

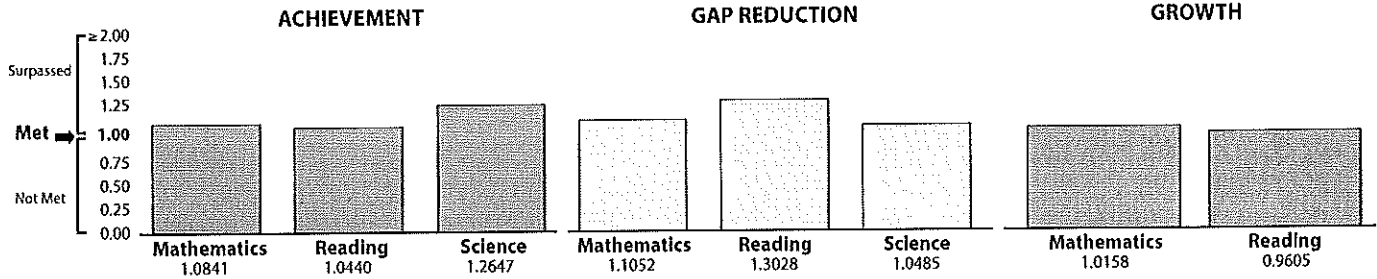
# Villa Cresta Elementary

## 2012 School Progress Index

**2012 SPI: 1.0966**  
 Values 1.0000 and above met the target.  
**Strand: 2**

### Elementary School Indicators

Grades 3 - 5



### School Progress Index (SPI) (NEW FOR 2012)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest-achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and state support schools receive. The state affords top-performing schools greater flexibility, while lower-performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The indicators are specific to Elementary and Middle Schools or High Schools. Each indicator is comprised of specific measures

for Elementary and Middle Schools or High Schools. An index score of 1.0 is indicative of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

**Achievement:** Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

**Growth:** Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

**Gap Reduction:** Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest-achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing

subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four-year adjusted cohort dropout rate for high schools.

**College- and Career-Readiness (CCR):** College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary institution (2-year, 4-year, or technical) within 16 months of graduation.

### Strands for Intervention, Support, and Recognition (NEW FOR 2012)

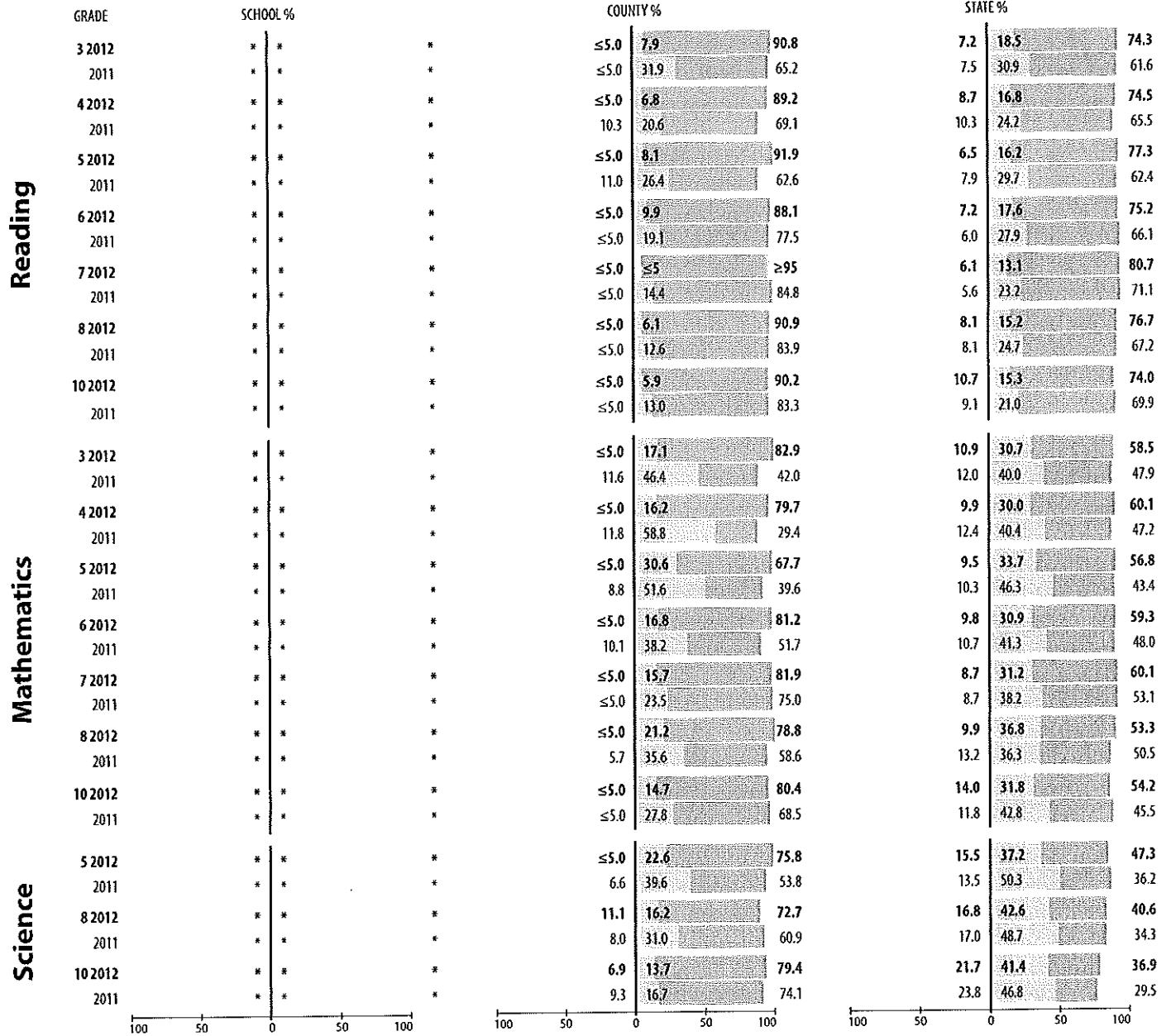
The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools. Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

# Villa Cresta Elementary

## Alt-MSA Proficiency Levels

Basic % Proficient % Advanced %

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.



\*\*\* Indicates no students or fewer than 10 students in category.

### MARYLAND SCHOOL ASSESSMENT (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2011. Science is not part of School Progress. 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. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

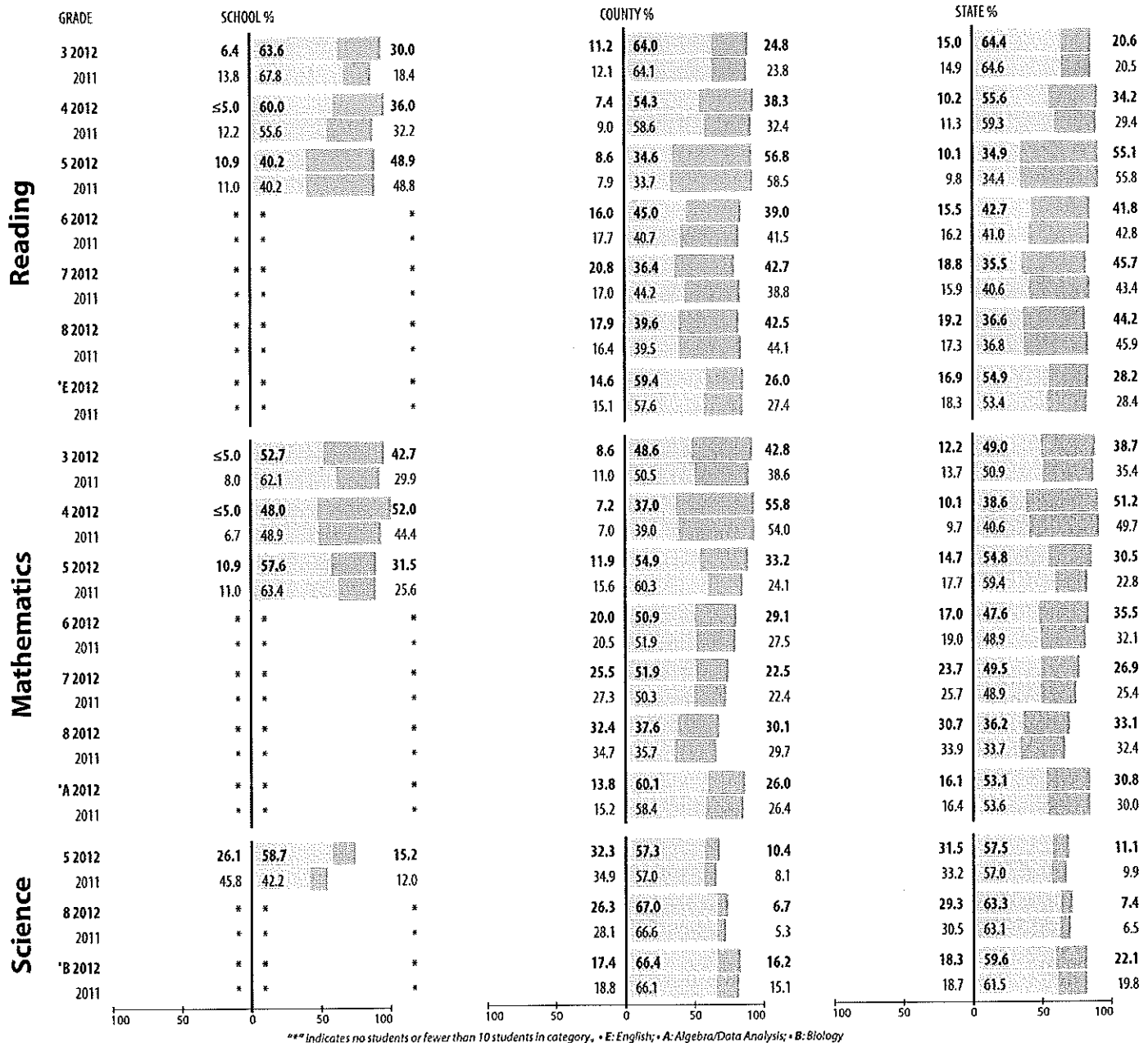
### ALTERNATE MARYLAND SCHOOL ASSESSMENT (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics 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.

# Villa Cresta Elementary

## MSA Proficiency Levels

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.



### Description of MSA Proficiency Levels

	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade-appropriate literature and applying language choices when writing.	Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade-appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra/data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

# Villa Cresta Elementary

## Baltimore County (03:0908)

### 2012 School Progress

	Percent Proficient		Participation Rate	
	Reading	Math	Reading	Math
All Students	Met	Met	Met	Met
American Indian or Alaska Native	*	*	*	*
Asian	Met	Met	na	na
Black or African American	Met	Met	na	na
Hispanic/Latino of any race	Met	Met	na	na
Native Hawaiian or Other Pacific Islander	na	na	na	na
White	Met	Met	Met	Met
Two or more races	Met	Met	na	na
Free/Reduced Meals	Met	Met	Met	Met
Special Education	Met	Met	na	na
Limited English Proficient	Met	Met	na	na
<b>All Students Attendance Rate:</b>			<b>Met</b>	

"na" indicates too few students for School Progress rules, "\*" indicates no students or fewer than 10 students in category.

### School Progress (NEW FOR 2012)

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application, Annual Yearly Progress (AYP) status will no longer be used or reported for accountability. Student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) have been changed to reflect school specific new baseline data (2011) and a new target year (2017).

### Annual Measurable Objectives (AMOs) (NEW FOR 2012)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs.

### Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate.

### Attendance Rate

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

### Attendance Rate %

	School 2012	School 2011	County 2012	County 2011	State 2012	State 2011
Elementary	≥95.0	≥95.0	≥95.0	≥95.0	95.9	95.6
Middle	*	*	≥95.0	≥95.0	95.4	95.3
High	*	*	93.0	92.4	92.2	92.3

### Teacher Qualifications

#### % of certificates:

	School 2012	School 2011	County 2012	County 2011	State 2012	State 2011
Standard Professional	3.3	13.3	31.4	35.2	29.0	30.8
Advanced Professional	96.7	86.7	65.2	60.7	65.2	62.8
Resident Teacher	0.0	0.0	1.0	1.4	0.9	1.4
Conditional Teacher	0.0	0.0	0.9	1.3	0.9	1.2

#### % of classes NOT taught by highly qualified teachers:

	School 2012	School 2011	County 2012	County 2011	State 2012	State 2011
Highly Qualified Teachers	0.0	0.0	5.1	5.5	6.9	7.6

### 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 No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign 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 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.

### Cohort Graduation Rate

The U.S. Department of Education now 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 2011 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2007 and graduating no later than 2011; the 2011 5-year rate is the same cohort graduating no later than 2012.