



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER

MODEL SECONDARY SCHOOL  
FOR THE DEAF  
ANNUAL REPORT CARD  
2020-2021

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## Letter from the Chief Academic Officer

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.

Due to the ongoing interruptions of the COVID-19 pandemic, assessments were administered in the fall of 2021. Students at the Clerc Center participated in the following assessments for the grade level or course they completed the previous 2020-2021 school year.

Assessment	Grade						
	3	4	5	6	7	8	High School*
Maryland Comprehensive Assessment (MCAP) 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 (MCAP ELA10/MSAA), mathematics (MCAP 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. **These accountability requirements were waived for the 2020-2021 school year;** as such, this report card provides available reporting data for the Clerc Center for this school year.

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

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

Email: [Marianne.Belsky@Gallaudet.edu](mailto:Marianne.Belsky@Gallaudet.edu)

Videophone: 202-558-4629

Thank you,

Marianne Belsky  
*Chief Academic Officer*

# Report Card Information<sup>1</sup>

## 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 Post-Secondary 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.

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

# Model Secondary School for the Deaf



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER

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 <sup>2</sup>		
	2019/20	2020/21
Grade 9	42	20
Grade 10	46	33
Grade 11	35	39
Grade 12	46	38
<b>Total</b>	<b>169</b>	<b>130</b>

Graduation Rates <sup>3</sup>		
	2019/20	2020/21
MSSD	66%	77%

Low Income <sup>4</sup>		
	2019/20	2020/21
MSSD	N/A	11.5

Attendance Rates <sup>5</sup>		
	2019/20	2020/21
MSSD	N/A	N/A

<sup>2</sup> Model Secondary School for the Deaf enrollment data are based on the September 15, 2019, and the September 15, 2020 enrollment counts.

<sup>3</sup> 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. Students who received certificates of completion are not counted as graduates; they remained in the calculation as did students who withdrew without detail.

<sup>4</sup> 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 20% return rate in MSSD on parent survey questions about family eligibility for government assistance.

<sup>5</sup> Due to recording and technical issues, the Clerc Center cannot report on attendance for the 2020-2021 school year. Attendance was not collected for 2019-2020 as a result of the COVID-19 pandemic.

## 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 <sup>6</sup>	EARNED POINTS	ANNUAL TARGET
Academic Achievement	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A
Progress in Achieving English Language Proficiency	N/A	N/A	N/A
Readiness for Post-Secondary Success	N/A	N/A	N/A
School Quality and Student Success <sup>7</sup>	N/A	N/A	N/A

N/A

**TOTAL POINTS EARNED**

**STAR RATING**

N/A

TOTAL EARNED POINTS	N/A	=	N/A
TOTAL POSSIBLE POINTS	N/A		<b>TOTAL EARNED PERCENT</b>

<sup>6</sup> Clerc Center follows the Maryland State Department of Education reporting guidelines. Due to the impact of the COVID-19 pandemic, the Maryland State Department of Education is not publishing report card results for the 2020-2021 school year.

<sup>7</sup> The Maryland Department of Education received a waiver of this component of federal reporting for the 2020-2021 school year.

**Model Secondary School for the Deaf (9-12) Assessment Data:**

The Maryland Comprehensive Assessment Program (MCAP) for English language arts and mathematics were administered in fall 2021, as a result of the COVID-19 pandemic.

The Multi-State Alternate Assessment (MSAA) for English language arts and mathematics were administered in fall 2021, as a result of the COVID-19 pandemic.

The Maryland Integrated Science Assessment (MISA) was administered in fall 2021, as a result of the COVID-19 pandemic.

The Maryland Integrated Science Alternate Assessment (Alt-MISA) was administered in fall 2021, as a result of the COVID-19 pandemic.

For the 2020-2021 school year only, performance levels for the MCAP assessments were restricted to levels 1 through 3. Performance levels for the high school MISA assessments were restricted to levels 2 through 5. Because the assessments were administered in the fall of 2021, students took the grade level assessment that corresponded with the grade level or course they completed in the spring of 2021.



## Model Secondary School for the Deaf: MCAP ELA Performance Data<sup>89</sup>

	Participation Rate				Performance by Percent		
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Approached Expectations	Level 2 Met Expectations	Level 3 Exceeded Expectations
<b>ALL STUDENTS</b>	88.7	11.3	55	-	70.9	25.5	3.6
<b>GENDER</b>							
Female	83.3	16.7	25	-	64.0	28.0	8.0
Male	93.5	6.5	29	-	75.9	24.1	-
<b>RACE/ETHNICITY</b>							
Black or African American	92.3	7.7	12	-	66.7	33.3	-
White	87.8	12.2	36	-	72.2	22.2	5.6
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Hispanic or Latino," "Two or more races," and where no race was indicated are too small to report (n&lt;10). No students identify as "Native Hawaiian or Pacific Islander."</i>							
<b>ECONOMICALLY DISADVANTAGED</b>							
Not Indicated	89.1	10.9	48	-	72.9	22.9	4.2
<i>The numbers of students who identify as "Economically Disadvantaged" and "Not Economically Disadvantaged" are too small to report (n&lt;10).</i>							
<b>STUDENTS WITH DISABILITIES</b>							
IEP - Yes	88.7	11.3	55	-	70.9	25.5	3.6
<b>MIGRANT</b>							
Not Indicated	88.7	11.3	55	-	70.9	25.5	3.6
<b>FOSTER</b>							
Not Indicated	88.7	11.3	55	-	70.9	25.5	3.6
<b>HOMELESS</b>							
Not Indicated	88.7	11.3	55	-	70.9	25.5	3.6
<b>MILITARY FAMILY</b>							
Not Indicated	88.7	11.3	55	-	70.9	25.5	3.6
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners."</i>							

## 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).

<sup>8</sup> Asterisks represent instances when reporting data are for fewer than 10 students. Dashes denote that no data are available.

<sup>9</sup> For 2021, performance levels were reported on a scale of Level 1 (Approached Expectations) to Level 3 (Exceeded Expectations).

## Model Secondary School for the Deaf: MCAP Math Performance Data<sup>1011</sup>

	Participation Rate				Performance by Percent		
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Approached Expectations	Level 2 Met Expectations	Level 3 Exceeded Expectations
<b>ALL STUDENTS</b>	88.7	11.2	55	-	94.5	3.6	1.8
<b>GENDER</b>							
Female	83.3	16.7	25	-	>95.0	<5.0	<5.0
Male	93.5	6.5	29	-	89.7	6.9	<5.0
<b>RACE/ETHNICITY</b>							
Black or African American	92.3	7.7	12	-	>95.0	<5.0	<5.0
White	87.8	12.2	36	-	91.7	5.6	<5.0
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Native Hawaiian or Pacific Islander," and "Hispanic or Latino" are too small to report (n&lt;10). No students identify as "Two or more races."</i>							
<b>ECONOMICALLY DISADVANTAGED</b>							
Not Indicated	89.1	10.9	48	-	97.9	2.1	-
<i>The numbers of students who identify as "Economically Disadvantaged" and "Not Economically Disadvantaged" are too small to report (n&lt;10).</i>							
<b>STUDENTS WITH DISABILITIES</b>							
IEP - Yes	88.9	11.1	55	-	94.5	3.6	1.8
<b>MIGRANT</b>							
Not Indicated	88.9	11.1	55	-	94.5	3.6	1.8
<b>FOSTER</b>							
Not Indicated	88.9	11.1	55	-	94.5	3.6	1.8
<b>HOMELESS</b>							
Not Indicated	88.9	11.1	55	-	94.5	3.6	1.8
<b>MILITARY FAMILY</b>							
Not Indicated	88.9	11.1	55	-	94.5	3.6	1.8
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners."</i>							

## 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).

<sup>10</sup> Asterisks represent instances when reporting data are for fewer than 10 students. Dashes denote that no data are available.

<sup>11</sup> For 2021, performance levels were reported on a scale of Level 1 (Approached Expectations) to Level 3 (Exceeded Expectations).

## Model Secondary School for the Deaf: High School Maryland Integrated Science Assessment (HS MISA) Performance Data<sup>12</sup>

	Participation Rate				Performance by Percent			
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
<b>ALL STUDENTS</b>	88.7	11.3	55	738	25.5	60.0	14.5	-
<b>GENDER</b>								
Female	83.3	16.7	25	735	32.0	52.0	16.0	-
Male	93.5	6.5	29	740	20.7	65.5	13.8	-
<i>The number of students where gender was not identified is too small to report (n&lt;10).</i>								
<b>RACE/ETHNICITY</b>								
Black or African American	91.7	8.3	11	735	36.4	63.6	<5.0	-
White	87.8	12.2	36	739	22.2	58.3	19.4	-
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Hispanic or Latino," and where no race was indicated are too small to report (n&lt;10). No students identify as "Native Hawaiian or Pacific Islander" or "Two or more races."</i>								
<b>ECONOMICALLY DISADVANTAGED</b>								
Not Indicated	88.9	11.1	48	738	25.0	62.5	12.5	-
<i>The numbers of students who identify as "Economically Disadvantaged" and "Not Economically Disadvantaged" are too small to report (n&lt;10).</i>								
<b>STUDENTS WITH DISABILITIES</b>								
IEP - Yes	88.7	11.3	55	738	25.5	60.0	14.5	-
<b>MIGRANT</b>								
Not Indicated	88.7	11.3	55	738	25.5	60.0	14.5	-
<b>FOSTER</b>								
Not Indicated	88.7	11.3	55	738	25.5	60.0	14.5	-
<b>HOMELESS</b>								
Not Indicated	88.7	11.3	55	738	25.5	60.0	14.5	-
<b>MILITARY FAMILY</b>								
Not Indicated	88.7	11.3	55	738	25.5	60.0	14.5	-
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners."</i>								

## Model Secondary School for the Deaf: High School Maryland Integrated Science Assessment (HS Alt-MISA) Performance Data

The number of students assessed by the HS Alt-MISA is too small to report (n<10).

<sup>12</sup> For 2021, performance levels were reported on a scale of Level 2 (Partially Met Expectations) to Level 5 (Exceeded Expectations).

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

### Model Secondary School for the Deaf (9-12): Four Year Graduation Rate<sup>13</sup>

Race/Ethnicity	Cohort N	Percent Graduated
All	30	77.0
Asian	*	*
Black/African American	10	70.0
Hispanic	*	*
Two or more races	*	*
American Indian/Alaska Native	-	-
White	13	76.9

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

From the 2019-20 graduation cohort, 17 students (48.6%) matriculated at private & out of-state institutions; all other data are too small to report (n<10).

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<sup>13</sup> Asterisks represent instances when reporting data are for fewer than 10 students. Dashes denote that no data are available.

**Model Secondary School for the Deaf (9-12): ED School Climate Survey Student Scale Scores<sup>14</sup>**

	EDSCLS Domain Scale Scores			
	n	Engagement	Safety	Environment
<b>ALL Students</b>	N/A	N/A	N/A	N/A
<b>Benchmark Level</b>	N/A	N/A	N/A	N/A
<i>The below scores are for reporting purposes only. ALL student scores were used to calculate the score for the School Climate Survey.</i>				
<b>GENDER</b>				
Female	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A
<b>RACE/ETHNICITY</b>				
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
<i>No students identify as "Native Hawaiian or Pacific Islander".</i>				

<sup>14</sup> N/A denotes data was not collected this school year as the school climate survey administration in 2020-2021 was waived due to the COVID-19 pandemic.