

Sykesville Middle

2018 - 2019 School Report Card



4 OUT OF 5 STARS

Percentile Rank: 92 (Middle)

Sykesville Middle (0504)
 Grade Levels: Middle
 County: Carroll County

7301 Springfield Avenue
 Sykesville, MD 21784-7547
 Phone: 410-751-3545

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	13.7	✖	✖
Academic Progress	31.5	21.9	na	✖
Progress in Achieving English Language Proficiency	na	na	na	na
School Quality and Student Success	35.0	28.6	na	✖
TOTAL POINTS:	86.5	64.2		

Total Earned Points: **64.2**
 Total Points Possible: **86.5**

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74%

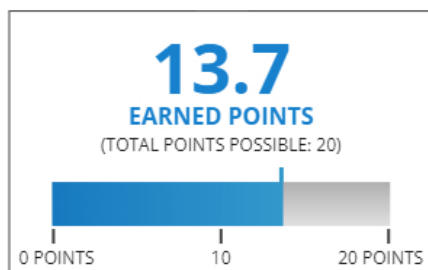
TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✔ =Met ✖ =Not Met

ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring “proficient” or higher on state tests in Math and English Language Arts, and the average performance level of students on state tests.



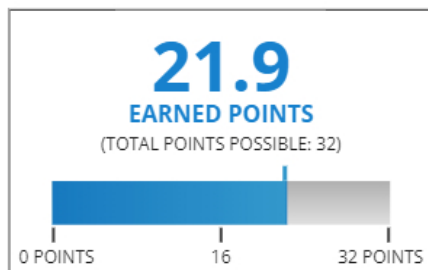
MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	58.1%	2.9 out of 5.0
Percent Proficient English Language Arts	69.1%	3.5 out of 5.0
Average Performance Level Mathematics	3.5	3.5 out of 5.0
Average Performance Level English Language Arts	3.8	3.8 out of 5.0

13.7
EARNED POINTS

ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on Math and English language arts state tests, and on earning credit for a well rounded curriculum.



MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Science	69.4%	2.4 out of 3.5
Student Growth Percentile Mathematics	50	7 out of 12.5
Student Growth Percentile English Language Arts	64	9.5 out of 12.5
Credit for Well Rounded Curriculum	100%	3 out of 3.0

21.9
EARNED POINTS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

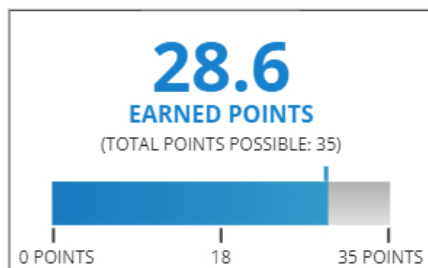
HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The Progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.

There is insufficient data to provide accountability results for this school.

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.

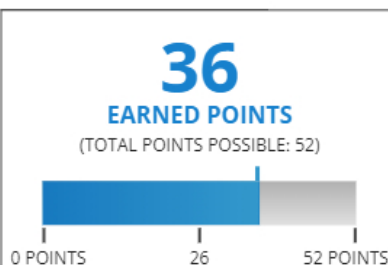


MEASURE	RESULTS	EARNED POINTS*
Students not chronically absent	92.8%	13.5 out of 15.0
School Survey - Student	4.5	3.1 out of 7.0
School Survey - Educator	7	2.1 out of 3.0
Access to Well Rounded Curriculum	99.2%	9.9 out of 10.0

28.6
EARNED POINTS

Educator and Student school survey results range from 1 to 10.

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?



ALL TARGET(S) MET



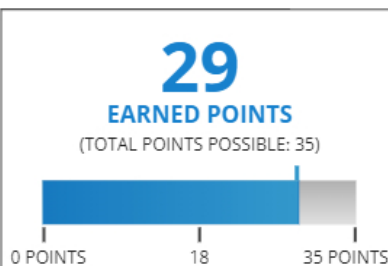
IMPROVEMENT



ACADEMIC MEASURES ARE A COMBINATION OF:

Academic Achievement
Academic Progress

HOW DID MY SCHOOL DO ON MEASURES OF SCHOOL QUALITY AND STUDENT SUCCESS?



ALL TARGET(S) MET

n/a

IMPROVEMENT



SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

Students not chronically absent
School Survey - Student
School Survey - Educator
Access to Well Rounded Curriculum

Achievement (E/M/H)	PERCENT PROFICIENT					
	MATH			ELA		
	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
All Students	58.1 %	✗	✗	69.1 %	✓	✓
Asian	85 %	✗	✗	85 %	✗	✗
Black/African Amer.	26.1 %	✗	✗	56.8 %	✗	✓
Hispanic/Latino	48.1 %	✓	✓	55.8 %	✓	✓
White	59.5 %	✗	✗	70.6 %	✓	✓
Two or more races	47.4 %	✗	✗	52.6 %	✗	✗
Students w/Disabilities	1.4 %	✗	✗	10.7 %	✗	✓
Econ. Disadvantaged	8.1 %	✗	✗	27.8 %	✓	✓

* Only Student Groups with 10 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, or English Learners. ✓ =Met ✗ =Not Met

What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

How are star ratings determined?

STAR RATING



5 stars when a school has at least 75% of total earned points percent



4 stars when a school has at least 60% but less than 75% of total earned points percent



3 stars when a school has at least 45% but less than 60% of total earned points percent

STAR RATING



2 stars when a school has at least 30% but less than 45% of total earned points percent



1 star when a school has less than 30% of total earned points percent

What do the performance indicators mean?

Academic Achievement

The *Academic Achievement* indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English Language Arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

Academic Progress

The *Academic Progress* indicator measures the performance of students in a school who show meaningful relative growth in math and English Language Arts (Academic Growth) and who demonstrate proficient skills and knowledge in Science and Social Studies, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for Academic Growth by student growth percentiles, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

Graduation Rate

The *Graduation Rate* indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

Progress in Achieving English Language Proficiency

The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. The goal for English language learner students is to attain English language proficiency within six years. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

Readiness for Post-Secondary Success

The *Readiness for Postsecondary Success* indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive co-curricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive co-curricular standard.

School Quality and Student Success

The *School Quality and Student Success* indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English Language Arts and Mathematics (elementary) or Science and Social Studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.