June 2017

Dear Parents/Guardians:

In 2015–2016, the Maryland State Department of Education (MSDE) used the Partnership for Assessment of Readiness for College and Careers (PARCC) in English Language Arts/Literacy (ELA/Literacy) and mathematics, and the Maryland School Assessment (MSA) in science to assess student progress toward meeting the compliance of the federal *Elementary and Secondary Education Act.*

The enclosed 2016 School Progress Report Card for Montgomery County Public Schools (MCPS) provides you with state, county, and individual school performance data, as well as information on student attendance, graduation rates, and the professional qualifications of teachers at the state, district, and school level for the 2015–2016 school year. Additional information about the PARCC and MSA and its relationship to the federal law is available on the MSDE website at www.mdreportcard.org.

In 2016, our students in Grades 3–8 took the PARCC in ELA/Literacy and mathematics, which is aligned to the internationally benchmarked Maryland College and Career-Ready Standards. In addition, the new accountability system will be more closely aligned with the current rigorous instruction in MCPS schools.

The PARCC assessments will provide students, educators, policymakers, and the public with the tools necessary to identify whether students are on track for postsecondary success, where gaps may exist, and how concerns may be addressed well before students enter college or the workforce.

Thank you for being involved and engaged in your child's education.

Sincerely,

Jack R. Smith, Ph.D.
Superintendent of Schools

JRS:JSW:dmb

Enclosure

Harmony Hills Elementary

Montgomery County (15:0797)

Attendance Rate %	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	**95.6**	95.4
Middle	*	*	≥ 95.0	≥ 95.0	**95.1**	95.0
High	*	*	**93.5**	93.5	**92.4**	92.4

Cohort Graduation Rate%	School		County		State	
2016 (4-Year Rate)	*		89.83		87.61	
2015 (4-Year Rate)		*		89.36		86.98
2015 (5-Year Rate)	*		91.65		89.11	

Teacher Qualifications	School 2016	School 2015	County 2016	County 2015	State 2016	State 2015
% of certificates:						
Standard Professional	**68.1**	68.0	**26.6**	26.7	**25.6**	27.4
Advanced Professional	**29.8**	28.0	**64.1**	66.2	**61.9**	65.2
Resident Teacher	**0.0**	0.0	**0.2**	0.2	**1.0**	1.1
Conditional Teacher	**0.0**	0.0	**0.4**	0.5	**1.5**	1.5
% of classes NOT taught by highly qualified teachers						
All Quartiles	**0.0**	1.9	**3.2**	3.1	**8.9**	8.4
Elementary Low Poverty	*	*	**1.8**	1.5	**3.3**	2.9
Elementary High Poverty	*	*	**0.8**	1.0	**11.2**	10.5
Secondary Low Poverty	*	*	**3.9**	3.6	**7.0**	6.7
Secondary High Poverty	*	*	**8.8**	9.1	**17.1**	17.7

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

Attendance Rate

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

Cohort Graduation Rate

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

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

Teacher Qualifications

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

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

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

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

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

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.
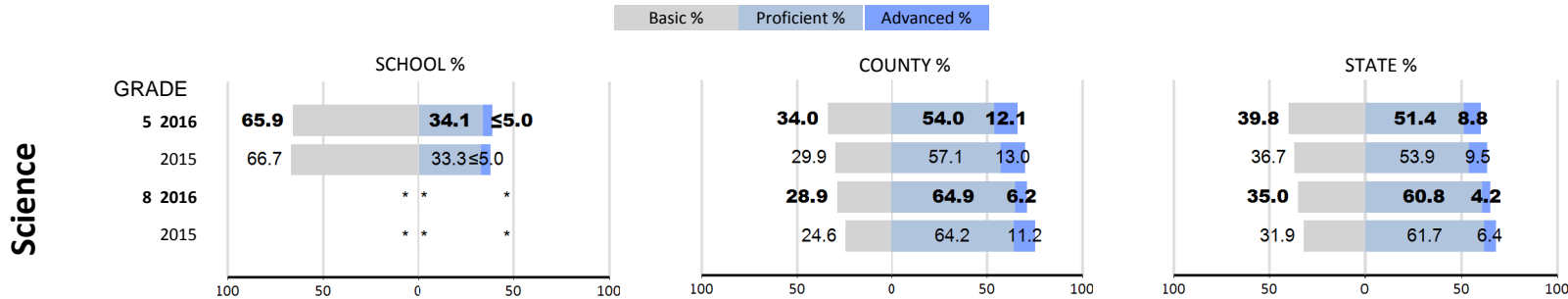
School Progress and Annual Measurable Objectives (AMOs)

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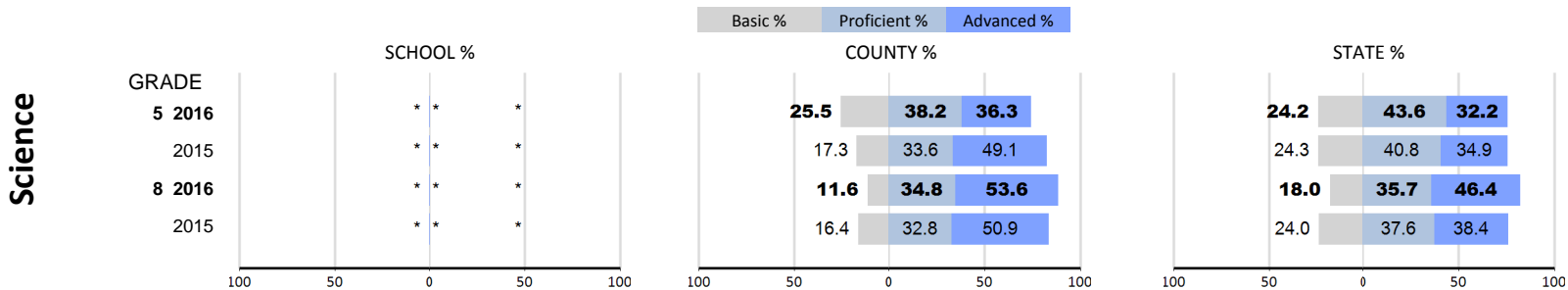
Due to this direction, Maryland will not measure LEAs and schools against AMOs.

Harmony Hills Elementary

MSA Science Proficiency Levels

| | Basic % | Proficient % | Advanced % |

Science

| SCHOOL % | COUNTY % | STATE % |

GRADE										
5 2016	65.9	34.1	≤5.0	34.0	54.0	12.1	39.8	51.4	8.8
2015	66.7	33.3	≤5.0	29.9	57.1	13.0	36.7	53.9	9.5
8 2016	*	*	*	28.9	64.9	6.2	35.0	60.8	4.2
2015	*	*	*	24.6	64.2	11.2	31.9	61.7	6.4

Alt-MSA Science Proficiency Levels

| | Basic % | Proficient % | Advanced % |

Science

| SCHOOL % | COUNTY % | STATE % |

GRADE										
5 2016	*	*	*	25.5	38.2	36.3	24.2	43.6	32.2
2015	*	*	*	17.3	33.6	49.1	24.3	40.8	34.9
8 2016	*	*	*	11.6	34.8	53.6	18.0	35.7	46.4
2015	*	*	*	16.4	32.8	50.9	24.0	37.6	38.4

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

Maryland School Assessment (MSA) Science

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

* Data not available at date of publication.

Alternate Maryland School Assessment (Alt-MSA) Science

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

Description of Proficiency Levels

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

Harmony Hills Elementary

PARCC Assessment Performance Results Summary - 2016

			Performance Level									
			Level 1		Level 2		Level 3		Level 4		Level 5	
			Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
		TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	State	67758	14642	21.6	12875	19.0	14832	21.9	22400	33.1	3009	4.4
	County	11824	2045	17.3	1986	16.8	2514	21.3	4466	37.8	813	6.9
	School	122	34	27.9	31	25.4	30	24.6	26	21.3	*	≤5.0
English/Language Arts 4	State	65915	9423	14.3	12473	18.9	17407	26.4	21111	32.0	5501	8.3
	County	11720	1232	10.5	1750	14.9	2902	24.8	4364	37.2	1472	12.6
	School	108	27	25.0	30	27.8	26	24.1	24	22.2	*	≤5.0
English/Language Arts 5	State	64302	8361	13.0	13596	21.1	17021	26.5	23274	36.2	2050	3.2
	County	11494	1028	8.9	1937	16.9	2740	23.8	5053	44.0	736	6.4
	School	89	16	18.0	29	32.6	27	30.3	17	19.1	*	≤5.0
Mathematics 3	State	67892	9452	13.9	12764	18.8	15776	23.2	22745	33.5	7155	10.5
	County	11828	1160	9.8	1819	15.4	2446	20.7	4588	38.8	1815	15.3
	School	123	15	12.2	26	21.1	37	30.1	40	32.5	*	≤5.0
Mathematics 4	State	66022	9656	14.6	15482	23.4	16445	24.9	21850	33.1	2589	3.9
	County	11729	942	8.0	2305	19.7	2782	23.7	4792	40.9	908	7.7
	School	108	14	13.0	38	35.2	30	27.8	26	24.1	*	≤5.0
Mathematics 5	State	64423	7918	12.3	15879	24.6	17049	26.5	19815	30.8	3762	5.8
	County	11505	946	8.2	2571	22.3	2764	24.0	3914	34.0	1310	11.4
	School	89	14	15.7	36	40.4	25	28.1	14	15.7	*	≤5.0

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

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

PARCC Performance Level Descriptors (PLD)

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

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

PARCC Assessment Participation Results Summary - 2015 & 2016

Assessment	2015			2016		
	Student Count	Participation Count	Participation Rate	Student Count	Participation Count	Participation Rate
English/Language Arts 3	118	*	>= 95.0	127	*	>= 95.0
English/Language Arts 4	95	*	>= 95.0	109	*	>= 95.0
English/Language Arts 5	99	*	>= 95.0	92	*	>= 95.0
Mathematics 3	118	*	>= 95.0	128	*	>= 95.0
Mathematics 4	95	*	>= 95.0	109	*	>= 95.0
Mathematics 5	99	*	>= 95.0	92	*	>= 95.0

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

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