



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

MODEL SECONDARY SCHOOL
FOR THE DEAF
ANNUAL REPORT CARD
2017-2018

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Letter from the Chief Academic Officer Curriculum & Assessment

Dear families,

The Laurent Clerc National Deaf Education Center at Gallaudet University is required by the 2008 Education of the Deaf Act (EDA) to implement systems of standards, assessments, and accountability pursuant to those required of states under the Every Student Succeeds Act (ESSA) of 2015.

The reauthorized EDA, inclusive of ESSA amendments, states that the Clerc Center's Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) shall adopt and implement challenging academic content standards and assessments and annually use those assessments to determine how successful KDES and MSSD have been in including all students in standard-based education and how well students are achieving standards.

ESSA provides states with more autonomy in developing new approaches to accountability for students' academic performance, but states must have accountability systems in place to ensure that all students are provided an opportunity for a high-quality education. As such, the Clerc Center partners with the Maryland State Department of Education (MSDE) to implement their standards, assessment, and accountability system and to meet the regulations defined by ESSA and EDA.

In spring 2018, students at the Clerc Center participated in the following assessments:

Assessment	Grade						
	3	4	5	6	7	8	High School*
Partnership for Assessment of Readiness for College and Careers (PARCC) ELA and mathematics	X	X	X	X	X	X	X
Multi-State Alternate Assessment (MSAA) for ELA and mathematics	X	X	X	X	X	X	X
Maryland Integrated Science Assessment (MISA)			X			X	X
Alternate Maryland Integrated Science Assessment (Alt-MISA)			X			X	X

*Students are assessed once in high school in ELA (PARCC ELA10/MSAA), mathematics (PARCC Algebra 1/MSAA), and science (MISA/Alt-MISA). Students take the MISA/Alt-MISA after the completion of high school Biology. High school students are testing in grade 10 and are able to re-test in grades 11 and 12.

Each of these assessments measure student achievement of grade-level standards. These standards represent what students should know and be able to do by the end of each grade.

This school report card provides assessment and accountability data according to the following indicators, as established through MSDE's ESSA plan.

	Elementary/Middle School (ES/MS)	High School (HS)
Academic Achievement	<ul style="list-style-type: none"> • Achievement composite: 20% 	<ul style="list-style-type: none"> • Achievement composite: 30%
Other Academic	<ul style="list-style-type: none"> • Academic growth: 25% • Credit for completion of a well-rounded curriculum: 10% 	<ul style="list-style-type: none"> • N/A
Progress in Achieving English Language Proficiency (ELP)	<ul style="list-style-type: none"> • Progress toward language proficiency: 10% 	<ul style="list-style-type: none"> • Progress toward ELP: 10%
Graduation Rate	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Graduation composite: 15%
School Quality or Student Success (SQSS)	<ul style="list-style-type: none"> • Chronic absenteeism: 15% • School climate: 10% • Access to a well-rounded curriculum: 10% 	<ul style="list-style-type: none"> • Chronic absenteeism: 15% • School Climate: 10% • Access to a well-rounded curriculum: 10%
Readiness for Post-secondary Success	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • On-track in 9th grade: 5% • Readiness for post-secondary success: 5%

For questions related to this report card, please contact Marianne Belsky, Chief Academic Officer. She can be reached at:

Email: Marianne.Belsky@Gallaudet.edu

Videophone: 202-558-4629

Thank you,

Marianne Belsky

Chief Academic Officer Curriculum & Assessment

Report Card Information¹

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

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.

¹ This table was adopted from Maryland's published report cards accessed from <http://reportcard.msde.maryland.gov/>.

Model Secondary School for the Deaf



Model Secondary School for the Deaf
Grades: 9-12

800 Florida Ave NE
Washington, D.C. 20002

Enrollment and Graduation Information

Number of Students Enrolled ²		
	2016/17	2017/18
Grade 9	30	27
Grade 10	43	39
Grade 11	43	56
Grade 12	50	52
Total	166	174

Graduation Rates ³		
	2016/17	2017/18
MSSD	89%	69%

Low Income ⁴		
	2016/17	2017/18
MSSD	10%	17%

Attendance Rates ⁵		
	2016/17	2017/18
MSSD	N/A	81%

² Model Secondary School for the Deaf enrollment data are based on the September 15, 2016 and the September 15, 2017 enrollment counts.

³ The four-year graduation rate is the percent of a schools' cohort of first-time grade 9 students in a particular school year, who graduate within four years. Thirty-seven students of the sixty students in the cohort class graduated by the spring of 2018. Students who received certificates of completion are not counted as graduates; they remained in the calculation as did students who withdrew without detail.

⁴ Low income rates are calculated based on total number of parent survey respondents indicating family eligibility for government assistance out of the total number of tested students. Source: Parent Survey with a 23% return rate in MSSD on parent survey questions about family eligibility for government assistance.

⁵ Chronic absenteeism is defined as the number of students absent 10% or more school days during the school year in membership at least 10 days. To calculate the percentage of days absent, the number of days absent was divided by the total number of school days as reported by the Clerc Center.

Model Secondary School for the Deaf (9-12): Overall Performance

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 ⁶
Academic Achievement ⁷	30	6.46	✗
Graduation Rate ⁸	15	11.46	✗
Progress in Achieving English Language Proficiency ⁹	10	0.00	N/A
Readiness for Post-Secondary Success	10	4.54	N/A
School Quality and Student Success	25 ¹⁰	9.92	N/A

32.38

TOTAL
POINTS
EARNED

STAR
RATING



TOTAL EARNED POINTS **32.38**

TOTAL POSSIBLE POINTS **90.00**

=

35.98%

TOTAL EARNED PERCENT

⁶ Maryland has yet to indicate annual targets for all measures therefore N/A was used to denote this where applicable. For more detailed information on the annual targets see page 15.

⁷ The annual targets and interim progress targets for academic achievement data are located in Maryland's Every Student Succeeds Act Plan. More information about the plan can be found at <http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>

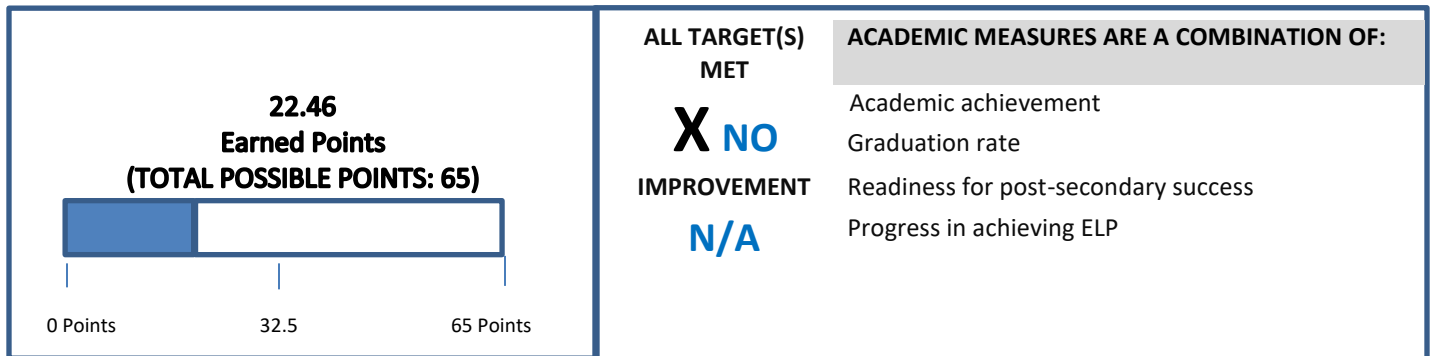
⁸ The five-year cohort graduation goal was set at 95% for all students and subgroups (until 2020).

⁹ The Clerc Center does not collect data on English Language Learners.

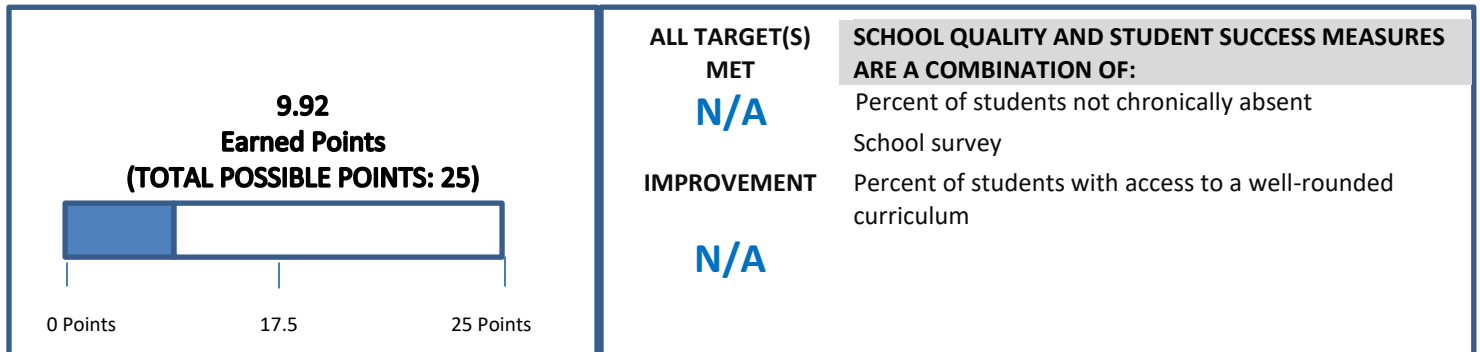
¹⁰ The school climate survey was not administered in 2017-18 therefore 10 points were removed from the calculation for School Quality and Student Success.

Model Secondary School for the Deaf (9-12): Academic and Non-Academic Measures¹¹

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?



HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?¹²



¹¹ The annual targets and interim progress targets for academic achievement data are located in Maryland's Every Student Succeeds Act Plan. More information about the plan can be found at <http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>. For more detailed information on the annual targets see page 15.

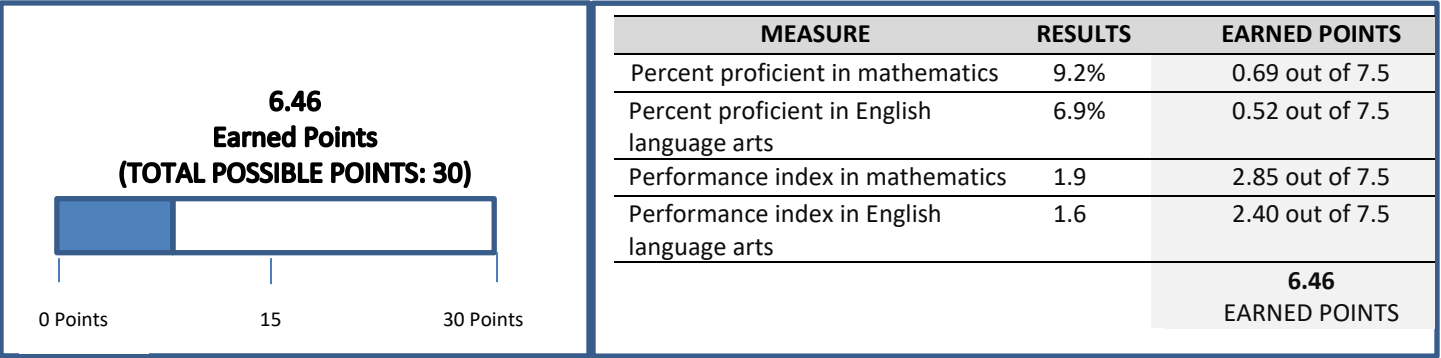
¹² The school climate survey was not administered in 2017-18 therefore 10 points were removed from the calculation for School Quality and Student Success.

Model Secondary School for the Deaf (9-12): Academic Achievement

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.



Model Secondary School for the Deaf (9-12): Disaggregation of Academic Achievement Data¹³

	School Enrollment	MEASURES				INDICATOR	
		Points Earned for ELA Proficiency (7.5 points)	Points Earned for Math Proficiency (7.5 points)	Performance Index ELA (7.5 points)	Performance Index Math (7.5 points)	Academic Composite Total (30 points)	Percent ¹⁴
		POINTS EARNED					
All students	174	0.52	0.69	2.40	2.85	6.46	21.5
		The numbers above represent the total points earned.					
		The following numbers represent the points earned by each subgroup and <u>will</u> add up to the total points earned.		The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.		The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.	
American Indian or Alaskan Native	--	0.07	0.07	2.63	3.00	5.77	19.2
Non	--	0.45	0.62	2.46	2.91	6.44	21.5
Asian	15	0.07	N/A	2.25	3.17	5.49	18.3
Non	159	0.45	0.69	2.50	2.90	6.54	21.8
Black/African American	44	N/A	0.07	1.89	2.44	4.40	14.7
Non	130	0.52	0.62	2.64	3.07	6.85	22.8
Hispanic/Latino	33	N/A	N/A	2.16	2.16	4.32	14.4
Non	141	0.52	0.69	2.55	2.98	6.74	22.5
Native Hawaiian or Other Origin	--	N/A	N/A	3.00	3.00	6.00	20.0
Non	--	0.52	0.69	2.47	2.91	6.59	22.0
White	92	0.26	0.41	2.67	3.15	6.49	21.6
Non	82	0.26	0.28	2.29	2.71	5.54	18.5
Two or More Races	11	0.13	0.14	3.17	3.00	6.44	21.5
Non	163	0.39	0.55	2.41	2.91	6.26	20.9
Not Indicated	--	N/A	N/A	2.43	2.67	5.10	17.0
Non	--	0.52	0.69	2.47	2.94	6.62	22.1
Students with Disabilities	174	0.52	0.69	2.40	2.85	6.46	21.5
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	0.07	0.14	2.34	3.14	5.69	19.0
Non	--	0.13	0.28	4.07	4.68	9.16	30.5
Not Indicated	140	0.32	0.28	2.37	2.68	5.65	18.8
The Clerc Center does not collect data for "English Language Learners".							

¹³ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

¹⁴ The total percent is the number of earned points divided by the number of possible points.

Model Secondary School for the Deaf: Partnership for Assessment of Readiness for College and Careers (PARCC) ELA Performance Data¹⁵

	Participation Rate				Performance									
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations	
					n	%	n	%	n	%	n	%	n	%
ALL STUDENTS	114	0	114	696.3	69	60.5	25	21.9	13	11.4	--	--	--	--
GENDER														
Female	58	0	58	697.6	34	29.8	14	12.3	--	--	--	--	--	--
Male	51	0	51	695.4	32	28.1	10	8.8	--	--	--	--	--	--
The number of students where “no gender” was indicated is too small to report (n<10).														
RACE/ETHNICITY														
Asian	12	0	12	692.8	--	--	--	--	--	--	--	--	--	--
Black or African-American	26	0	26	684.5	22	19.3	--	--	--	--	--	--	--	--
Hispanic or Latino	25	0	25	691.4	16	14.0	--	--	--	--	--	--	--	--
White	55	0	55	701.6	28	24.6	15	13.2	--	--	--	--	--	--
The number of students of “American Indian or Alaska Native”, “Native Hawaiian or Other Origin”, “Identify as Two or more races”, and where no race was indicated are too small to report (n<10).														
ECONOMICALLY DISADVANTGED														
Yes	23	0	23	697.3	15	13.2	--	--	--	--	--	--	--	--
Not Indicated	84	0	84	696.6	54	47.4	17	14.9	--	--	--	--	--	--
The numbers of students who identify as “not economically disadvantaged” are too small to report (n<10).														
STUDENTS WITH DISABILITIES														
IEP - Yes	114	0	114	696.3	69	60.5	25	21.9	13	11.4	--	--	--	--
Clerc Center does not collect data for the following subgroups: “English Language Learners”, “Migrant Students”, “Foster Students”, “Homeless Students”, or “Students with a Parent in the Military”.														

Model Secondary School for the Deaf: Multi-State Alternate Assessment (MSAA) ELA Performance Data

The number of students assessed by the MSAA is too small to report (n<10).

¹⁵ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Model Secondary School for the Deaf: PARCC Math Performance Data¹⁶

	Participation Rate				Performance									
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Did Not Yet Meet Expectations		Level 2 Partially Met Expectations		Level 3 Approached Expectations		Level 4 Met Expectations		Level 5 Exceeded Expectations	
					n	%	n	%	n	%	n	%	n	%
ALL STUDENTS	107	0	107	709.5	43	40.2	38	35.4	17	15.9	--	--	--	--
GENDER														
Female	53	0	53	705.5	24	22.4	16	15.0	12	11.2	--	--	--	--
Male	48	0	48	713.5	18	16.8	18	16.8	--	--	--	--	--	--
The number of students where no gender was indicated is too small to report (n<10).														
RACE/ETHNICITY														
Black or African-American	27	0	27	701.1	15	14.0	--	--	--	--	--	--	--	--
Hispanic or Latino	23	0	23	702.1	10	9.4	--	--	--	--	--	--	--	--
White	50	0	50	713.7	17	15.9	17	15.9	10	9.3	--	--	--	--
The number of students of “American Indian or Alaska Native”, “Asian”, “Native Hawaiian or Other Origin”, “identify as Two or more races”, and where no race was indicated are too small to report (n<10).														
ECONOMICALLY DISADVANTGED														
Yes	21	0	21	709.6	--	--	--	--	--	--	--	--	--	--
Not Indicated	78	0	78	718.7	35	32.7	30	28.0	10	9.4	--	--	--	--
The numbers of students who identify as “not economically disadvantaged” are too small to report (n<10).														
STUDENTS WITH DISABILITIES														
IEP - Yes	107	0	107	709.5	43	40.2	38	35.4	17	15.9	--	--	--	--
Clerc Center does not collect data for the following subgroups: “English Language Learners”, “Migrant Students”, “Foster Students”, “Homeless Students”, or “Students with a Parent in the Military”.														

Model Secondary School for the Deaf: MSAA Math Performance Data

The number of students assessed by the MSAA is too small to report (n<10).

Model Secondary School for the Deaf: High School Maryland Integrated Science Assessment (HSA MISA) Performance Data

The HSA MISA was field tested in the 2017-18 school year; there are no reportable data at this time. The number of students who were assessed on the Alternate MISA are too small to report (n<10).

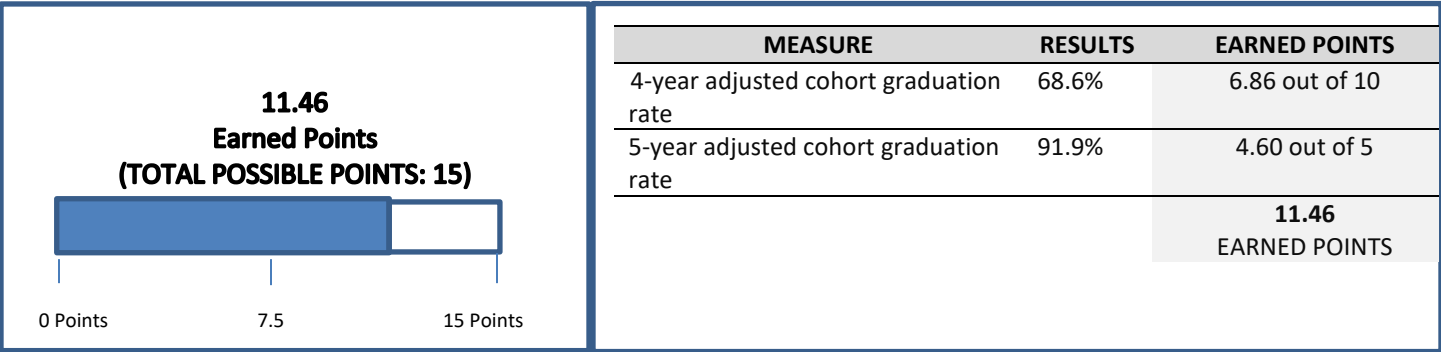
¹⁶ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Model Secondary School for the Deaf (9-12): Graduation Rate

GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

The graduation rate indicator is a combination of the percentage of ninth grade students who completed high school within four years or within five years.



Model Secondary School for the Deaf (9-12): Disaggregation of Graduation Data¹⁷

	Graduation Rates by Cohort				MEASURES		INDICATOR	
					4-year Cohort (10 points)	5-year Cohort (5 points)	Graduation Total (15 points)	Percent
	4-year		5-year		POINTS EARNED			
	n	%	n	%				
All students	51	68.6	37	91.9	6.86	4.60	11.46	76.4
					<i>The numbers above represent the total points earned.</i>			
					<i>The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned</i>		<i>The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.</i>	
Asian	--	33.3	--	100.0	3.33	5.00	8.33	55.5
Non	--	66.7	--	78.4	6.67	3.92	10.59	70.6
Black/African American	13	46.2	--	75.0	4.62	3.75	8.37	55.8
Non	38	74.5	--	75.7	7.45	3.79	11.24	74.9
Hispanic/Latino	14	64.3	--	100.0	6.43	5.00	11.43	76.2
Non	37	72.5	--	83.8	7.25	4.19	11.44	76.3
Native Hawaiian or Other Origin	--	100.0	N/A	N/A	10.00	N/A	10.00	66.7
Non	--	66.7	N/A	N/A	6.67	N/A	6.67	44.5
White	19	89.5	18	90.0	8.95	4.50	13.45	89.7
Non	32	62.7	19	43.2	6.27	2.16	8.43	56.2
Two or More Races	--	100.0	--	100.0	10.00	5.00	15.00	100.0
Non	--	66.7	--	85.5	6.67	4.28	10.95	73.0
Students with Disabilities	51	68.6	37	91.9	6.86	4.60	11.46	76.4
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	0.1	N/A	N/A	0.01	N/A	0.01	0.1
Non	--	1.2	N/A	N/A	0.12	N/A	0.12	0.8
Not Indicated	41	80.4	N/A	N/A	8.04	N/A	8.04	53.6
<i>The Clerc Center does not collect data for "English Language Learners".</i>								

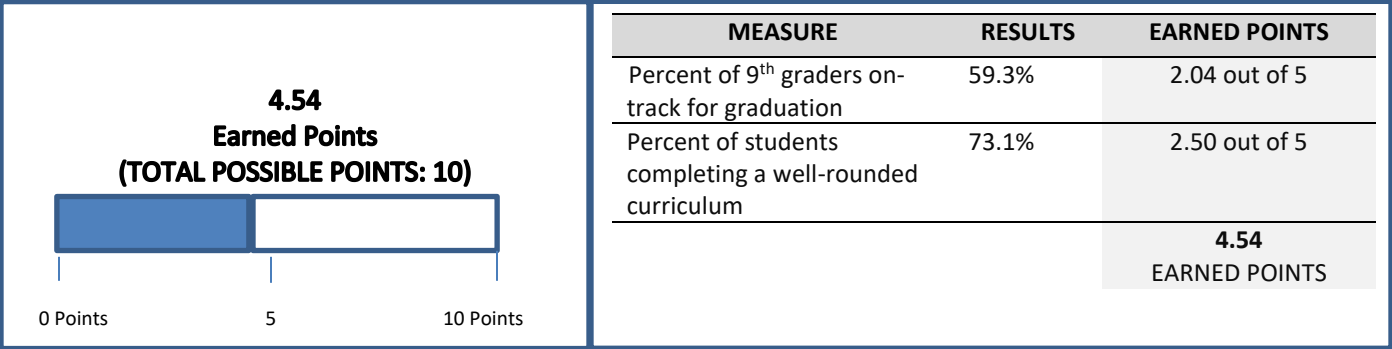
¹⁷ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Model Secondary School for the Deaf (9-12): Readiness for Post-Secondary Success

READINESS FOR POST-SECONDARY SUCCESS

HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.



Model Secondary School for the Deaf (9-12): Post-Secondary Enrollment Rates

From the 2016-17 graduation cohort, 18 students (40.9%) matriculate at private & out of-state institutions; all other data are too small to report (n<10).

Model Secondary School for the Deaf (9-12): Disaggregation of Readiness for Post-Secondary Success¹⁸

	MEASURES						INDICATOR	
	On-track in 9 th Grade (5 points)			Credit for Completion of a Well-rounded Curriculum (5 points)			Readiness for Post-Secondary Success Total (10 points)	Percent
	Enrolled 9 th graders	On-track 9 th graders	POINTS EARNED	Enrolled 12 th graders	12 th graders completing a well-rounded curriculum	POINTS EARNED		
All students	27	16	2.04	52	38	2.50	4.54	45.4
<i>The numbers above represent the total points earned.</i>								
	<i>The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.</i>						<i>The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.</i>	
American Indian or Alaskan Native	--	--	0.19	N/A	N/A	1.00	0.19	1.9
Non	--	--	2.78	52	38	2.50	5.28	52.8
Asian	--	--	N/A	--	--	1.00	1.00	10.0
Non	--	--	2.04	--	--	2.00	4.04	40.4
Black/African American	--	--	1.11	18	10	1.00	2.11	21.1
Non	--	--	3.07	34	28	1.00	4.07	40.7
Hispanic/Latino	--	--	0.37	12	--	1.00	1.37	13.7
Non	--	--	2.59	40	--	1.00	3.59	35.9
Native Hawaiian or Other Origin	N/A	N/A	N/A	--	N/A	1.00	1.00	10.0
Non	27	16	2.04	--	38	2.50	4.54	45.4
White	13	--	1.11	25	22	1.00	2.11	21.1
Non	14	--	3.07	18	16	1.00	4.07	40.7
Two or More Races	--	--	0.37	N/A	N/A	1.00	1.37	13.7
Non	--	--	1.00	52	38	2.50	3.50	35.0
Not Indicated	--	--	0.19	--	--	1.00	1.19	11.9
Non	--	--	2.78	--	--	2.00	4.78	47.8
Students with Disabilities	27	16	2.04	52	38	2.50	4.54	45.4
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	--	--	1.00	1.00	10.0
Non	N/A	N/A	N/A	--	--	1.00	1.00	10.0
Not Indicated	27	16	2.04	40	29	1.00	3.04	30.4
<i>The Clerc Center does not collect data for "English Language Learners".</i>								

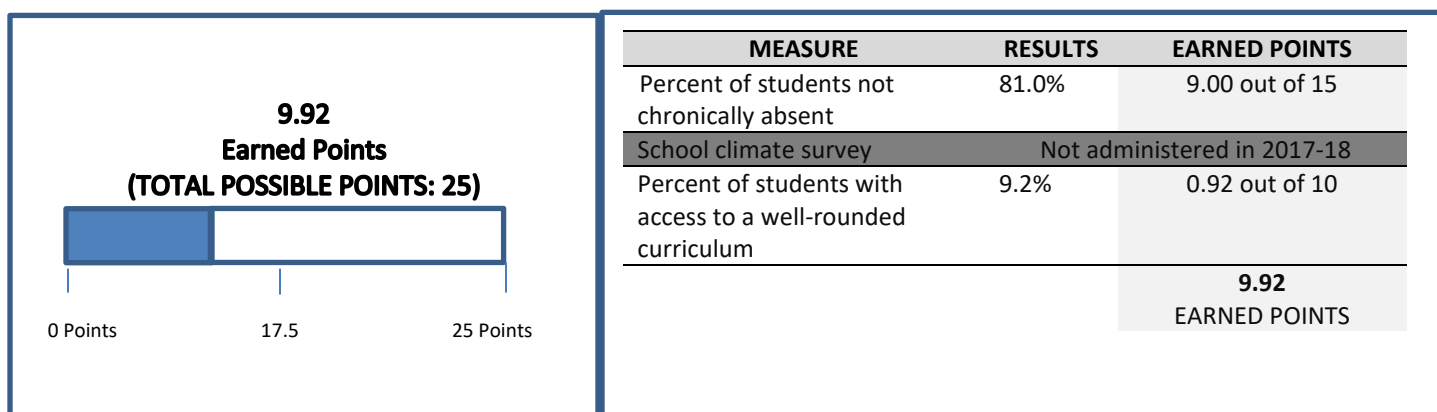
¹⁸ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Model Secondary School for the Deaf (9-12): School Quality or Student Success¹⁹

SCHOOL QUALITY OR STUDENT SUCCESS

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.



¹⁹ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Model Secondary School for the Deaf (9-12): Disaggregation of School Quality and Student Success Data²⁰

		MEASURES			INDICATOR	
		School Enrollment	Not Chronically Absent (15 points)	School Climate Survey (10 points) ²¹	Access to a Well-rounded Curriculum (10 points)	School Quality and Student Success Total (25 points)
		POINTS EARNED				
All students	174	9.00		0.92	9.92	39.7
		The numbers above represent the total points earned.				
		The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.		The following numbers represent the points earned by each subgroup and <u>will</u> add up to the total points earned.	The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned.	
American Indian or Alaskan Native	--	1.00		N/A	1.00	4.0
Non	--	8.50		N/A	8.50	34.0
Asian	15	1.00		0.06	1.06	4.2
Non	159	6.50		0.86	7.36	31.4
Black/African American	44	1.00		0.06	1.06	4.2
Non	130	1.00		0.86	1.86	7.4
Hispanic/Latino	33	1.00		N/A	1.00	4.0
Non	141	3.00		N/A	3.00	12.0
Native Hawaiian or Other Origin	--	1.00		N/A	1.00	4.0
Non	--	9.00		N/A	9.00	36.0
White	92	1.00		0.75	1.75	7.0
Non	82	1.00		0.17	1.17	4.7
Two or More Races	11	1.00		0.06	1.06	4.2
Non	163	6.50		0.86	7.36	29.4
Not Indicated	--	1.00		N/A	1.00	4.0
Non	--	8.00		N/A	8.00	32.0
Students with Disabilities	174	9.00		0.92	9.92	39.7
Non	N/A	N/A		N/A	N/A	N/A
Economically Disadvantaged	--	1.00		N/A	1.00	4.0
Non	--	1.00		N/A	1.00	4.0
Not Indicated	140	2.00		0.63	2.63	10.5
The Clerc Center does not collect data for "English Language Learners".						

²⁰ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

²¹ The school climate survey was not administered in 2017-18 therefore 10 points were removed from the calculation for School Quality and Student Success.

Model Secondary School for the Deaf (9-12): Progress Toward Annual Long-Term Measurement Objectives^{22,23}

	Academic Achievement						Graduation Rate ²⁴						English Language Proficiency		
	ELA (percent proficient)			Math (percent proficient)			4-year Cohort (percent graduating)			5-year Cohort (percent graduating)			Percent of ELs making ELP		
	School	Annual target	Improvement ²⁵	School	Annual target	Improvement	School	Annual target	Improvement	School	Annual target	Improvement	School	Annual target	Improvement
ALL students	6.9	44.84 Not Met	N/A	9.2	38.07 Not Met	N/A	68.6	87.04 Not Met	N/A	91.9	88.62 Met	N/A	N/A	N/A	N/A
American Indian or Alaska Native	0.9	42.49 Not Met	N/A	0.9	31.95 Not Met	N/A	N/A	83.35 N/A	N/A	N/A	84.62 N/A	N/A	N/A	N/A	N/A
Asian	0.9	71.22 Not Met	N/A	N/A	69.74 Not Met	N/A	33.3	93.80 Not Met	N/A	100.0	94.71 Met	N/A	N/A	N/A	N/A
Black or African-American	N/A	29.49 Not Met	N/A	0.9	20.61 Not Met	N/A	46.2	82.18 Not Met	N/A	75.0	84.53 Not Met	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	30.42 Not Met	N/A	N/A	24.29 Not Met	N/A	64.3	81.82 Not Met	N/A	100.0	84.70 Met	N/A	N/A	N/A	N/A
Native Hawaiian or Other Origin	N/A	47.31 Not Met	N/A	N/A	41.90 Not Met	N/A	100.0	92.09 Met	N/A	N/A	95.00 N/A	N/A	N/A	N/A	N/A
Two or more races	1.7	50.84 Not Met	N/A	1.8	43.62 Not Met	N/A	100.0	94.03 Met	N/A	100.0	94.84 Met	N/A	N/A	N/A	N/A
White	3.4	58.29 Not Met	N/A	5.5	52.54 Not Met	N/A	89.5	90.89 Not Met	N/A	90.0	91.73 Not Met	N/A	N/A	N/A	N/A
Special education	6.9	13.61 Not Met	N/A	9.2	14.40 Not Met	N/A	68.6	70.38 Not Met	N/A	91.9	74.19 Met	N/A	N/A	N/A	N/A
Economically disadvantaged	0.9	26.64 Not Met	N/A	1.8	20.70 Not Met	N/A	0.1	82.23 Not Met	N/A	N/A	85.98 N/A	N/A	N/A	N/A	N/A

²² Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

²³ The annual targets and interim goals for academic achievement and graduation data are located in Maryland's Every Student Succeeds Act Plan. More information about the plan can be found at <http://marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>

²⁴ The Model Secondary School for the Deaf did not disaggregate graduation data for 2016-17 therefore improvement data by subgroup is unavailable.

²⁵ Maryland will begin reporting improvement in the 2018-19 school year.