
Marriotts Ridge HS	Math	Special Education	90.9	20	22	81.8	9	11	Met	63.4
Marriotts Ridge HS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.4
Marriotts Ridge HS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	91.9
Marriotts Ridge HS	Reading	Black/African American	94.4	17	18	>= 95.0	*	*	Met	74.6
Marriotts Ridge HS	Reading	Hispanic/Latino	*	*	*	90.0	9	10	Met	86.9
Marriotts Ridge HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Marriotts Ridge HS	Reading	Two or more races	*	*	*	>= 95.0	*	*	Met	91.1
Marriotts Ridge HS	Reading	ELL	na	na	na	*	*	*	Met	*
Marriotts Ridge HS	Reading	FARMS	94.4	17	18	>= 95.0	*	*	Met	73.9
Marriotts Ridge HS	Reading	Special Education	68.8	11	16	86.7	13	15	Met	71.4
Mount Hebron HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
Mount Hebron HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Mount Hebron HS	Math	Black/African American	84.6	44	52	87.5	28	32	Met	85.9
Mount Hebron HS	Math	Hispanic/Latino	93.8	15	16	>= 95.0	*	*	Met	83.5
Mount Hebron HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Mount Hebron HS	Math	Two or more races	86.7	13	15	>= 95.0	*	*	Met	87.8
Mount Hebron HS	Math	ELL	89.5	17	19	>= 95.0	*	*	Met	90.4
Mount Hebron HS	Math	FARMS	73.7	28	38	91.7	33	36	Met	75.9
Mount Hebron HS	Math	Special Education	69.2	18	26	90.0	18	20	Met	71.8

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
Mount Hebron HS	Reading	All Students	89.2	337	378	94.9	300	316	Met	90.1
Mount Hebron HS	Reading	Asian	87.5	70	80	91.6	87	95	Met	88.5
Mount Hebron HS	Reading	Black/African American	73.1	38	52	82.4	28	34	Met	75.3
Mount Hebron HS	Reading	Hispanic/Latino	77.8	14	18	>= 95.0	*	*	Met	79.6
Mount Hebron HS	Reading	White	93.9	199	212	>= 95.0	*	*	Met	92.1
Mount Hebron HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Mount Hebron HS	Reading	ELL	72.7	16	22	68.4	13	19	*Met	75.0
Mount Hebron HS	Reading	FARMS	67.6	25	37	77.8	35	45	Met	70.3
Mount Hebron HS	Reading	Special Education	38.1	8	21	78.9	15	19	Met	43.3
Oakland Mills HS	Math	All Students	94.7	251	265	90.6	231	255	Met	86.7
Oakland Mills HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Oakland Mills HS	Math	Black/African American	87.4	76	87	82.7	91	110	*Met	88.4
Oakland Mills HS	Math	Hispanic/Latino	93.8	30	32	90.3	28	31	Met	83.5
Oakland Mills HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Oakland Mills HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
Oakland Mills HS	Math	ELL	*	*	*	*	*	*	Met	*
Oakland Mills HS	Math	FARMS	87.1	61	70	84.0	79	94	*Met	88.2
Oakland Mills HS	Math	Special Education	82.8	24	29	60.9	14	23	Not Met	84.2
Oakland Mills HS	Reading	All Students	86.1	230	267	88.6	226	255	Met	87.3
Oakland Mills HS	Reading	Asian	94.1	16	17	>= 95.0	*	*	Met	91.9
Oakland Mills HS	Reading	Black/African American	72.4	63	87	80.6	87	108	Met	74.7
Oakland Mills HS	Reading	Hispanic/Latino	74.2	23	31	87.1	27	31	Met	76.3
Oakland Mills HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
Oakland Mills HS	Reading	Two or more races	>= 95.0	*	*	93.8	15	16	Met	91.1
Oakland Mills HS	Reading	ELL	na	na	na	*	*	*	Met	*
Oakland Mills HS	Reading	FARMS	65.1	41	63	83.9	78	93	Met	68.0
Oakland Mills HS	Reading	Special Education	64.0	16	25	56.5	13	23	*Met	67.0
Reservoir HS	Math	All Students	>= 95.0	*	*	93.5	345	369	Met	86.7
Reservoir HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
Reservoir HS	Math	Black/African American	83.1	59	71	87.3	96	110	Met	84.5
Reservoir HS	Math	Hispanic/Latino	>= 95.0	*	*	86.7	39	45	Met	83.5
Reservoir HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
Reservoir HS	Math	Two or more races	93.8	15	16	92.9	13	14	*Met	94.3
Reservoir HS	Math	ELL	*	*	*	*	*	*	Met	*
Reservoir HS	Math	FARMS	89.1	57	64	88.8	79	89	*Met	90.0
Reservoir HS	Math	Special Education	81.3	26	32	68.0	17	25	*Met	82.8
Reservoir HS	Reading	All Students	90.2	323	358	92.3	350	379	Met	84.4
Reservoir HS	Reading	Asian	>= 95.0	*	*	94.3	33	35	Met	91.9
Reservoir HS	Reading	Black/African American	76.1	54	71	88.4	99	112	Met	78.1
Reservoir HS	Reading	Hispanic/Latino	86.8	33	38	82.2	37	45	*Met	87.9
Reservoir HS	Reading	White	93.9	184	196	>= 95.0	*	*	Met	92.1
Reservoir HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
Reservoir HS	Reading	ELL	*	*	*	63.6	7	11	*Met	69.4
Reservoir HS	Reading	FARMS	76.3	45	59	86.5	83	96	Met	78.2
Reservoir HS	Reading	Special Education	75.0	21	28	81.5	22	27	Met	77.1

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011			2012			Met AMO Target	AMO 2012
			Proficient		Test Takers	Proficient		Test Takers		
			%	N	N	%	N	N		
River Hill HS	Math	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	86.7
River Hill HS	Math	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	96.3
River Hill HS	Math	Black/African American	>= 95.0	*	*	>= 95.0	*	*	Met	75.2
River Hill HS	Math	Hispanic/Latino		*	*	>= 95.0	*	*	Met	83.5
River Hill HS	Math	White	>= 95.0	*	*	>= 95.0	*	*	Met	95.1
River Hill HS	Math	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	94.3
River Hill HS	Math	ELL		*	*	na	na	na	na	na
River Hill HS	Math	FARMS	>= 95.0	*	*	90.0	9	10	Met	77.7
River Hill HS	Math	Special Education	>= 95.0	*	*	*	*	*	Met	*
River Hill HS	Reading	All Students	>= 95.0	*	*	>= 95.0	*	*	Met	84.4
River Hill HS	Reading	Asian	>= 95.0	*	*	>= 95.0	*	*	Met	91.9
River Hill HS	Reading	Black/African American	>= 95.0	*	*	91.3	21	23	Met	74.6
River Hill HS	Reading	Hispanic/Latino		*	*	>= 95.0	*	*	Met	78.5
River Hill HS	Reading	White	>= 95.0	*	*	>= 95.0	*	*	Met	92.1
River Hill HS	Reading	Two or more races	>= 95.0	*	*	>= 95.0	*	*	Met	91.1
River Hill HS	Reading	ELL	na	na	na	*	*	*	Met	*
River Hill HS	Reading	FARMS	91.7	11	12	78.6	11	14	Met	73.9
River Hill HS	Reading	Special Education	76.5	13	17	94.1	16	17	Met	78.4
Wilde Lake HS	Math	All Students	87.7	250	285	88.5	278	314	*Met	88.7
Wilde Lake HS	Math	Asian	>= 95.0	*	*	88.0	22	25	*Met	96.3
Wilde Lake HS	Math	Black/African American	77.9	95	122	82.5	99	120	Met	79.7
Wilde Lake HS	Math	Hispanic/Latino	85.7	24	28	81.5	22	27	*Met	86.9
Wilde Lake HS	Math	White	>= 95.0	*	*	94.9	112	118	*Met	95.1
Wilde Lake HS	Math	Two or more races	91.7	22	24	>= 95.0	*	*	Met	92.4
Wilde Lake HS	Math	ELL	76.9	10	13	*	*	*	Met	*
Wilde Lake HS	Math	FARMS	74.7	59	79	75.0	69	92	*Met	76.8
Wilde Lake HS	Math	Special Education	58.8	20	34	51.6	16	31	*Met	62.3
Wilde Lake HS	Reading	All Students	85.2	253	297	85.4	280	328	*Met	85.9
Wilde Lake HS	Reading	Asian	88.0	22	25	86.2	25	29	*Met	89.0
Wilde Lake HS	Reading	Black/African American	73.6	92	125	75.4	92	122	Met	75.3
Wilde Lake HS	Reading	Hispanic/Latino	84.6	22	26	85.7	24	28	*Met	85.9
Wilde Lake HS	Reading	White	>= 95.0	*	*	93.7	118	126	Met	92.1
Wilde Lake HS	Reading	Two or more races	>= 95.0	*	*	94.7	18	19	Met	91.1
Wilde Lake HS	Reading	ELL	*	*	*	69.2	9	13	Met	49.1
Wilde Lake HS	Reading	FARMS	70.3	52	74	69.5	66	95	*Met	71.9
Wilde Lake HS	Reading	Special Education	61.3	19	31	63.6	21	33	Met	62.8

Appendix A. HS Maryland School Progress Data

School Name	Subject	Subgroup	2011			2012				
			Proficient		Test Takers	Proficient		Test Takers	Met AMO Target	AMO 2012
			%	N	N	%	N	N		
Cedar Lane Center	Math	All Students	90.6	29	32	70.5	31	44	Not Met	86.5
Cedar Lane Center	Math	Asian	*	*	*	*	*	*	Not Met	*
Cedar Lane Center	Math	Black/African American	92.3	12	13	76.9	10	13	Met	70.3
Cedar Lane Center	Math	Hispanic/Latino	na	na	na	na	na	na	na	na
Cedar Lane Center	Math	White	90	9	10	75	15	20	*Met	77.1
Cedar Lane Center	Math	Two or more races	na	na	na	na	na	na	na	na
Cedar Lane Center	Math	FARMS	na	na	na	*	*	*	Met	*
Cedar Lane Center	Math	Special Education	90.6	29	32	70.5	31	44	Not Met	86.5
Cedar Lane Center	Reading	All Students	93.8	30	32	86.4	38	44	*Met	89.2
Cedar Lane Center	Reading	Asian	*	*	*	*	*	*	Met	*
Cedar Lane Center	Reading	Black/African American	92.3	12	13	92.3	12	13	Met	77.9
Cedar Lane Center	Reading	Hispanic/Latino	na	na	na	na	na	na	na	na
Cedar Lane Center	Reading	White	>= 95.0	*	*	80	16	20	*Met	84.7
Cedar Lane Center	Reading	Two or more races	na	na	na	na	na	na	na	na
Cedar Lane Center	Reading	FARMS	na	na	na	*	*	*	Met	*
Cedar Lane Center	Reading	Special Education	93.8	30	32	86.4	38	44	*Met	89.2

Appendix B. Number and Percent of Students Meeting the HSA Graduation Requirement by Option by School by Student Group, 2011 and 2012

School Name	Student Group	2011 Passed All**** N	%	Combined Score*** N	%	Bridge N	%	Waiver N	%	Total Enrollment** N	2012 Passed All**** N	%	Combined Score*** N	%	Bridge N	%	Waiver N	%	Total Enrollment** N
All High Schools	ALL	3,456	88.8	342	8.8	*	≤ 5.0	*	≤ 5.0	3,891	3,492	90.2	296	7.6	*	≤ 5.0	*	≤ 5.0	3,872
All High Schools	AS	500	90.4	39	7.1	*	≤ 5.0	*	≤ 5.0	553	536	92.7	33	5.7	*	≤ 5.0	*	≤ 5.0	578
All High Schools	BL	498	73.0	137	20.1	43	6.3	*	≤ 5.0	682	611	76.2	140	17.5	50	6.2	*	≤ 5.0	802
All High Schools	HI	205	81.7	34	13.5	*	≤ 5.0	*	≤ 5.0	251	221	80.4	41	14.9	*	≤ 5.0	*	≤ 5.0	275
All High Schools	WH	2,062	93.7	123	5.6	*	≤ 5.0	*	≤ 5.0	2,201	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	1,997
All High Schools	2+	186	93.5	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	199	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	204
All High Schools	ELL	14	35.9	18	46.2	5	12.8	*	≤ 5.0	39	27	47.4	18	31.6	11	19.3	*	≤ 5.0	57
All High Schools	FARMS	303	67.6	98	21.9	41	9.2	*	≤ 5.0	448	370	68.6	131	24.3	38	7.1	*	≤ 5.0	539
All High Schools	Spec Ed	*	*	*	*	*	*	*	*	*	79	53.7	36	24.5	32	21.8	*	≤ 5.0	147
Atholton HS	ALL	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	358	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	345
Atholton HS	AS	51	92.7	4	7.3	*	≤ 5.0	*	≤ 5.0	55	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	52
Atholton HS	BL	41	89.1	4	8.7	*	≤ 5.0	*	≤ 5.0	46	49	90.7	5	9.3	*	≤ 5.0	*	≤ 5.0	54
Atholton HS	HI	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	22	27	90.0	2	6.7	*	≤ 5.0	*	≤ 5.0	30
Atholton HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	220	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	199
Atholton HS	2+	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	15	*	*	*	*	*	*	*	*	*
Atholton HS	ELL	Na	na	na	na	na	na	na	na	na	*	*	*	*	*	*	*	*	*
Atholton HS	FARMS	14	73.7	4	21.1	1	5.3	*	≤ 5.0	19	18	78.3	4	17.4	*	≤ 5.0	*	≤ 5.0	23
Atholton HS	Spec Ed	Na	na	na	na	na	na	na	na	na	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	26
Centennial HS	ALL	347	93.5	20	5.4	*	≤ 5.0	*	≤ 5.0	371	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	329
Centennial HS	AS	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	100	92	93.9	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	98
Centennial HS	BL	21	65.6	10	31.3	*	≤ 5.0	*	≤ 5.0	32	20	83.3	3	12.5	*	≤ 5.0	*	≤ 5.0	24
Centennial HS	HI	11	91.7	1	8.3	*	≤ 5.0	*	≤ 5.0	12	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	19
Centennial HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	213	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	175
Centennial HS	2+	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	14	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	13
Centennial HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Centennial HS	FARMS	23	71.9	6	18.8	2	6.3	*	≤ 5.0	32	14	82.4	2	11.8	1	5.9	*	≤ 5.0	17
Centennial HS	Spec Ed	Na	na	na	na	na	na	na	na	na	*	*	*	*	*	*	*	*	*

* Ten or fewer students. **'Total Enrollment' includes promotions only and excludes students that are not required to take the test for graduation. ***'Combined Score' includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****'Passed All' includes students that passed all 4 assessments as well as students that passed the 3 required assessments.

Appendix B. Number and Percent of Students Meeting the HSA Graduation Requirement by Option by School by Student Group, 2011 and 2012

		2011										2012									
		Passed All*		Combined Score		Bridge		Waiver		Total Enrollment		Passed All*		Combined Score**		Bridge		Waiver		Total Enrollment
School Name	Student Group	N	%	N	%	N	%	N	%	N	N	%	N	%	N	%	N	%	N
Glenelg HS	ALL	281	91.2	21	6.8	*	≤ 5.0	*	≤ 5.0	308	262	93.6	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	280
Glenelg HS	AS	13	92.9	1	7.1	*	≤ 5.0	*	≤ 5.0	14	15	83.3	2	11.1	1	5.6	*	≤ 5.0	18
Glenelg HS	BL	*	*	*	*	*	*	*	*	*	19	86.4	2	9.1	*	≤ 5.0	*	≤ 5.0	22
Glenelg HS	HI	10	83.3	2	16.7	*	≤ 5.0	*	≤ 5.0	12	*	*	*	*	*	*	*	*	*
Glenelg HS	WH	246	91.8	17	6.3	*	≤ 5.0	*	≤ 5.0	268	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	223
Glenelg HS	2+	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Glenelg HS	ELL	Na	na	na	na	na	na	na	na	na	*	*	*	*	*	*	*	*	*
Glenelg HS	FARMS	*	*	*	*	*	*	*	*	*	7	63.6	3	27.3	1	9.1	*	≤ 5.0	11
Glenelg HS	Spec Ed	Na	na	na	na	na	na	na	na	na	*	*	*	*	*	*	*	*	*
Hammond HS	ALL	246	82.3	41	13.7	*	≤ 5.0	*	≤ 5.0	299	252	83.2	40	13.2	*	≤ 5.0	*	≤ 5.0	303
Hammond HS	AS	15	71.4	5	23.8	*	≤ 5.0	*	≤ 5.0	21	19	82.6	2	8.7	2	8.7	*	≤ 5.0	23
Hammond HS	BL	70	76.1	16	17.4	5	5.4	*	≤ 5.0	92	80	72.7	22	20.0	8	7.3	*	≤ 5.0	110
Hammond HS	HI	16	88.9	2	11.1	*	≤ 5.0	*	≤ 5.0	18	20	66.7	9	30.0	*	≤ 5.0	*	≤ 5.0	30
Hammond HS	WH	131	86.2	16	10.5	*	≤ 5.0	*	≤ 5.0	152	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	115
Hammond HS	2+	13	86.7	2	13.3	*	≤ 5.0	*	≤ 5.0	15	22	91.7	2	8.3	*	≤ 5.0	*	≤ 5.0	24
Hammond HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hammond HS	FARMS	41	66.1	14	22.6	6	9.7	*	≤ 5.0	62	51	64.6	20	25.3	8	10.1	*	≤ 5.0	79
Hammond HS	Spec Ed	*	*	*	*	*	*	*	*	*	11	61.1	3	16.7	4	22.2	*	≤ 5.0	18
Howard HS	ALL	337	93.9	19	5.3	*	≤ 5.0	*	≤ 5.0	359	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	376
Howard HS	AS	26	81.3	4	12.5	*	≤ 5.0	*	≤ 5.0	32	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	38
Howard HS	BL	52	91.2	4	7.0	*	≤ 5.0	*	≤ 5.0	57	65	91.5	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	71
Howard HS	HI	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	30	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	25
Howard HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	216	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	215
Howard HS	2+	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	23	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	25
Howard HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Howard HS	FARMS	21	84.0	4	16.0	*	≤ 5.0	*	≤ 5.0	25	19	82.6	3	13.0	*	≤ 5.0	*	≤ 5.0	23
Howard HS	Spec Ed	Na	na	na	na	na	na	na	na	na	8	57.1	4	28.6	2	14.3	*	≤ 5.0	14

* Ten or fewer students. **'Total Enrollment' includes promotions only and excludes students that are not required to take the test for graduation. ***'Combined Score' includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****'Passed All' includes students that passed all 4 assessments as well as students that passed the 3 required assessments.

School Name	Student Group	2011									2012								
		Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**	Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**
Long Reach HS	ALL	197	81.4	41	16.9	*	≤ 5.0	*	≤ 5.0	242	230	81.9	35	12.5	16	5.7	*	≤ 5.0	281
Long Reach HS	AS	26	81.3	5	15.6	*	≤ 5.0	*	≤ 5.0	32	27	84.4	5	15.6	*	≤ 5.0	*	≤ 5.0	32
Long Reach HS	BL	51	71.8	18	25.4	*	≤ 5.0	*	≤ 5.0	71	70	76.1	13	14.1	9	9.8	*	≤ 5.0	92
Long Reach HS	HI	20	80.0	4	16.0	*	≤ 5.0	*	≤ 5.0	25	17	65.4	6	23.1	3	11.5	*	≤ 5.0	26
Long Reach HS	WH	84	86.6	13	13.4	*	≤ 5.0	*	≤ 5.0	97	103	87.3	11	9.3	*	≤ 5.0	*	≤ 5.0	118
Long Reach HS	2+	16	94.1	1	5.9	*	≤ 5.0	*	≤ 5.0	17	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	11
Long Reach HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Long Reach HS	FARMS	35	68.6	13	25.5	*	≤ 5.0	*	≤ 5.0	51	49	70.0	14	20.0	7	10.0	*	≤ 5.0	70
Long Reach HS	Spec Ed	*	*	*	*	*	*	*	*	*	4	28.6	3	21.4	7	50.0	*	≤ 5.0	14
Marriotts Ridge HS	All	298	94.0	18	5.7	*	≤ 5.0	*	≤ 5.0	317	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	335
Marriotts Ridge HS	AS	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	67	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	72
Marriotts Ridge HS	BL	14	73.7	4	21.1	1	5.3	*	≤ 5.0	19	19	79.2	5	20.8	*	≤ 5.0	*	≤ 5.0	24
Marriotts Ridge HS	HI	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Marriotts Ridge HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	216	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	217
Marriotts Ridge HS	2+	*	*	*	*	*	*	*	*	*	11	91.7	1	8.3	*	≤ 5.0	*	≤ 5.0	12
Marriotts Ridge HS	ELL	*	*	*	*	*	*	*	*	*							*		
Marriotts Ridge HS	FARMS	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	17	15	88.2	2	11.8	*	≤ 5.0	*	≤ 5.0	17
Mount Hebron HS	ALL	329	87.0	34	9.0	*	≤ 5.0	*	≤ 5.0	378	300	93.2	17	5.3	*	≤ 5.0	*	≤ 5.0	322
Mount Hebron HS	AS	68	84.0	8	9.9	*	≤ 5.0	*	≤ 5.0	81	87	89.7	8	8.2	*	≤ 5.0	*	≤ 5.0	97
Mount Hebron HS	BL	38	73.1	8	15.4	6	11.5	*	≤ 5.0	52	27	79.4	5	14.7	2	5.9	*	≤ 5.0	34
Mount Hebron HS	HI	14	73.7	5	26.3	*	≤ 5.0	*	≤ 5.0	19	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	14
Mount Hebron HS	WH	195	93.3	12	5.7	*	≤ 5.0	*	≤ 5.0	209	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	154
Mount Hebron HS	2+	14	82.4	1	5.9	1	5.9	*	≤ 5.0	17	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	21
Mount Hebron HS	ELL	6	46.2	5	38.5	1	7.7	*	≤ 5.0	13	7	63.6	4	36.4	*	≤ 5.0	*	≤ 5.0	11
Mount Hebron HS	FARMS	20	58.8	7	20.6	5	14.7	*	≤ 5.0	34	27	75.0	7	19.4	2	5.6	*	≤ 5.0	36
Mount Hebron HS	Spec Ed	*	*	*	*	*	*	*	*	*	9	64.3	3	21.4	2	14.3	*	≤ 5.0	14

* Ten or fewer students. **'Total Enrollment' includes promotions only and excludes students that are not required to take the test for graduation. ***'Combined Score' includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****'Passed All' includes students that passed all 4 assessments as well as students that passed the 3 required assessments.

Appendix B. Number and Percent of Students Meeting the HSA Graduation Requirement by Option by School by Student Group, 2011 and 2012

		2011									2012								
School Name	Student Group	Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**	Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**
Oakland Mills HS	ALL	215	81.7	40	15.2	*	≤ 5.0	*	≤ 5.0	263	210	84.3	31	12.4	*	≤ 5.0	*	≤ 5.0	249
Oakland Mills HS	AS	13	81.3	3	18.8	*	≤ 5.0	*	≤ 5.0	16	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	14
Oakland Mills HS	BL	58	67.4	23	26.7	5	5.8	*	≤ 5.0	86	78	73.6	22	20.8	*	≤ 5.0	*	≤ 5.0	106
Oakland Mills HS	HI	20	66.7	7	23.3	2	6.7	*	≤ 5.0	30	26	83.9	3	9.7	2	6.5	*	≤ 5.0	31
Oakland Mills HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	104	78	94.0	5	6.0	*	≤ 5.0	*	≤ 5.0	83
Oakland Mills HS	2+	25	92.6	2	7.4	*	≤ 5.0	*	≤ 5.0	27	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	14
Oakland Mills HS	ELL	Na	na	na	na	na	na	na	na	na	*	*	*	*	*	*	*	*	*
Oakland Mills HS	FARMS	38	63.3	18	30.0	4	6.7	*	≤ 5.0	60	59	73.8	18	22.5	*	≤ 5.0	*	≤ 5.0	80
Oakland Mills HS	Spec Ed	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Reservoir HS	ALL	308	86.5	35	9.8	*	≤ 5.0	*	≤ 5.0	356	325	86.9	38	10.2	*	≤ 5.0	*	≤ 5.0	374
Reservoir HS	AS	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	36	33	89.2	4	10.8	*	≤ 5.0	*	≤ 5.0	37
Reservoir HS	BL	47	66.2	16	22.5	7	9.9	*	≤ 5.0	71	88	78.6	16	14.3	8	7.1	*	≤ 5.0	112
Reservoir HS	HI	31	81.6	4	10.5	3	7.9	*	≤ 5.0	38	30	68.2	12	27.3	*	≤ 5.0	*	≤ 5.0	44
Reservoir HS	WH	180	92.3	13	6.7	*	≤ 5.0	*	≤ 5.0	195	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	163
Reservoir HS	2+	15	93.8	1	6.3	*	≤ 5.0	*	≤ 5.0	16	14	93.3	*	≤ 5.0	1	6.7	*	≤ 5.0	15
Reservoir HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Reservoir HS	FARMS	40	69.0	10	17.2	7	12.1	*	≤ 5.0	58	57	74.0	18	23.4	*	≤ 5.0	*	≤ 5.0	77
Reservoir HS	Spec Ed	Na	na	na	na	na	na	na	na	na	7	43.8	6	37.5	3	18.8	*	≤ 5.0	16
River Hill HS	ALL	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	331	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	329
River Hill HS	AS	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	73	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	68
River Hill HS	BL	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	22	21	87.5	3	12.5	*	≤ 5.0	*	≤ 5.0	24
River Hill HS	HI	*	*	*	*	*	*	*	*	*	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	11
River Hill HS	WH	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	210	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	198
River Hill HS	2+	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	17	*	≥ 95.0	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	27
River Hill HS	ELL	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
River Hill HS	FARMS	*	*	*	*	*	*	*	*	*	9	69.2	3	23.1	1	7.7	*	≤ 5.0	13

* Ten or fewer students. **'Total Enrollment' includes promotions only and excludes students that are not required to take the test for graduation. ***'Combined Score' includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****'Passed All' includes students that passed all 4 assessments as well as students that passed the 3 required assessments.

Appendix B. Number and Percent of Students Meeting the HSA Graduation Requirement by Option by School by Student Group, 2011 and 2012

School Name	Student Group	2011										2012										
		Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**		Passed All****		Combined Score***		Bridge		Waiver		Total Enrollment**	
Wilde Lake HS	ALL	231	79.1	42	14.4	16	5.5	*	≤ 5.0	292		249	78.3	54	17.0	*	≤ 5.0	*	≤ 5.0	318	
Wilde Lake HS	AS	23	88.5	2	7.7	*	≤ 5.0	*	≤ 5.0	26		23	85.2	2	7.4	2	7.4	*	≤ 5.0	27	
Wilde Lake HS	BL	76	65.5	28	24.1	11	9.5	*	≤ 5.0	116		72	61.5	35	29.9	10	8.5	*	≤ 5.0	117	
Wilde Lake HS	HI	18	66.7	6	22.2	3	11.1	*	≤ 5.0	27		18	75.0	4	16.7	2	8.3	*	≤ 5.0	24	
Wilde Lake HS	WH	89	93.7	5	5.3	*	≤ 5.0	*	≤ 5.0	95		116	91.3	10	7.9	*	≤ 5.0	*	≤ 5.0	127	
Wilde Lake HS	2+	23	88.5	*	≤ 5.0	*	≤ 5.0	*	≤ 5.0	26		18	94.7	1	5.3	*	≤ 5.0	*	≤ 5.0	19	
Wilde Lake HS	ELL	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	
Wilde Lake HS	FARMS	39	60.9	16	25.0	9	14.1	*	≤ 5.0	64		39	50.6	28	36.4	10	13.0	*	≤ 5.0	77	
Wilde Lake HS	Spec Ed	Na	na	na	na	na	Na	na	na	na		7	35.0	7	35.0	6	30.0	*	≤ 5.0	20	

* Ten or fewer students. **'Total Enrollment' includes promotions only and excludes students that are not required to take the test for graduation. ***'Combined Score' includes students with a 1602+ on all 4 assessments or with a 1208+ on the 3 required assessments. ****'Passed All' includes students that passed all 4 assessments as well as students that passed the 3 required assessments.

Appendix C. Elementary School Science MSA Performance by School, 2012

School Name	Test Takers N	Prof/Adv %	School Name	Test Takers N	Prof/Adv %
All Elementary Schools	3,752	78.3	Laurel Woods ES	94	47.9
Atholton ES	78	80.8	Lisbon ES	82	84.1
Bellows Spring ES	102	79.4	Longfellow ES	77	71.4
Bollman Bridge ES	82	69.5	Manor Woods ES	125	92.8
Bryant Woods ES	60	48.3	Northfield ES	122	92.6
Bushy Park ES	122	90.2	Phelps Luck ES	112	62.5
Centennial Lane ES	136	89.0	Pointers Run ES	120	90.8
Clarksville ES	96	≥ 95.0	Rockburn ES	112	83.9
Clemens Crossing ES	89	84.3	Running Brook ES	64	46.9
Cradlerock ES	80	50.0	St. Johns Lane ES	87	87.4
Dayton Oaks	72	90.3	Stevens Forest ES	47	74.5
Deep Run ES	94	76.6	Swansfield ES	72	56.9
Elkridge ES	162	80.2	Talbott Springs ES	76	57.9
Forest Ridge ES	113	56.6	Thunder Hill ES	45	93.3
Fulton ES	132	83.3	Triadelphia Ridge ES	69	≥ 95.0
Gorman Crossing ES	110	80.0	Veterans ES	138	80.4
Guilford ES	81	65.4	Waterloo ES	112	75.0
Hammond ES	91	87.9	Waverly ES	99	83.8
Hollifield Station ES	90	73.3	West Friendship ES	58	87.9
Ilchester ES	92	85.9	Worthington ES	102	87.3
Jeffers Hill ES	53	67.9			

Appendix C. Middle School Science MSA Performance by School, 2012

School Name	Test Takers N	Prof/Adv %	School Name	Test Takers N	Prof/Adv %
All Middle Schools	4,011	86.4	Harpers Choice MS	193	75.6
Bonnie Branch MS	232	84.9	Lake Elkhorn MS	165	73.3
Burleigh Manor MS	216	93.1	Lime Kiln MS	209	92.8
Clarksville MS	233	≥ 95.0	Mayfield Woods MS	245	77.1
Dunloggin MS	176	89.8	Mount View MS	226	≥ 95.0
Elkridge Landing MS	248	81.0	Murray Hill MS	266	81.2
Ellicott Mills MS	228	93.4	Oakland Mills MS	130	75.4
Folly Quarter MS	202	≥ 95.0	Patapsco MS	203	94.1
Glenwood MS	235	94.5	Patuxent Valley MS	221	73.8
Hammond MS	193	93.3	Wilde Lake MS	174	73.6

Appendix D.   Elementary School Participation in Advanced Level Programs (Grades 4 and 5), by Student Group and by School, 2012

	ALL		AS		BL		HI		WH		2+		FARMS	
School Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Elementary Schools	7,561	29.0	1,343	46.2	1635	11.0	656	14.0	3415	34.0	496	28.0	1,481	7.0
Atholton ES	152	20.4	*	*	*	≥5	15	13.3	76	29.0	13	23.1	36	5.6
Bellows Spring ES	242	26.5	45	48.9	56	7.1	*	≥5	109	31.2	14	28.6	36	19.4
Bollman Bridge ES	171	17.0	*	≥5	60	10.0	*	≥5	66	30.3	*	*	*	≥5
Bryant Woods ES	121	21.5	*	*	69	8.7	*	*	26	46.2	11	18.2	64	7.8
Bushy Park ES	234	31.6	11	36.4	*	*	*	*	196	29.1	11	54.6	*	*
Centennial Lane ES	265	37.0	92	51.1	*	≥5	14	28.6	123	30.9	20	45.0	*	≥5
Clarksville ES	186	50.0	60	58.3	*	*	*	*	96	47.9	15	53.3	*	*
Clemens Crossing ES	182	41.8	15	40.0	34	29.4	23	21.7	94	47.9	16	62.5	*	≥5
Cradlerock ES	150	22.7	11	63.6	72	15.3	26	7.7	28	42.9	13	15.4	66	9.1
Dayton Oaks ES	161	41.6	28	71.4	*	*	*	*	108	38.9	12	33.3	*	*
Deep Run ES	192	15.6	33	33.3	41	7.3	*	≥5	71	21.1	15	6.7	69	8.7
Elkridge ES	327	26.3	49	42.9	48	12.5	27	14.8	178	28.7	24	16.7	63	9.5
Forest Ridge ES	230	17.8	35	34.3	97	9.3	30	13.3	50	28.0	17	11.8	*	≥5
Fulton ES	235	27.7	51	52.9	28	17.9	*	*	134	20.9	13	15.4	*	≥5
Gorman Crossing ES	199	38.2	39	59.0	62	16.1	21	23.8	66	53.0	*	*	37	5.4
Guilford ES	169	21.9	15	33.3	79	12.7	25	16.0	38	39.5	12	25.0	*	≥5
Hammond ES	191	33.5	37	51.4	31	19.4	12	16.7	100	34.0	11	27.3	17	11.8
Hollifield Station ES	201	30.9	87	43.7	23	13.0	*	≥5	60	35.0	*	*	39	12.8
Ilchester ES	194	40.2	34	55.9	29	24.1	*	*	109	39.5	15	33.3	*	*
Jeffers Hill ES	113	20.4	15	53.3	48	6.3	*	≥5	29	31.0	*	*	*	≥5
Laurel Woods ES	192	12.5	19	21.1	99	11.1	38	7.9	19	10.5	17	23.5	100	8.0
Lisbon ES	158	25.3	*	*	*	*	*	*	132	25.8	*	*	15	6.7
Longfellow ES	143	21.7	14	21.4	53	5.7	*	≥5	40	45.0	14	42.9	*	≥5
Manor Woods ES	223	40.4	63	52.4	15	26.7	*	*	127	35.4	*	*	13	15.4
Northfield ES	212	43.4	47	53.2	14	14.3	*	*	131	38.9	*	*	*	*
Phelps Luck ES	217	17.1	22	40.9	94	7.5	38	10.5	43	34.9	20	10.0	*	≥5
Pointers Run ES	227	39.2	50	52.0	16	6.3	*	*	138	41.3	13	15.4	*	*
Rockburn ES	236	26.3	25	48.0	*	≥5	18	16.7	150	26.7	13	38.5	18	11.1
Running Brook ES	132	13.6	*	*	70	5.7	20	10.0	21	38.1	13	15.4	*	≥5
St. John's Lane ES	192	36.5	16	50.0	*	*	13	23.1	141	36.9	11	18.2	*	*
Stevens Forest ES	105	22.9	*	*	36	8.3	28	14.3	26	53.9	12	25.0	51	5.9
Swansfield ES	155	18.1	15	13.3	68	11.8	*	≥5	42	35.7	*	*	69	7.3
Talbott Springs ES	150	16.0	14	21.4	61	11.5	37	8.1	25	36.0	13	15.4	72	5.6
Thunder Hill ES	127	30.7	21	33.3	18	5.6	*	*	72	40.3	*	*	*	*
Triadelphia Ridge ES	147	40.8	22	68.2	11	18.2	*	*	91	36.3	17	52.9	*	*
Veterans ES	307	22.2	120	31.7	*	≥5	15	13.3	82	24.4	23	21.7	*	≥5
Waterloo ES	238	26.5	56	53.6	79	6.3	12	16.7	79	27.9	11	27.3	64	10.9
Waverly ES	203	42.9	72	50.0	13	23.1	*	*	114	40.4	*	*	*	*
West Friendship ES	108	24.1	*	*	*	*	*	*	87	24.1	*	*	*	*
Worthington ES	174	40.2	52	51.9	*	*	*	*	98	36.7	*	*	*	*

Appendix E.   Middle School Enrollment in Advanced Level Programs, by Student Group and by School, 2012

	All		AS		BL		FARMS		HI		2+		WH	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Middle Schools	11,523	38.7	1,877	55.5	2,550	17.2	2,043	10.1	902	20.3	678	42.5	5,473	45.6
Bonnie Branch MS	707	37.6	83	48.2	176	15.9	121	5.8	39	12.8	46	37.0	361	48.8
Burleigh Manor MS	624	52.2	231	64.1	43	25.6	49	14.3	23	34.8	36	55.6	289	48.1
Clarksville MS	653	55.7	189	72.5	24	25.0	*	*	21	28.6	40	72.5	377	49.1
Dunloggin MS	541	38.6	169	35.5	73	15.1	83	10.8	24	29.2	22	54.5	252	46.8
Elkridge Landing MS	685	34.3	70	38.6	148	18.2	107	13.1	64	25.0	36	47.2	362	40.9
Ellicott Mills MS	715	42.9	161	55.3	100	22.0	74	18.9	32	34.4	33	39.4	387	44.4
Folly Quarter MS	589	44.3	75	65.3	39	30.8	17	11.8	26	30.8	20	45.0	425	43.1
Glenwood MS	597	38.4	30	70.0	33	30.3	30	6.7	14	35.7	28	39.3	491	36.9
Hammond MS	526	43.5	62	59.7	83	21.7	53	13.2	31	22.6	22	40.9	328	48.2
Harper's Choice MS	527	32.6	45	46.7	247	15.8	181	11.6	66	25.8	42	52.4	125	58.4
Lake Elkhorn MS	480	20.2	30	43.3	250	13.6	226	5.3	82	9.8	32	28.1	84	39.3
Lime Kiln MS	596	47.8	110	70.9	53	34.0	28	21.4	33	21.2	40	52.5	357	44.8
Mayfield Woods MS	722	26.6	102	38.2	237	14.8	199	8.5	77	13.0	48	29.2	256	36.7
Mount View MS	684	49.7	148	70.3	38	23.7	26	19.2	22	54.5	31	48.4	445	44.9
Murray Hill MS	725	29.5	107	60.7	331	18.4	227	11.0	97	20.6	46	26.1	140	39.3
Oakland Mills MS	391	31.2	18	38.9	143	11.9	154	5.2	83	10.8	38	47.4	109	65.1
Patapsco MS	583	47.0	139	47.5	56	19.6	59	11.9	31	25.8	21	38.1	335	53.7
Patuxent Valley MS	651	23.8	71	32.4	258	12.8	213	7.0	72	8.3	58	34.5	186	38.7
Wilde Lake MS	527	34.2	37	48.6	218	16.5	192	13.5	65	20.0	39	30.8	164	59.8

Appendix F. HSA Pass Rates by School, 2011 and 2012

	Algebra		English		Biology	
School Name	2011	2012	2011	2012	2011	2012
All High Schools	89.9	89.7	89.9	90.7	91.5	91.9
Atholton HS	93.3	88.7	94.7	93.0	96.4	93.9
Centennial HS	88.7	90.9	92.7	93.3	92.7	94.5
Glenelg HS	90.9	95.0	90.6	94.6	92.2	94.6
Hammond HS	89.6	91.1	87.0	87.8	87.0	86.1
Howard HS	93.6	90.2	95.5	95.5	93.3	93.9
Long Reach HS	89.3	89.3	83.1	81.5	87.2	91.1
Marriotts Ridge HS	92.4	90.1	95.3	95.8	93.7	94.3
Mount Hebron HS	86.5	90.7	88.1	91.9	93.1	92.9
Oakland Mills HS	91.3	86.7	83.7	85.1	84.0	88.8
Reservoir HS	90.7	89.3	87.9	90.9	94.1	92.0
River Hill HS	90.9	92.1	95.5	94.5	94.3	95.1
Wilde Lake HS	81.1	84.0	83.5	83.0	86.3	85.5

Appendix G. High School Enrollment in One or More Advanced Level Courses, by Student Group and School, 2012

	All Students		Asian		Black		Hispanic		White		2+		FARMS	
School Name	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All High Schools	16487	75.1	2494	88.1	3359	55.4	1266	64.0	8354	81.1	958	73.1	2635	45.3
Atholton HS	1488	79.4	238	90.8	262	60.3	85	71.8	832	83.7	65	69.2	112	46.4
Centennial HS	1434	85.6	445	92.8	101	55.5	62	85.5	754	85.3	69	87.0	103	66.0
Glenelg HS	1218	76.4	73	90.4	59	69.5	43	55.8	997	76.7	45	73.3	44	31.8
Hammond HS	1300	65.7	115	81.7	465	54.0	139	55.4	480	77.9	97	58.8	356	42.4
Howard HS	1689	77.5	160	86.9	337	60.2	97	72.2	940	82.8	148	77.0	188	45.2
Long Reach HS	1300	60.9	170	72.4	379	51.2	146	55.5	505	66.9	93	57.0	374	38.8
Marriotts Ridge HS	1268	82.9	274	91.2	90	64.4	30	76.7	821	82.2	47	85.1	69	49.3
Mt. Hebron HS	1439	81.6	363	88.2	172	61.1	82	72.0	749	84.3	66	80.3	179	52.0
Oakland Mills HS	1140	64.7	77	88.3	480	50.6	175	64.0	327	78.9	79	72.2	413	49.6
Reservoir HS	1517	70.3	156	87.2	411	57.7	192	58.3	668	76.8	84	75.0	328	49.1
River Hill HS	1396	84.1	335	87.5	91	70.3	81	63.0	819	86.3	68	83.8	86	34.9
Wilde Lake HS	1298	66.3	88	83.0	512	48.1	134	62.7	462	85.1	97	66.0	383	39.2

N = Total Enrollment

Appendix H. SAT/ACT Participation and Performance by Student Group and by School, 2012

School Name	Student Group	2012 Graduates N	Test Takers N	Participation Rate %	Students Earning 1650+ or 22+ N	%
All Schools	All Students	3856	3160	81.9	1694	53.6
All Schools	Asian	577	524	90.8	344	65.6
All Schools	Black/African American	783	574	73.3	124	21.6
All Schools	Hispanic/Latino	271	185	68.3	65	35.1
All Schools	Two or more races	204	165	80.9	87	52.7
All Schools	White	2005	1703	84.9	1068	62.7
All Schools	FARMS	516	312	60.5	54	17.3
Atholton HS	All Students	345	307	89.0	187	60.9
Atholton HS	Asian	52	*	≥95	40	78.4
Atholton HS	Black/African American	54	43	79.6	13	30.2
Atholton HS	Hispanic/Latino	30	21	70.0	5	23.8
Atholton HS	Two or more races	10	*	*	*	*
Atholton HS	White	199	183	92.0	122	66.7
Atholton HS	FARMS	23	13	56.5	2	15.4
Centennial HS	All Students	325	298	91.7	211	70.8
Centennial HS	Asian	98	*	≥95	77	80.2
Centennial HS	Black/African American	24	20	83.3	4	20.0
Centennial HS	Hispanic/Latino	19	18	94.7	14	77.7
Centennial HS	Two or more races	13	11	84.6	9	81.7
Centennial HS	White	171	153	89.5	107	69.9
Centennial HS	FARMS	17	14	82.3	5	35.7
Glenelg HS	All Students	283	236	83.4	144	61.0
Glenelg HS	Asian	18	16	88.8	13	81.2
Glenelg HS	Black/African American	22	16	72.7	8	50.0
Glenelg HS	Hispanic/Latino	*	*	*	*	*
Glenelg HS	Two or more races	10	*	*	*	*
Glenelg HS	White	226	194	85.8	116	59.8
Glenelg HS	FARMS	11	*	*	*	*
Hammond HS	All Students	297	219	73.7	77	35.2
Hammond HS	Asian	23	17	73.9	9	52.9
Hammond HS	Black/African American	104	83	79.8	12	14.5
Hammond HS	Hispanic/Latino	30	11	36.7	2	18.2
Hammond HS	Two or more races	24	16	66.6	4	25.0
Hammond HS	White	115	92	80.0	50	54.3
Hammond HS	FARMS	74	45	60.8	7	15.6
Howard HS	All Students	377	333	88.3	166	49.8
Howard HS	Asian	38	35	92.1	20	57.1
Howard HS	Black/African American	72	64	88.9	16	25.0
Howard HS	Hispanic/Latino	25	*	≥95	9	37.5
Howard HS	Two or more races	25	22	88.0	8	36.3
Howard HS	White	215	187	87.0	113	60.4
Howard HS	FARMS	23	17	73.9	4	23.5

Appendix H. SAT/ACT Participation and Performance by Student Group and by School, 2012

School Name	Student Group	2012 Graduates	Test Takers	Participation Rate	Students Earning 1650+ or 22+	2012 Graduates
		N	N	%	N	%
Long Reach	All Students	274	199	72.6	73	36.7
Long Reach	Asian	31	24	77.4	11	45.8
Long Reach	Black/African American	89	71	79.8	15	21.1
Long Reach	Hispanic/Latino	23	18	78.2	4	22.2
Long Reach	Two or more races	11	*	*	*	*
Long Reach	White	118	77	65.2	39	50.6
Long Reach	FARMS	65	45	69.2	6	13.3
Marriotts Ridge	All Students	333	291	87.4	170	58.4
Marriotts Ridge	Asian	72	68	94.4	43	63.2
Marriotts Ridge	Black/African American	24	18	75.0	3	16.7
Marriotts Ridge	Hispanic/Latino	10	*	*	*	*
Marriotts Ridge	Two or more races	12	10	83.3	6	59.9
Marriotts Ridge	White	215	188	87.4	113	60.1
Marriotts Ridge	FARMS	16	10	62.5	2	20.0
Mt. Hebron	All Students	320	281	87.8	164	58.4
Mt. Hebron	Asian	96	83	86.4	51	61.4
Mt. Hebron	Black/African American	33	29	87.9	8	27.6
Mt. Hebron	Hispanic/Latino	14	13	92.8	7	53.8
Mt. Hebron	Two or more races	21	19	90.4	11	57.9
Mt. Hebron	White	154	135	87.7	85	63.0
Mt. Hebron	FARMS	35	26	74.3	8	30.8
Oakland Mills	All Students	247	180	72.9	60	33.3
Oakland Mills	Asian	14	*	≥95	6	42.8
Oakland Mills	Black/African American	104	64	61.5	9	14.1
Oakland Mills	Hispanic/Latino	31	20	64.5	2	10.0
Oakland Mills	Two or more races	13	10	76.9	4	40.0
Oakland Mills	White	84	72	85.7	39	54.2
Oakland Mills	FARMS	79	48	60.8	3	6.2
Reservoir HS	All Students	366	288	78.7	128	44.4
Reservoir HS	Asian	36	32	88.9	15	46.9
Reservoir HS	Black/African American	107	80	74.8	14	17.5
Reservoir HS	Hispanic/Latino	43	23	53.5	6	26.1
Reservoir HS	Two or more races	15	12	79.9	4	33.3
Reservoir HS	White	162	138	85.2	86	62.3
Reservoir HS	FARMS	73	45	61.6	6	13.3
River Hill HS	All Students	333	301	90.4	203	67.4
River Hill HS	Asian	70	65	92.8	50	76.9
River Hill HS	Black/African American	23	18	78.2	10	55.5
River Hill HS	Hispanic/Latino	11	*	≥95	7	63.6
River Hill HS	Two or more races	27	*	≥95	18	69.2
River Hill HS	White	201	180	89.5	118	65.6
River Hill HS	FARMS	12	*	*	*	*
Wilde Lake HS	All Students	305	226	74.1	111	49.1
Wilde Lake HS	Asian	27	23	85.2	9	39.1
Wilde Lake HS	Black/African American	108	68	63.0	12	17.6
Wilde Lake HS	Hispanic/Latino	23	15	65.2	2	13.3
Wilde Lake HS	Two or more races	19	17	89.4	8	47.0
Wilde Lake HS	White	124	103	83.1	80	77.7
Wilde Lake HS	FARMS	69	38	55.1	7	18.4