



LAURENT CLERC  
NATIONAL DEAF EDUCATION CENTER

MODEL SECONDARY SCHOOL  
FOR THE DEAF  
ANNUAL REPORT CARD  
2021-2022

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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 2021, students at the Clerc Center participated in the following assessments:

Assessment	Grade						
	3	4	5	6	7	8	High School <sup>1</sup>
Maryland Comprehensive Assessment (MCAP) for ELA and mathematics	X	X	X	X	X	X	X
Dynamic Learning Maps (DLM) 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

<sup>1</sup>Students are assessed once in high school in ELA (MCAP ELA10/DLM), mathematics (MCAP Algebra I/DLM), and science (MISA/Alt-MISA). Students take the MISA/Alt-MISA after the completion of high school Biology. High school students test in grade 10 and can 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)
<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:

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Videophone: 202-558-4629

Thank you,

Marianne Belsky






*Chief Academic Officer Curriculum & Assessment*

# 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		STAR RATING	
	5 stars when a school has at least 75% of total earned points percent		2 stars when a school has at least 30% but less than 45% of total earned points percent
	4 stars when a school has at least 60% but less than 75% of total earned points percent		1 star when a school has less than 30% of total earned points percent
	3 stars when a school has at least 45% but less than 60% of total earned points percent		

<b>Academic Achievement</b> <p>The <i>Academic Achievement</i> 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.</p>	<b>Academic Progress</b> <p>The <i>Academic Progress</i> 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 who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for student growth in math and English language arts, 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.</p>
<b>Graduation Rate</b> <p>The <i>Graduation Rate</i> 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.</p>	<b>Progress in Achieving English Language Proficiency</b> <p>The <i>Progress in Achieving English Language Proficiency</i> 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.</p>
<b>Readiness for Post-Secondary Success</b> <p>The <i>Readiness for Post-Secondary Success</i> 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.</p>	<b>School Quality and Student Success</b> <p>The <i>School Quality and Student Success</i> 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.</p>

<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



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>		
	2020/21	2021/22
Grade 9	20	15
Grade 10	33	14
Grade 11	39	33
Grade 12	38	33
Total	130	95

Graduation Rates <sup>3</sup>		
	2020/21	2021/22
MSSD	77%	73%

Low Income <sup>4</sup>		
	2020/21	2021/22
MSSD	12%	20%

Attendance Rates <sup>5</sup>		
	2020/21	2021/22
MSSD	N/A%	11%

<sup>2</sup> Clerc Center enrollment data are based on the September 15, 2020 and the September 15, 2021 enrollment counts.

<sup>3</sup> The four-year graduation rate is the percent of a schools' cohort of first-time grade 9 students 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. Parent Survey with a 22% return rate in MSSD on

parent survey questions about family eligibility for government assistance.

<sup>5</sup> 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. Due to reporting and technical issues, attendance was not reported for 2020-21; the 2021-22 data does not include attendance rates for seniors.

# 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 <sup>6</sup>
Academic Achievement	30	6.3	N/A
Graduation Rate	15	11.0	N/A
Progress in Achieving English Language Proficiency <sup>7</sup>	N/A	N/A	N/A
Readiness for Post-Secondary Success	10	9.7	N/A
School Quality and Student Success	35	21.0	N/A

48.0

TOTAL  
POINTS  
EARNED

STAR  
RATING



TOTAL EARNED POINTS48.0

TOTAL POSSIBLE POINTS90

=

53.3%

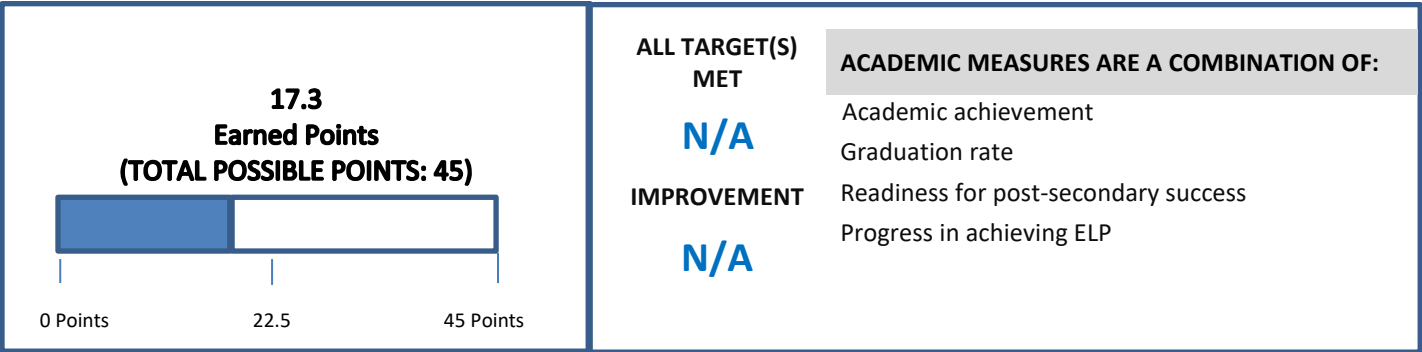
TOTAL EARNED PERCENT

<sup>6</sup> Annual targets are assigned to each public school by the Maryland Department of Education. The Clerc Center does not have these targets assigned; therefore, Annual Target is labeled as Not Applicable.

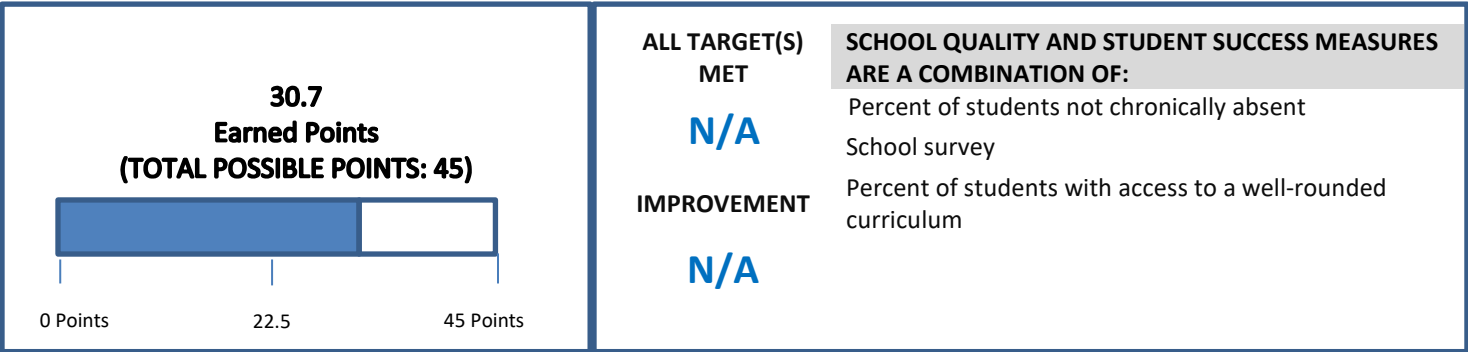
<sup>7</sup> The Clerc Center does not collect data on English Language Learners; therefore, 10 points are removed from the Academic Measures category.

Model Secondary School for the Deaf (9-12): Academic and Non-Academic Measures<sup>8 9</sup>

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?



HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?



<sup>8</sup> Annual targets are assigned to each public school by the Maryland Department of Education. Gallaudet does not have these targets assigned; therefore, All Target(s) Met is labeled as Not Applicable.

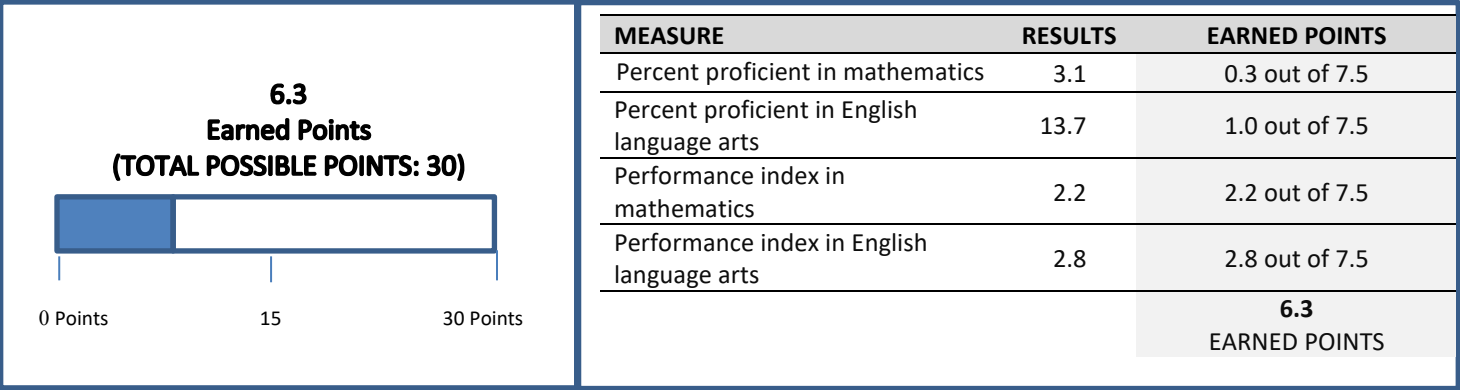
<sup>9</sup> The Clerc Center does not collect data on English Language Learners; therefore, 10 points are removed from the Academic Measures category.

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 Data<sup>10</sup>

		MEASURES				INDICATOR	
	Participation in MCAP	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 <sup>11</sup>
	ELA Math	POINTS EARNED					
All Students	55 64	1.0	0.3	2.8	2.2	6.3	21.0
		The numbers above represent the total points earned.					
		The following numbers represent the points earned by each subgroup as if they were the group total.		The following numbers represent the points earned by each subgroup as if they were the group total.		The following numbers represent the points earned by each subgroup as if they were the group total.	
Female	24 28	1.9	0.3	2.9	2.3	7.4	24.7
Male	31 36	0.5	0.2	2.8	2.1	5.6	18.7
American Indian or Alaska Native	N/A N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-- --	--	--	--	--	--	--
Black or African American	16 20	0.0	0.0	2.6	2.1	4.7	15.7
Hispanic or Latino	-- --	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	N/A N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	30 30	1.1	0.4	2.8	2.4	6.7	22.3
Two or More Races	-- N/A	--	N/A	--	N/A	--	N/A
Students with Disabilities	55 64	1.0	0.3	2.8	2.1	6.3	21.0
Economically Disadvantaged	-- --	--	--	--	--	--	--
The Clerc Center does not collect data on "English Language Learners."							

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

<sup>11</sup> The total percent is the number of earned points divided by the number of possible points.

## Model Secondary School for the Deaf: Maryland Comprehensive Assessment Program (MCAP) ELA Performance Data<sup>12</sup>

	Participation Rate				Performance by Percent <sup>13</sup>		
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Partially Met Expectations	Level 2 Approached Expectations	Level 3 Met Expectations
<b>ALL STUDENTS</b>	92.7	7.3	51	733	26.4	60.4	13.2
<b>GENDER</b>							
Female	83.3	16.7	20	736	30.0	45.0	25.0
Male	100.0	0.0	31	732	22.6	71.0	6.4
<b>RACE/ETHNICITY</b>							
Black or African American	100.0	0.0	16	729	25.0	75.0	0.0
White	87.1	12.9	27	734	25.9	59.3	14.8
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Hispanic or Latino," "Native Hawaiian or Other Pacific Islander," "Two or More Races," and where no race was indicated are too small to report (n&lt;10).</i>							
<b>ECONOMICALLY DISADVANTAGED</b>							
<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	100.0	0.0	51	733	26.4	60.4	13.2
<b>MIGRANT</b>							
Not Indicated	100.0	0.0	51	733	26.4	60.4	13.2
<b>FOSTER</b>							
Not Indicated	100.0	0.0	51	733	26.4	60.4	13.2
<b>HOMELESS</b>							
Not Indicated	100.0	0.0	51	733	26.4	60.4	13.2
<b>MILITARY FAMILY</b>							
Not Indicated	100.0	0.0	51	733	26.4	60.4	13.2
<i>The Clerc Center does not collect data on "English Language Learners."</i>							

## Model Secondary School for the Deaf: Dynamic Learning Maps (DLM) ELA Performance Data

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

<sup>12</sup> Dashes represent instances when reporting data are for fewer than 10 students.

<sup>13</sup> For 2022, performance levels were reported on a scale of Level 1 (Approached Expectations) to Level 3 (Met Expectations). Level 4 (Exceeded Expectations) is not reported because no student attained this score.

## Model Secondary School for the Deaf: MCAP Math Performance Data<sup>14</sup>

	Participation Rate				Performance by Percent <sup>15</sup>		
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Partially Met Expectations	Level 2 Approached Expectations	Level 3 Met Expectations
<b>ALL STUDENTS</b>	91.4	8.6	64	723	57.8	39.1	3.1
<b>GENDER</b>							
Female	87.5	12.5	28	724	53.6	42.9	3.6
Male	94.7	5.3	36	721	61.1	36.1	2.8
<b>RACE/ETHNICITY</b>							
Black or African American	100.0	0.0	20	721	65.0	35.0	0.0
White	85.7	14.3	35	724	48.6	45.7	5.7
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Hispanic or Latino," "Native Hawaiian or Other Pacific Islander," "Two or More Races," and where no race was indicated are too small to report (n&lt;10).</i>							
<b>ECONOMICALLY DISADVANTAGED</b>							
<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	91.4	8.6	64	723	57.8	39.1	3.1
<b>MIGRANT</b>							
Not Indicated	91.4	8.6	64	723	57.8	39.1	3.1
<b>FOSTER</b>							
Not Indicated	91.4	8.6	64	723	57.8	39.1	3.1
<b>HOMELESS</b>							
Not Indicated	91.4	8.6	64	723	57.8	39.1	3.1
<b>MILITARY FAMILY</b>							
Not Indicated	91.4	8.6	64	723	57.8	39.1	3.1
<i>The Clerc Center does not collect data on "English Language Learners."</i>							

## Model Secondary School for the Deaf: DLM Math Performance Data

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

<sup>14</sup> Dashes represent instances when reporting data are for fewer than 10 students.

<sup>15</sup> For 2022, performance levels were reported on a scale of Level 1 (Approached Expectations) to Level 3 (Met Expectations). Level 4 (Exceeded Expectations) is not reported because no student attained this score.

## Model Secondary School for the Deaf: High School Maryland Integrated Science Assessment (HS MISA) Performance Data<sup>16</sup>

	Participation Rate				Performance by Percent <sup>17</sup>		
	Students Assessed	Students Not Assessed	Number of Valid Scores	Average Scale Score	Level 1 Partially Met Expectations	Level 2 Approached Expectations	Level 3 Met Expectations
<b>ALL STUDENTS</b>	90.6	9.4	29	731	44.8	48.3	6.9
<b>GENDER</b>							
Female	93.8	6.2	15	735	26.7	66.7	6.7
Male	87.5	12.5	14	728	64.3	28.6	7.1
<b>RACE/ETHNICITY</b>							
Black or African American	83.3	16.7	10	726	50.0	50.0	0.0
White	93.3	6.7	14	732	35.7	57.1	7.1
<i>The numbers of students who identify as "American Indian or Alaska Native," "Asian," "Hispanic or Latino," "Native Hawaiian or Other Pacific Islander," "Two or More Races," and where no race was indicated are too small to report (n&lt;10).</i>							
<b>ECONOMICALLY DISADVANTAGED</b>							
<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	90.6	9.4	29	731	44.8	48.3	6.9
<b>MIGRANT</b>							
Not Indicated	90.6	9.4	29	731	44.8	48.3	6.9
<b>FOSTER</b>							
Not Indicated	90.6	9.4	29	731	44.8	48.3	6.9
<b>HOMELESS</b>							
Not Indicated	90.6	9.4	29	731	44.8	48.3	6.9
<b>MILITARY FAMILY</b>							
Not Indicated	90.6	9.4	29	731	44.8	48.3	6.9
<i>The Clerc Center does not collect data on "English Language Learners."</i>							

## Model Secondary School for the Deaf: High School Alternate 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>16</sup> Dashes represent instances when reporting data are for fewer than 10 students.

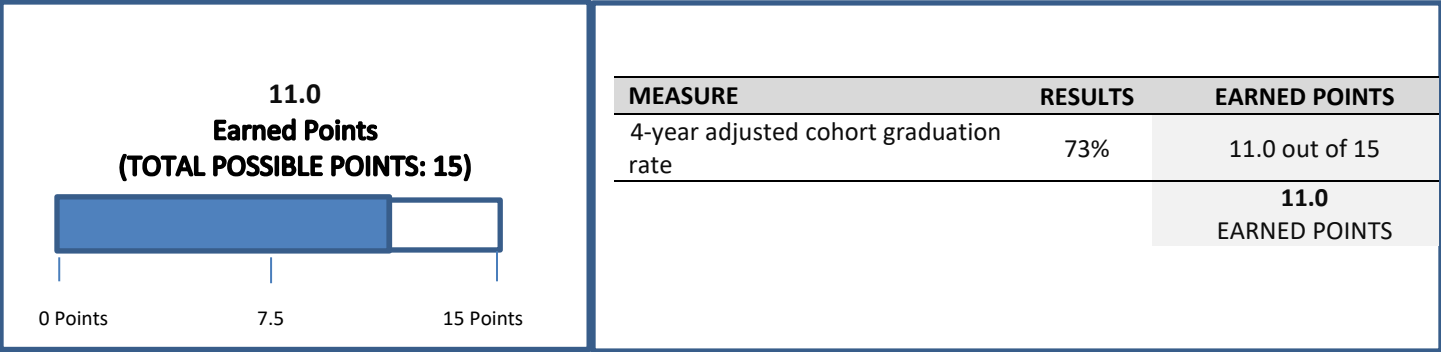
<sup>17</sup> For 2022, performance levels were reported on a scale of Level 1 (Approached Expectations) to Level 3 (Met Expectations). Level 4 (Exceeded Expectations) is not reported because no student attained this score.

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 9th grade students who completed high school within four years or within five years.



# Model Secondary School for the Deaf (9-12): Disaggregation of Graduation Data<sup>18</sup>

	MEASURES		INDICATOR
	Graduation Rates		Graduation Total (10 points)
	4-year		4-year
	n	%	Points
<b>All Students</b>	37	73	7.3
			<i>The following numbers represent the points earned by each subgroup and <u>will not</u> add up to the total points earned</i>
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A
<b>White</b>	31	68	6.8
<b>Two or More Races</b>	--	--	--

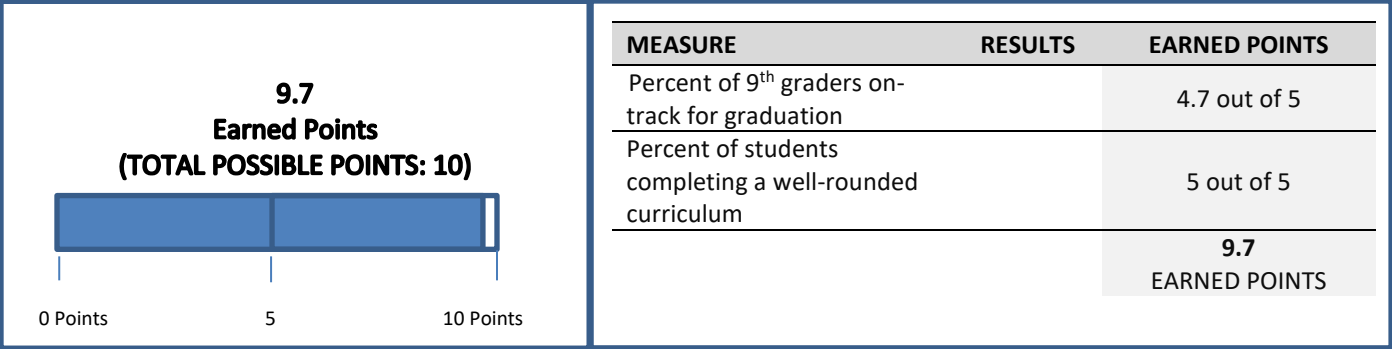
<sup>18</sup> Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

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 2020-2021 graduation class, 20 students (54.1%) matriculated 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 Success<sup>19</sup>

	MEASURES						INDICATOR	
	On-track in 9 <sup>th</sup> Grade (5 points)			Credit for Completion of a Well-rounded Curriculum (5 points)			Readiness for Post-Secondary Success Total (10 points)	Percent
	Enrolled 9 <sup>th</sup> Graders	On-track 9 <sup>th</sup> Graders	POINTS EARNED	Enrolled 12 <sup>th</sup> Graders	12 <sup>th</sup> Graders Completing a Well-rounded Curriculum	POINTS EARNED		
<b>All Students</b>	14	15	4.7	33	33	5.0	9.7	97.0
	<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>	
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	--	--	--	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--	--	--	--
<b>Native Hawaiian or Other Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>White</b>	10	10	5.0	22	22	5.0	10.0	100.0
<b>Two or More Races</b>	--	--	--	N/A	N/A	N/A	--	--
<b>Students with Disabilities</b>	14	15	4.7	33	33	5.0	9.7	97.0
<b>Economically Disadvantaged</b>	--	--	--	--	--	--	--	--
<i>The Clerc Center does not collect data on "English Language Learners."</i>								

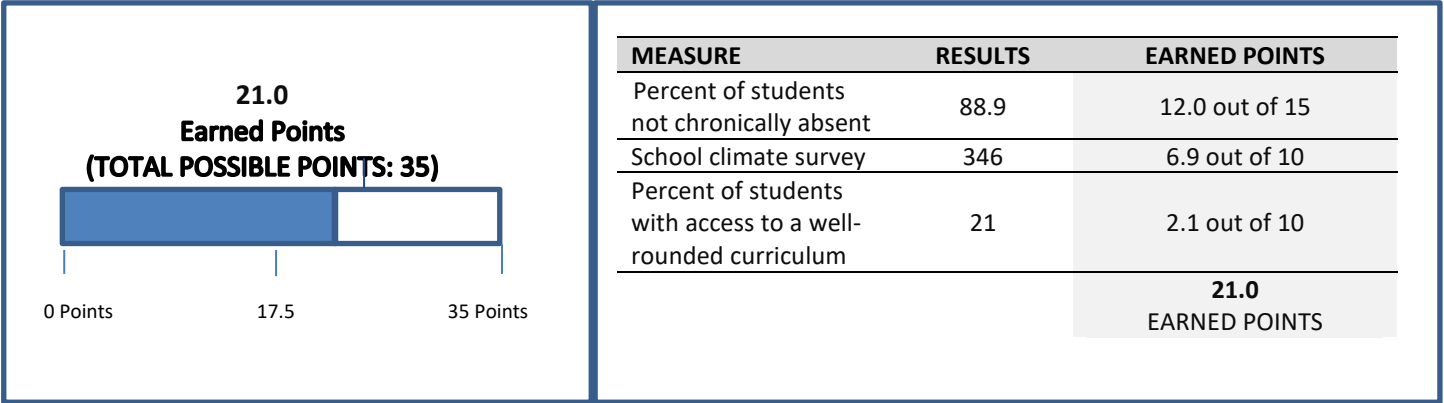
<sup>19</sup> Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

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

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.



## Model Secondary School for the Deaf (9-12): Disaggregation of School Quality and Student Success Data<sup>20</sup>

	School Enrollment <sup>21</sup>	MEASURES			INDICATOR	
		Not Chronically Absent (15 points)	School Climate Survey (10 points)	Access to a Well-rounded Curriculum (10 points)	School Quality and Student Success Total (35 points)	Percent
		POINTS EARNED				
All Students	54	12.0	6.9	2.1	21.0	60.0
		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 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 Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	--	--	--	--	--	--
Black or African American	14	8.0	7.2	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	27	13.5	6.9	2.1	22.5	64.3
Two or More Races	--	--	--	--	--	--
Students with Disabilities	54	12.0	6.9	2.1	21.0	60.0
Economically Disadvantaged	--	--	--	--	--	--
The Clerc Center does not collect data on "English Language Learners."						

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

<sup>21</sup> School enrollment data are based on the September 15, 2021 enrollment counts. The Clerc Center provided attendance data based on these data.

## Model Secondary School for the Deaf (9-12): ED School Climate Survey Student Scale Scores<sup>22 23</sup>

	EDSCLS Domain Scale Scores			
	n	Engagement	Safety	Environment
ALL Students	45	372	313	351
Benchmark Level		Favorable	Favorable	Favorable
	The below scores are for reporting purposes only. ALL student scores were used to calculate the score for School Climate Survey.			
RACE/ETHNICITY				
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	--	--	--	--
Black or African American	11	381	329	366
Hispanic or Latino <sup>24</sup>	--	--	--	--
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A
White	23	381	307	353
Two or More Races	--	--	--	--

<sup>22</sup> Benchmark scale score levels: Least Favorable (scale scores below 300); Favorable (scale scores 300-400); Most Favorable (scale scores above 400-500). SOURCE: ED School Climate Survey.

<sup>23</sup> Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

<sup>24</sup> The Hispanic or Latino race/ethnicity category includes all respondents of Hispanic or Latino origin regardless of race. The American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races race/ethnicity categories do not include respondents of Hispanic or Latino origin.

## Model Secondary School for the Deaf (9-12): Progress Toward Annual Long-Term Measurement Objectives<sup>25 26</sup>

	Academic Achievement						Graduation Rate						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 <sup>27</sup>	School	Annual Target	Improvement	School	Annual Target	Improvement	School	Annual Target	Improvement	School	Annual Target	Improvement
<b>ALL Students</b>	13.2	10.5 Met	N/A	3.1	11.9 Not Met	N/A	73	65 Met	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	--	6.6 --	N/A	--	7.4 --	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Asian	--	6.6 --	N/A	--	7.4 --	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Black or African American	0.0	7.6 Not Met	N/A	0.0	8.5 Not Met	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	--	6.6 --	N/A	--	7.4 --	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Two or More Races	--	7.6 --	N/A	--	7.4 --	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
White	14.8	8.6 Met	N/A	5.7	10.7 Not Met	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Students with Disabilities	13.2	10.5 Met	N/A	3.1	11.9 Not Met	N/A	73	65 Met	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	6.6 --	N/A	--	7.4 --	N/A	--	65 --	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A

<sup>25</sup> Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

<sup>26</sup> 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>

<sup>27</sup> Due to instructional disruptions resulting from the COVID-19 pandemic, improvement should not be compared to prior years.