



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

ANNUAL REPORT CARD
2018-2019

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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 2019, students at the Clerc Center participated in the following assessments:

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.

	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/>.

Laurent Clerc National Education Center



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

Laurent Clerc National Deaf Education Center
Grades: K-12

800 Florida Ave NE
Washington, D.C. 20002

Enrollment and Graduation Information

Number of Students Enrolled ²		
	2017/18	2018/19
ECE	41	30
Kindergarten	N/A	15
Grade 1	5	6
Grade 2	6	6
Grade 3	7	10
Grade 4	6	9
Grade 5	7	7
Grade 6	13	9
Grade 7	8	11
Grade 8	10	10
Grade 9	27	32
Grade 10	39	27
Grade 11	56	42
Grade 12	52	56
Total	277	270

Graduation Rates ³		
	2017/18	2018/19
MSSD	69%	77%

Low Income ⁴		
	2017/18	2018/19
KDES	22%	8.9%
MSSD	17%	10.2%

Attendance Rates ⁵		
	2017/18	2018/19
KDES	82%	83.9%
MSSD	81%	97.5%

² Clerc Center enrollment data are based on the September 15, 2017 and the September 15, 2018 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. 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 17.9% return rate in KDES on parent survey questions about family eligibility for government assistance. Parent Survey with a 14% 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.


Kendall Demonstration Elementary School (K-8): 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	20	5.6	N/A
Academic Progress	35	12.2	N/A
Progress in Achieving English Language Proficiency ⁷	10	N/A	N/A
School Quality and Student Success	25	17.9	N/A

35.7
TOTAL POINTS EARNED

STAR RATING 

TOTAL EARNED POINTS	35.7
TOTAL POSSIBLE POINTS	90.0

=

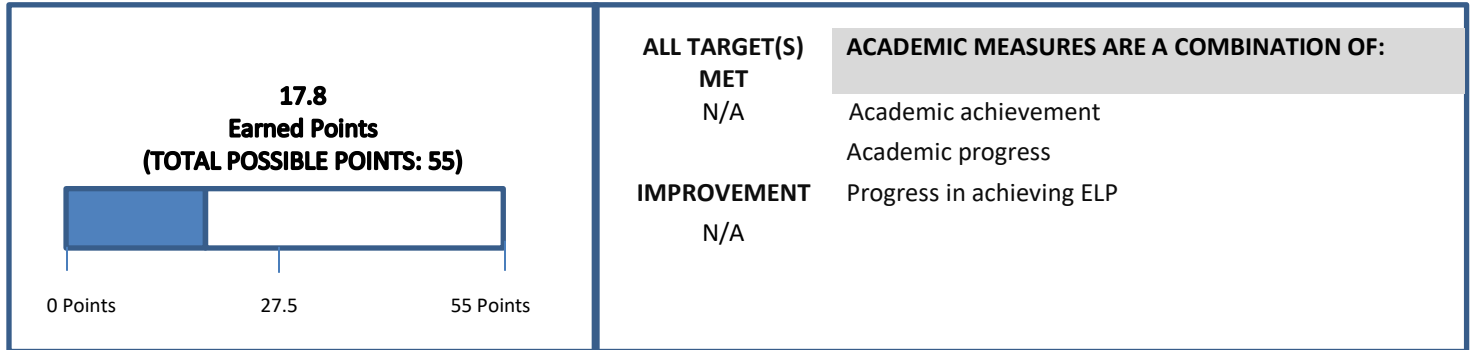
39.7%
TOTAL EARNED PERCENT

⁶ The Clerc Center has determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland’s interim growth rates of 2.21% for ELA and 2.47% for mathematics.

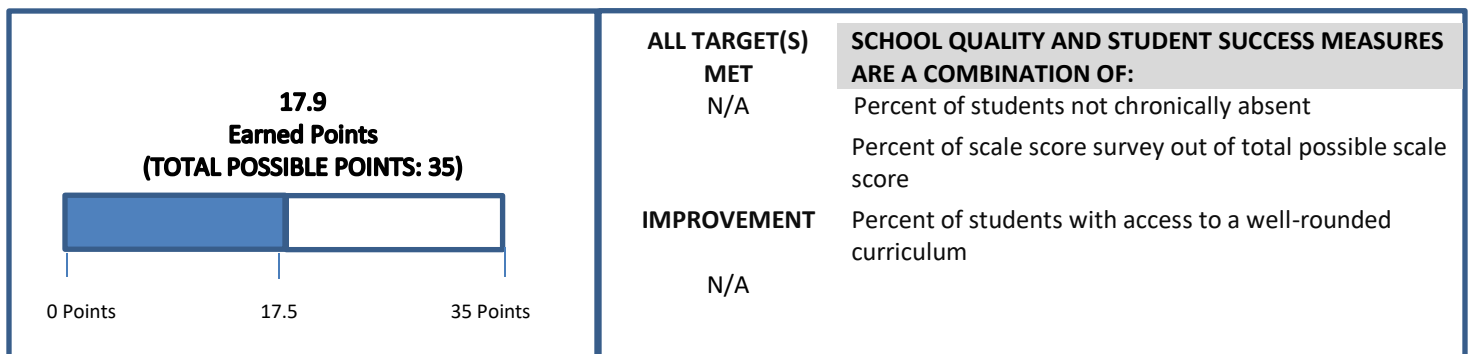
⁷ The Clerc Center does not collect data on English Language Learners therefore 10 points were removed from the total achievable points.

Kendall Demonstration Elementary School (K-8): Performance on Academic and Non-Academic Measures⁸

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?^{9,10}



HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?



⁸ The Clerc Center has determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

⁹ The Clerc Center does not collect data on English Language Learners therefore 10 points were removed from the total achievable points.

¹⁰ Science data are not available yet therefore five points were removed from the total achievable points.

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 ^{11,12}
Academic Achievement	30	5.8	N/A
Graduation Rate	15	11.8	N/A
Progress in Achieving English Language Proficiency ¹³	10	N/A	N/A
Readiness for Post-Secondary Success	10	8.5	N/A
School Quality and Student Success	35	22.9	N/A

49.0
TOTAL POINTS EARNED

STAR RATING
★★★★☆

TOTAL EARNED POINTS	49.0	=	54.4%
TOTAL POSSIBLE POINTS	90.0		TOTAL EARNED PERCENT

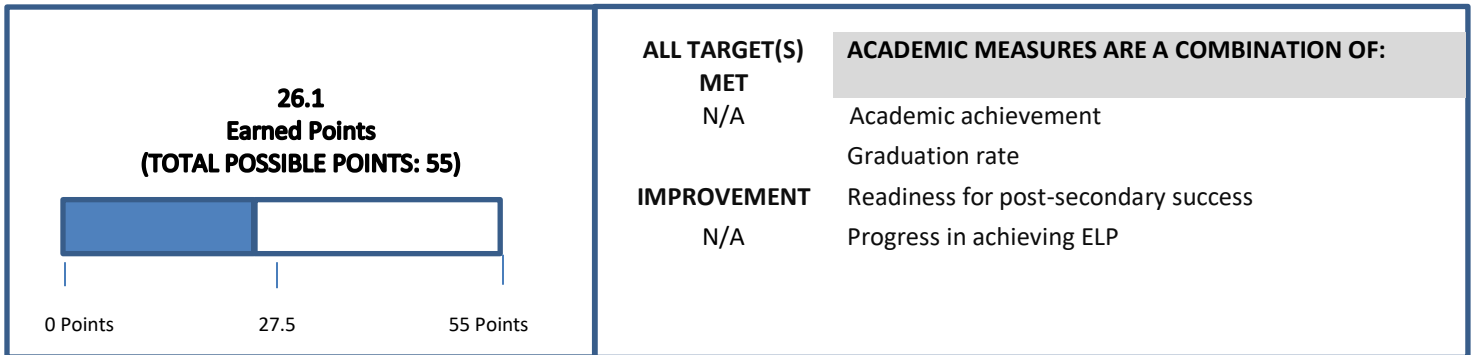
¹¹ The Clerc Center has determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

¹² Clerc Center is required to meet a federal reporting target of 65% for its 4-year graduation rate and therefore will intend to meet that target each year.

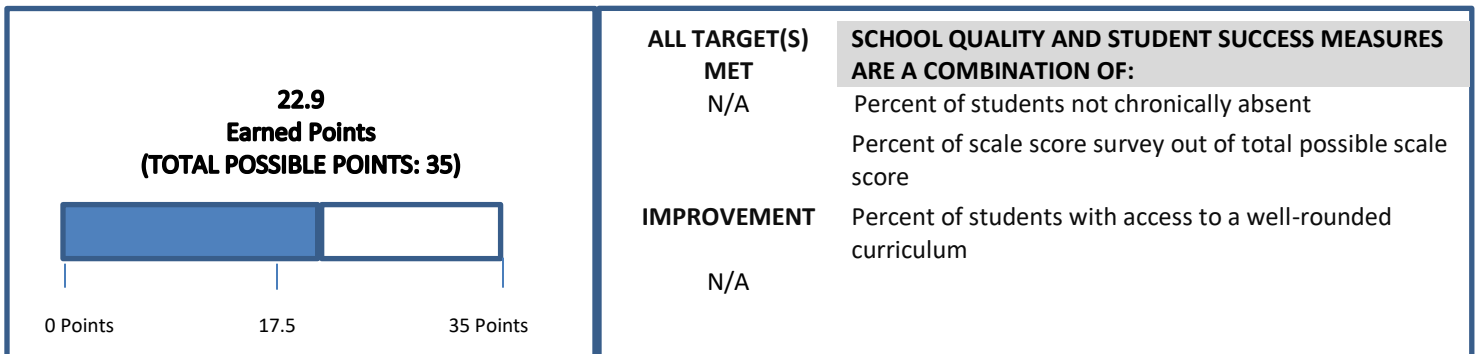
¹³ The Clerc Center does not collect data on English Language Learners therefore 10 points were removed from the total achievable points.

Model Secondary School for the Deaf (9-12): Academic and Non-Academic Measures^{14,15}

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?¹⁶



HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?



¹⁴ The Clerc Center has determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland’s interim growth rates of 2.21% for ELA and 2.47% for mathematics.

¹⁵ Clerc Center is required to meet a federal reporting target of 65% for its 4-year graduation rate and therefore will intend to meet that target each year.

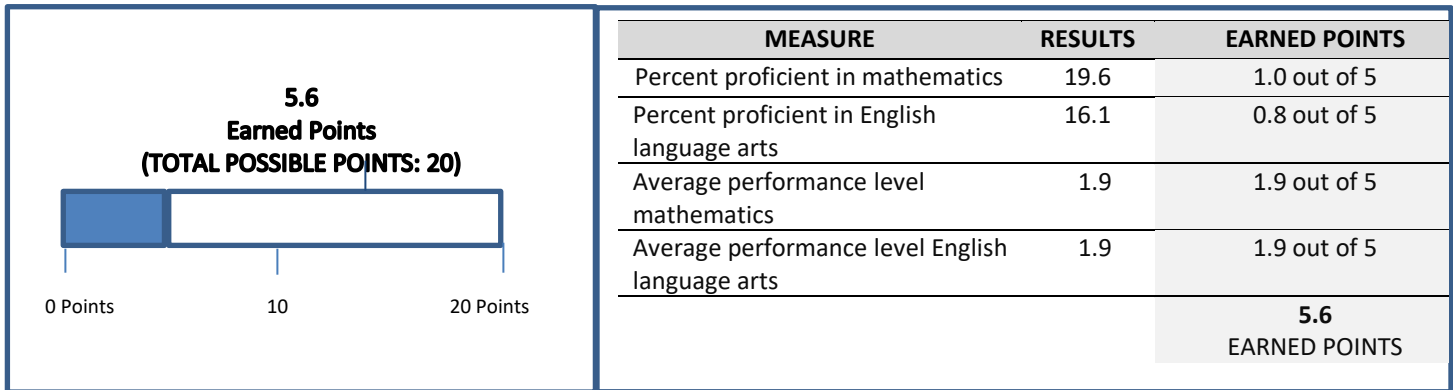
¹⁶ The Clerc Center does not collect data on English Language Learners therefore 10 points were removed from the total achievable points.

Kendall Demonstration Elementary School (K-8): 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.

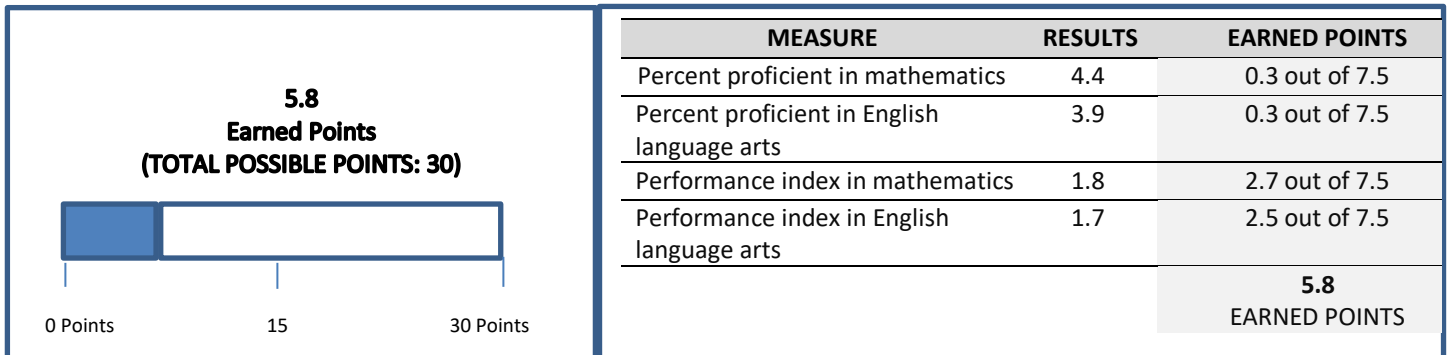


Model Secondary School for the Deaf (9-12): Academic Achievement

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.



Kendall Demonstration Elementary School (K-8): Disaggregation of Academic Achievement Data¹⁷

	Participation in MCAP and MSAA	MEASURES				INDICATOR	
		Points Earned for ELA Proficiency (5 points)	Points Earned for Math Proficiency (5 points)	Average Performance Level ELA (5 points)	Average Performance Level Math (5 points)	Academic Composite Total (20 points)	Percent ¹⁸
		POINTS EARNED					
All students	56	0.8	1.0	1.9	1.9	5.6	28.0
		<i>The numbers above represent the total points earned.</i>					
		<i>The following numbers represent the points earned by each subgroup and <u>will</u> add up to the total points earned.¹⁹</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>	
Female	26	0.5	0.6	2.4	2.3	5.8	29.0
Male	29	0.3	0.4	1.4	1.6	3.7	18.5
Not Specified	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--
Black/African American	20	0.2	0.2	1.5	1.4	3.3	16.5
Non	36	0.6	0.8	1.3	1.4	4.1	20.5
Hispanic/Latino	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--
White	21	0.5	0.5	2.3	2.5	5.3	26.5
Non	35	0.4	0.5	1.0	1.0	2.9	14.5
Two or More Races	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--
Not Indicated	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--
Students with Disabilities	56	0.8	1.0	1.9	1.9	5.6	28.0
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--
Not Indicated	45	0.6	0.8	0.4	0.4	2.2	11.0
<i>No students of "American Indian or Alaska Native" and "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School in 2018-19.</i>							
<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.

¹⁸ The total percent is the number of earned points divided by the number of possible points.

¹⁹ Sums do not always equal the total points as a result of rounding.

Model Secondary School for the Deaf (9-12): Disaggregation of Academic Achievement Data²⁰

	Participation in MCAP and MSA A		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 ²¹
	ELA	Math	POINTS EARNED					
All students	103	90	0.3	0.3	2.5	2.7	5.8	19.3
<i>The numbers above represent the total points earned.</i>								
			<i>The following numbers represent the points earned by each subgroup and <u>will</u> add up to the total points earned.²²</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>	
Female	57	51	0.2	0.1	2.5	2.4	5.2	17.3
Male	46	39	0.1	0.2	2.6	3.0	5.9	19.7
American Indian or Alaskan Native	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Asian	13	--	--	--	2.0	--	--	--
Non	90	--	0.3	--	2.3	--	--	--
Black/African American	27	25	0.1	0.1	2.0	2.2	4.4	14.7
Non	76	65	0.2	0.3	2.0	2.1	4.6	15.3
Hispanic/Latino	22	20	--	--	2.7	2.3	5.0	16.7
Non	81	70	0.3	0.3	2.0	2.1	4.7	15.7
White	33	27	0.1	0.3	3.1	3.4	6.9	23.0
Non	70	63	0.2	0.1	1.5	1.6	3.4	11.3
Two or More Races	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Not Indicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non	103	90	0.3	0.3	2.5	2.7	5.8	19.3
Students with Disabilities	103	90	0.3	0.3	2.5	2.7	5.8	19.3
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Not Indicated	--	--	--	--	--	--	--	--

The Clerc Center does not collect data for "English Language Learners". No students identify as "Native Hawaiian or Other Origin".

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

²¹ The total percent is the number of earned points divided by the number of possible points.

²² Sums do not always equal the total points as a result of rounding.

Kendall Demonstration Elementary School: Maryland Comprehensive Assessment Program (MCAP) ELA Performance Data²³

	Participation Rate		Number of Valid Scores	Average Scale Score	Performance by Percent				
	Students Assessed	Students Not Assessed			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	50	N/A	50	700.0	62.0	16.0	12.0	6.0	4.0
GENDER									
Female	23	N/A	23	716.5	34.8	30.4	17.4	8.7	8.7
Male	26	N/A	26	686.8	84.6	3.8	7.7	3.8	N/A
<i>The number of students where "no gender" was indicated is too small to report (n<10).</i>									
RACE/ETHNICITY									
Black or African-	18	N/A	18	686.3	77.8	22.2	N/A	N/A	N/A
White	19	N/A	19	715.6	47.4	5.3	26.3	15.8	5.3
<i>The number of students "Asian", "Hispanic or Latino of Any Race", "identify as Two or more races", and where no race was indicated are too small to report (n<10). No students of "American Indian or Alaska Native" or "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School.</i>									
ECONOMICALLY DISADVANTAGED									
Not Indicated	41	N/A	41	697.7	68.3	14.6	4.9	7.3	4.9
<i>The number of students who identify as "economically disadvantaged" and "Not economically disadvantaged" are too small to report (n<10).</i>									
STUDENTS WITH DISABILITIES									
IEP - Yes	50	N/A	50	700.0	62.0	16.0	12.0	6.0	4.0
MIGRANT									
No	10	N/A	10	713.5	30.0	30.0	40.0	N/A	N/A
Not Indicated	40	N/A	40	696.7	70.0	12.5	5.0	7.5	5.0
FOSTER									
No	10	N/A	10	713.5	30.0	30.0	40.0	N/A	N/A
Not Indicated	40	N/A	40	696.7	70.0	12.5	5.0	7.5	5.0
HOMELESS									
No	10	N/A	10	713.5	30.0	30.0	40.0	N/A	N/A
Not Indicated	40	N/A	40	696.7	70.0	12.5	5.0	7.5	5.0
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</i>									

Kendall Demonstration Elementary School: Multi-State Alternate Assessment (MSAA) ELA Performance Data

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

²³ 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: MCAP ELA Performance Data²⁴

	Participation Rate			Average Scale Score	Performance by Percent				
	Students Assessed	Students Not Assessed	Number of Valid Scores		Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	102	N/A	102	695.6	53.9	28.4	14.7	2.0	1.0
GENDER									
Female	56	N/A	56	696.3	50.0	39.3	8.9	1.8	N/A
Male	46	N/A	46	694.7	58.7	15.2	21.7	2.2	2.2
RACE/ETHNICITY									
Asian	13	N/A	13	682.5	69.2	30.8	N/A	N/A	N/A
Black or African-American	26	N/A	26	679.2	80.8	11.5	7.7	N/A	N/A
Hispanic or Latino	22	N/A	22	699.7	45.5	31.8	22.7	N/A	N/A
White	33	N/A	33	709.2	33.3	36.4	24.2	3.0	3.0
<i>The number of students of "American Indian or Alaska Native" "identify as Two or more races", are too small to report (n<10). No students identify as "Native Hawaiian or Other Origin".</i>									
ECONOMICALLY DISADVANTAGED									
Yes	11	N/A	11	697.5	45.5	27.3	27.3	N/A	N/A
Not Indicated	86	N/A	86	694.3	58.1	25.6	12.8	2.3	1.2
<i>The numbers of students who identify as "Not economically disadvantaged" are too small to report (n<10).</i>									
STUDENTS WITH DISABILITIES									
IEP - Yes	102	N/A	102	695.6	53.9	28.4	14.7	2.0	1.0
MIGRANT									
No	17	N/A	17	703.1	29.4	47.1	23.5	N/A	N/A
Not Indicated	85	N/A	85	694.1	58.8	24.7	12.9	2.4	1.2
FOSTER									
No	17	N/A	17	703.1	4.9	47.1	23.5	N/A	N/A
Not	85	N/A	85	694.1	49.0	24.7	12.9	2.4	1.2
HOMELESS									
No	17	N/A	17	703.1	4.9	47.1	23.5	N/A	N/A
Not Indicated	85	N/A	85	694.1	49.0	24.7	12.9	2.4	1.2
<i>Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</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).

²⁴ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Kendall Demonstration Elementary School: MCAP Math Performance Data²⁵

	Participation Rate		Number of Valid Scores	Average Scale Score	Performance by Percent				
	Students Assessed	Students Not Assessed			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	50	N/A	50	703.7	54.0	24.0	8.0	14.0	N/A
GENDER									
Female	23	N/A	23	716.3	34.8	30.4	13.0	21.7	N/A
Male	26	N/A	26	693.3	69.2	19.2	3.8	7.7	N/A
<i>The number of students where "no gender" was indicated is too small to report (n<10).</i>									
RACE/ETHNICITY									
Black or African-	18	N/A	18	683.4	88.9	11.1	N/A	N/A	N/A
White	19	N/A	19	725.2	26.3	26.3	15.8	31.6	N/A
<i>The number of students "Asian", "Hispanic or Latino of Any Race", "identify as Two or more races", and where no race was indicated are too small to report (n<10). No students of "American Indian or Alaska Native" or "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School.</i>									
ECONOMICALLY DISADVANTAGED									
Not Indicated	41	N/A	40	698.5	61.0	24.4	2.4	12.2	N/A
<i>The number of students who identify as "economically disadvantaged" and "Not economically disadvantaged" are too small to report (n<10).</i>									
STUDENTS WITH DISABILITIES									
IEP - Yes	50	N/A	50	703.7	54.0	24.0	8.0	14.0	N/A
MIGRANT									
No	10	N/A	10	723.2	30.0	20.0	30.0	20.0	N/A
Not Indicated	40	N/A	40	698.8	60.0	25.0	2.5	12.5	N/A
FOSTER									
No	10	N/A	10	723.2	30.0	20.0	30.0	20.0	N/A
Not Indicated	40	N/A	40	698.8	60.0	25.0	2.5	12.5	N/A
HOMELESS									
No	10	N/A	10	723.2	30.0	20.0	30.0	20.0	N/A
Not Indicated	40	N/A	40	698.8	60.0	25.0	2.5	12.5	N/A
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</i>									

Kendall Demonstration Elementary School: MSAA Math Performance Data

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

²⁵ 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: MCAP Math Performance Data²⁶

	Participation Rate		Number of Valid Scores	Average Scale Score	Performance by Percent				
	Students Assessed	Students Not Assessed			Level 1 Did Not Yet Meet Expectations	Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	89	N/A	89	704.8	47.2	33.7	15.7	3.4	N/A
GENDER									
Female	50	N/A	50	699.3	50.0	42.0	8.0	N/A	N/A
Male	39	N/A	39	711.9	43.6	23.1	25.6	7.7	N/A
RACE/ETHNICITY									
Black or African-American	24	N/A	24	699.2	66.7	29.2	4.2	N/A	N/A
Hispanic or Latino	20	N/A	20	699.3	60.0	25.0	15.0	N/A	N/A
White	27	N/A	27	717.2	22.2	40.7	25.9	11.1	N/A
<i>The number of students of "American Indian or Alaska Native", "Asian", "identify as Two or more races", and where no race was indicated are too small to report (n<10). No students identify as "Native Hawaiian or Other Origin".</i>									
ECONOMICALLY DISADVANTAGED									
Not Indicated	79	N/A	79	704.8	46.8	34.2	16.5	2.5	N/A
<i>The numbers of students who identify as "economically disadvantaged or not economically disadvantaged" are too small to report (n<10).</i>									
STUDENTS WITH DISABILITIES									
IEP - Yes	89	N/A	89	704.8	47.2	33.7	15.7	3.4	N/A
MIGRANT									
No	10	N/A	10	704.7	50.0	30.0	10.0	10.0	N/A
Not Indicated	79	N/A	79	704.8	46.8	34.2	16.5	2.5	N/A
FOSTER									
No	10	N/A	10	704.7	50.0	30.0	10.0	10.0	N/A
Not Indicated	79	N/A	79	704.8	46.8	34.2	16.5	2.5	N/A
HOMELESS									
No	10	N/A	10	704.7	50.0	30.0	10.0	10.0	N/A
Not Indicated	79	N/A	79	704.8	46.8	34.2	16.5	2.5	N/A
<i>Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</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).

²⁶ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Kendall Demonstration Elementary School: Maryland Integrated Science Assessment (MISA) Performance Data

	Participation Rate		Number of Valid Scores	Average Scale Score	Performance by Percent			
	Students Assessed	Students Not Assessed			Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	15	N/A	15	723.7	66.7	26.7	6.7	N/A
GENDER								
<i>The number of students where "Female", "Male", or "no gender" was indicated are too small to report (n<10).</i>								
RACE/ETHNICITY								
<i>The number of students "Asian", "Black or African American", "Hispanic or Latino of Any Race", "identify as Two or more races", "White", and where no race was indicated are too small to report (n<10). No students of "American Indian or Alaska Native" or "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School.</i>								
ECONOMICALLY DISADVANTAGED								
Not Indicated	12	N/A	12	722.5	66.7	25.0	8.3	N/A
<i>The number of students who identify as "economically disadvantaged" and "Not economically disadvantaged" are too small to report (n<10).</i>								
STUDENTS WITH DISABILITIES								
IEP - Yes	15	N/A	15	723.7	66.7	26.7	6.7	N/A
MIGRANT								
Not Indicated	12	N/A	12	722.5	66.7	25.0	8.3	N/A
<i>The number of students who identify as "Migrant" and "Not Migrant" are too small to report (n<10).</i>								
FOSTER								
Not Indicated	12	N/A	12	722.5	66.7	25.0	8.3	N/A
<i>The number of students who identify as "Foster" and "Not Foster" are too small to report (n<10).</i>								
HOMELESS								
Not Indicated	12	N/A	12	722.5	66.7	25.0	8.3	N/A
<i>The number of students who identify as "Homeless" and "Not Homeless" are too small to report (n<10). The Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</i>								

Kendall Demonstration Elementary School: Alternate Maryland Integrated Science Assessment (Alt-MISA) Performance Data

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

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

	Participation Rate		Number of Valid Scores	Average Scale Score	Performance by Percent			
	Students Assessed	Students Not Assessed			Level 2 Partially Met Expectations	Level 3 Approached Expectations	Level 4 Met Expectations	Level 5 Exceeded Expectations
ALL STUDENTS	112	N/A	112	734.1	39.3	52.7	8.0	N/A
GENDER								
Female	60	N/A	60	732.2	43.3	53.3	3.3	N/A
Male	52	N/A	52	736.3	34.6	51.9	13.5	N/A
<i>The number of students where "no gender" was indicated is too small to report (n<10).</i>								
RACE/ETHNICITY								
Asian	14	N/A	14	732.9	21.4	78.6	N/A	N/A
Black or African-American	25	N/A	25	729.1	52.0	48.0	N/A	N/A
Hispanic/Latino	24	N/A	24	731.2	54.2	45.8	N/A	N/A
White	38	N/A	38	738.2	34.2	50.0	15.8	N/A
<i>The number of students "American Indian or Alaska Native", "identify as Two or more races", and where no race was indicated are too small to report (n<10). No students identify as "Native Hawaiian or Other Origin".</i>								
ECONOMICALLY DISADVANTAGED								
Economically Disadvantaged	15	N/A	15	738.9	26.7	60.0	13.3	N/A
Not Indicated	91	N/A	91	733.0	41.8	51.7	6.6	N/A
<i>The number of students who identify as "Not economically disadvantaged" is too small to report (n<10).</i>								
STUDENTS WITH DISABILITIES								
IEP - Yes	112	N/A	112	734.1	39.3	52.7	8.0	N/A
MIGRANT								
No	22	N/A	22	738.8	27.3	59.1	13.6	N/A
Not Indicated	90	N/A	90	732.9	42.2	51.1	6.7	N/A
FOSTER								
No	22	N/A	22	738.8	27.3	59.1	13.6	N/A
Not Indicated	90	N/A	90	732.9	42.2	51.1	6.7	N/A
HOMELESS								
No	22	N/A	22	738.8	27.3	59.1	13.6	N/A
Not Indicated	90	N/A	90	732.9	42.2	51.1	6.7	N/A
<i>The Clerc Center does not collect data for the following subgroups: "English Language Learners" or "Students with a Parent in the Military".</i>								

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

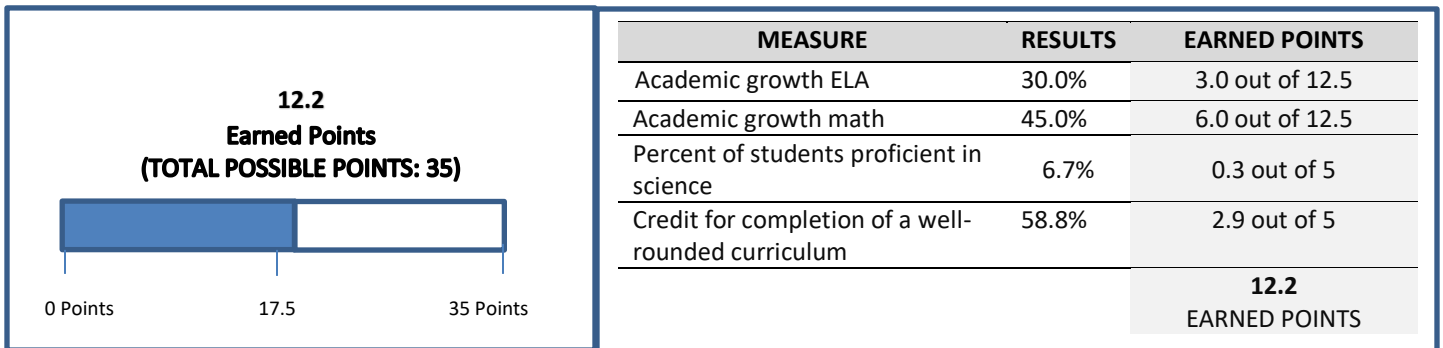
The number of students assessed by the HS Alt-MISA is too small to report (n<10).

Kendall Demonstration Elementary School (K-8): Academic Progress²⁷

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 ELA state tests, and on earning credit for a well-rounded curriculum.



²⁷ Science data are not available yet therefore five points were removed from the total achievable points.

Kendall Demonstration Elementary School (K-8): Disaggregation of Academic Growth Data²⁸

	Comparable Scores for Participation in MCAP/MSAA	MEASURES						INDICATOR	
		Points Earned for ELA Student Growth Percentile (12.5 points)	Points Earned for Math Student Growth Percentile (12.5 points)	Percent of students proficient in science (5 points)		Credit for Completion of a Well-rounded Curriculum for Grades 5 and 8 (5 points)		Academic Total (30 points)	Percent
		POINTS EARNED		n	POINTS EARNED	n	POINTS EARNED		
All students	40 ²⁹	3.0	6.0	15	0.3	17	2.9	12.2	34.9
<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>		<i>The following numbers represent the points earned by each subgroup and <u>will</u> add up to the total points earned.³⁰</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>	
Female	20	1.5	3.0	--	--	--	--	--	--
Male	20	1.0	1.0	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--	--
Black/African American	16	1.0	1.0	--	--	10	1.8	3.8	12.7
Non	24	1.5	3.0	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--	--
White	15	1.0	1.5	--	--	--	--	--	--
Non	25	1.0	2.0	--	--	--	--	--	--
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non	40	3.0	6.0	15	0.3	17	2.9	12.2	34.9
Not Indicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non	40	3.0	6.0	15	0.3	17	2.9	12.2	34.9
Students with Disabilities	40	3.0	6.0	15	0.3	17	2.9	12.2	34.9
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--	--
Not Indicated	33	1.5	4.0	12	0.4	14	2.4	8.3	26.3
<i>No students of "American Indian or Alaska Native" and "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School in 2018-19.</i>									
<i>The Clerc Center does not collect data for "English Language Learners".</i>									

²⁸ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

²⁹ There are only comparable scores for 40 Clerc Center students.

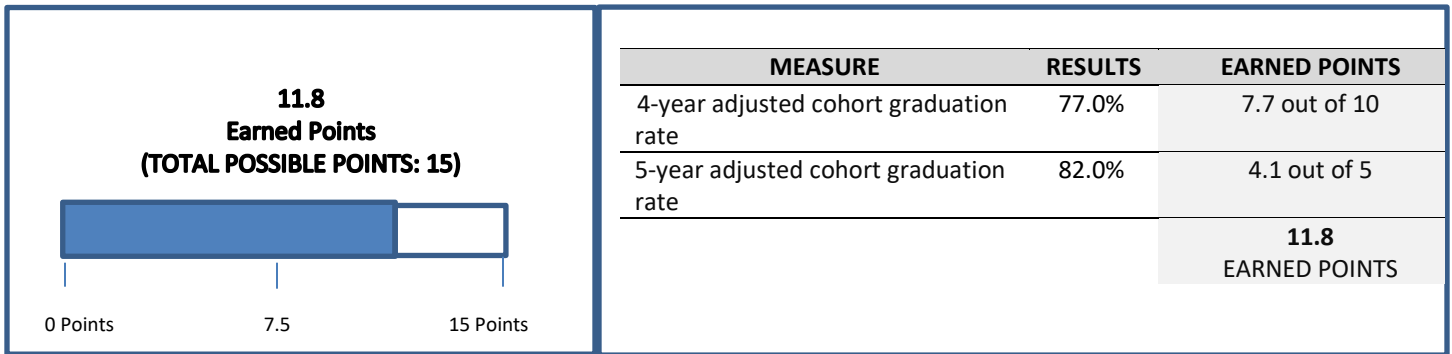
³⁰ Sums do not always equal the total points as a result of rounding.

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 Data³¹

	Graduation Rates by Cohort				MEASURES		INDICATOR	
	4-year		5-year		4-year Cohort (10 points)	5-year Cohort (5 points)	Graduation Total (15 points)	Percent
	n	%	n	%	POINTS EARNED			
All students	64	77.0	60	82.0	7.7	4.1	11.8	78.7
					<i>The numbers above represent the total points earned.</i>			
					<i>The following numbers represent the points earned by each subgroup and will not add up to the total points earned</i>		<i>The following numbers represent the points earned by each subgroup and will not add up to the total points earned.</i>	
Asian	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Black/African American	--	--	15	69.0	--	3.5	--	--
Non	--	--	45	64.7	--	3.2	--	--
Hispanic/Latino	13	78.0	15	86.0	7.8	4.3	12.1	80.7
Non	51	64.7	45	80.4	6.5	4.0	10.5	70.0
Native Hawaiian or Other Origin	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
White	30	78.0	23	89.0	7.8	4.5	12.3	82.0
Non	34	43.1	37	49.0	4.3	2.5	6.8	45.3
Two or More Races	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Students with Disabilities	64	77.0	60	82.0	7.7	4.1	11.8	78.7
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	N/A	N/A	N/A	N/A	N/A
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Not Indicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<i>The Clerc Center does not collect data for "English Language Learners". No students identify as "American Indian or Alaska Native".</i>								

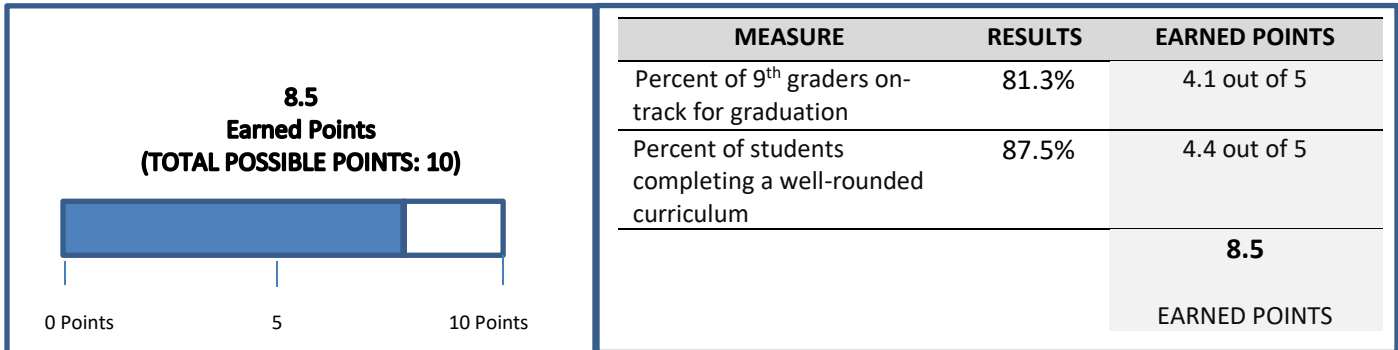
³¹ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

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 ninth 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 2017-18 graduation cohort, 20 students (48.8%) 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 Success³²

	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	32	26	4.1	56	49	4.4	8.5	85.0
<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>		
Female	20	16	2.5	33	30	2.7	5.2	52.0
Male	12	10	1.6	23	19	1.7	3.3	33.0
American Indian or Alaskan Native	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Black/African American	--	--	--	10	--	0.7	--	--
Non	--	--	--	46	--	3.7	--	--
Hispanic/Latino	--	--	--	13	--	0.9	--	--
Non	--	--	--	43	--	3.5	--	--
White	21	--	2.7	20	20	1.8	4.5	45.0
Non	11	--	1.4	36	29	2.6	4.0	40.0
Two or More Races	--	--	--	--	--	--	--	--
Non	--	--	--	--	--	--	--	--
Not Indicated	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non	32	26	4.1	56	49	4.4	8.5	85.0
Students with Disabilities	32	26	4.1	56	49	4.4	8.5	85.0
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	--	--	--	--	--
Non	N/A	N/A	N/A	--	--	--	--	--
Not Indicated	32	26	4.1	46	39	3.5	7.6	76.0

The Clerc Center does not collect data for "English Language Learners". No students identify as "Native Hawaiian or Other Origin".

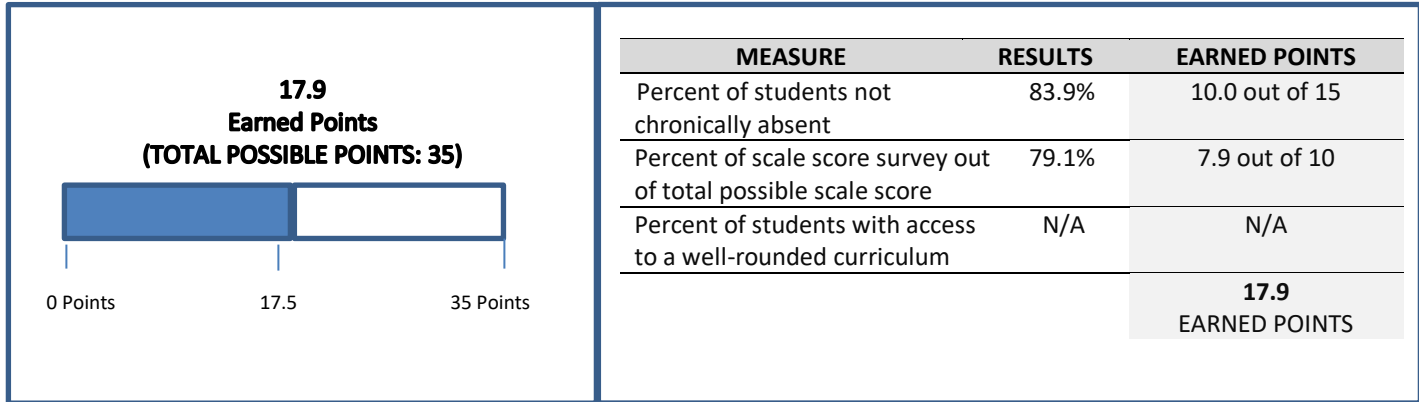
³² Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Kendall Demonstration Elementary School (K-8): 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.

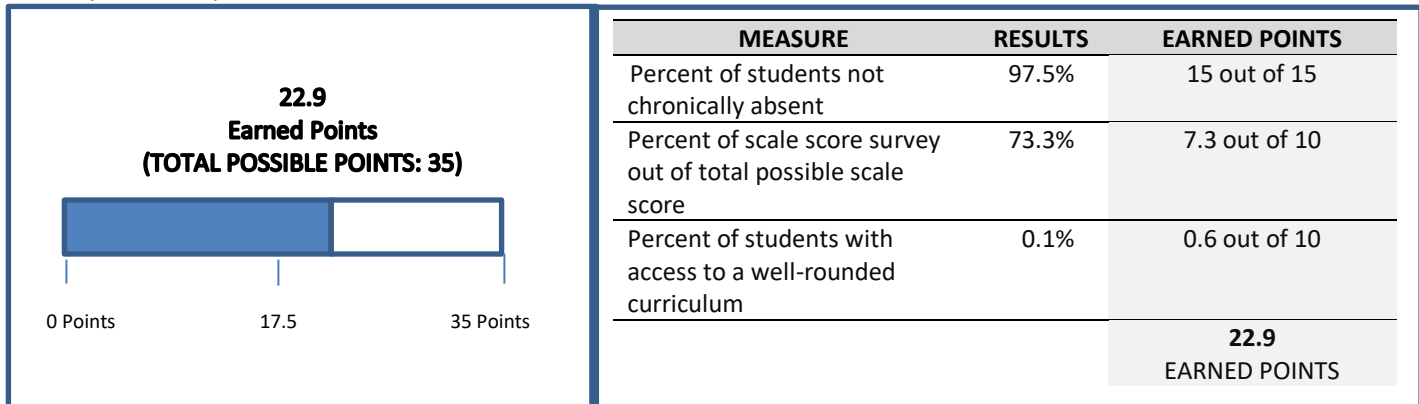


Model Secondary School for the Deaf (9-12): School Quality or Student Success³³

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.



³³ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Kendall Demonstration Elementary School (K-8): Disaggregation of School Quality and Student Success Data³⁴

	School Enrollment	MEASURES				INDICATOR	
		Not Chronically Absent (15 points)	School Climate Survey (10 points) ³⁵	Access to a Well-rounded Curriculum (Grade 5-8) (10 points)	School Quality and Student Success Total (35 points)	Percent	
		POINTS EARNED		n	POINTS EARNED		
All students	56	10.0	7.9	37	N/A	17.9	51.1
		<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 are for reporting purposes only and do not reflect the breakdown of points earned.</i>	<i>The following numbers represent the points earned by each subgroup and <u>will</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>	
Female	26	1.0	--	N/A	N/A	1.0	2.9
Male	30	1.0	--	N/A	N/A	1.0	2.9
Asian	--	--	--	N/A	N/A	--	--
Non	--	--	--	N/A	N/A	--	--
Black/African American	20	1.0	--	N/A	N/A	1.0	2.9
Non	36	1.0	--	N/A	N/A	1.0	2.9
Hispanic/Latino	--	--	--	N/A	N/A	--	--
Non	--	--	--	N/A	N/A	--	--
White	21	1.0	--	N/A	N/A	1.0	2.9
Non	35	1.0	--	N/A	N/A	1.0	2.9
Two or More Races	--	--	--	N/A	N/A	--	--
Non	--	--	--	N/A	N/A	--	--
Not Indicated	N/A	N/A	--	N/A	N/A	N/A	N/A
Non	56	10.0	--	N/A	N/A	10.0	28.6
Students with Disabilities	56	10.0	7.9	N/A	N/A	17.9	51.1
Non	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	--	N/A	N/A	N/A	--	--
Non	--	--	N/A	N/A	N/A	--	--
Not Indicated	46	3.5	N/A	N/A	N/A	3.5	10.0

No students of "American Indian or Alaska Native" and "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School in 2018-19.

The Clerc Center does not collect data for "English Language Learners".

³⁴ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

³⁵ The Clerc Center administered the ED School Climate Surveys (EDSCLS) to students, instructional staff, and non-instructional staff. Student survey responses were the only data used to determine score points.

Model Secondary School for the Deaf (9-12): Disaggregation of School Quality and Student Success Data³⁶

	School Enrollment	MEASURES			INDICATOR	
		Not Chronically Absent (15 points)	School Climate Survey (10 points) ³⁷	Access to a Well-rounded Curriculum (10 points)	School Quality and Student Success Total (35 points)	Percent
		POINTS EARNED				
All students	157	15.0	7.3	0.6	22.9	65.4
		<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 are for reporting purposes only and do not reflect the breakdown of points earned.</i>	<i>The following numbers represent the points earned by each subgroup and <u>will</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>	
Female	87	1.0	--	0.3	1.3	3.7
Male	70	1.0	--	0.3	1.3	3.7
American Indian or Alaskan Native	--	--	--	--	--	--
Non	--	--	--	--	--	--
Asian	19	1.0	--	--	1.0	2.9
Non	138	10.5	--	0.6	11.1	31.7
Black/African American	32	1.0	--	--	1.0	2.9
Non	125	8.0	--	0.6	8.6	24.6
Hispanic/Latino	25	1.0	--	--	1.0	2.9
Non	132	9.5	--	0.6	10.1	28.9
White	67	1.0	--	0.6	1.6	4.6
Non	90	1.0	--	--	1.0	2.9
Two or More Races	12	1.0	--	--	1.0	2.9
Non	145	12.5	--	0.6	13.1	37.4
Not Indicated	N/A	N/A	N/A	N/A	N/A	N/A
Non	157	15.0	--	0.6	0.6	1.7
Students with Disabilities	157	15.0	7.3	0.6	22.9	65.4
Non	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	--	N/A	--	--	--
Non	--	--	N/A	N/A	--	--
Not Indicated	--	--	N/A	--	--	--

³⁶ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

³⁷ The Clerc Center administered the ED School Climate Surveys (EDSCLS) to students, instructional staff, and non-instructional staff. Student survey responses were the only data used to determine score points.

The Clerc Center does not collect data for “English Language Learners”. No students identify as “Native Hawaiian or Other Origin”.

Kendall Demonstration Elementary School (K-8): ED School Climate Survey Student Scale Scores³⁸³⁹

	EDSCLS Domain Scale Scores			
	n	Engagement	Safety	Environment
ALL students	18	387	426	374
Benchmark Level		Favorable	Most Favorable	Favorable
<i>The below scores are for reporting purposes only. ALL student scores were used to calculate the score for School Climate Survey.</i>				
GENDER				
Female	11	376	427	362
Male	--	--	--	--
RACE/ETHNICITY				
Asian	--	--	--	--
Black/African American	--	--	--	--
Hispanic/Latino ⁴⁰	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
<i>No students of "American Indian or Alaska Native" and "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School in 2018-19.</i>				

³⁸ 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.

³⁹ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

⁴⁰ The Hispanic/Latino race/ethnicity category includes all respondents of Hispanic/Latino origin regardless of race. The American Indian or Alaska Native, Asian, Black/African American, Native Hawaiian or Pacific Islander, White, or Two or More Races race/ethnicity categories do not include respondents of Hispanic/Latino origin.

Model Secondary School for the Deaf (9-12): ED School Climate Survey Student Scale Scores⁴¹⁴²

	EDSCLS Domain Scale Scores			
	n	Engagement	Safety	Environment
ALL students	18	373	--	--
Benchmark Level		Favorable	--	--
<i>The below scores are for reporting purposes only. ALL student scores were used to calculate the score for School Climate Survey.</i>				
GENDER				
Female	--	--	--	--
Male	--	--	--	--
RACE/ETHNICITY				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black/African American	--	--	--	--
Hispanic/Latino ⁴³	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
<i>No students identify as "Native Hawaiian or Other Origin".</i>				

⁴¹ 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.

⁴² Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

⁴³ The Hispanic/Latino race/ethnicity category includes all respondents of Hispanic/Latino origin regardless of race. The American Indian or Alaska Native, Asian, Black/African American, Native Hawaiian or Pacific Islander, White, or Two or More Races race/ethnicity categories do not include respondents of Hispanic/Latino origin.

Kendall Demonstration Elementary School (K-8): Progress Toward Annual Long-Term Measurement Objectives⁴⁴

	Academic Achievement ⁴⁵						English Language Proficiency		
	ELA (percent proficient)			Math (percent proficient)			Percent of ELs making ELP		
	School	Annual target	Improvement	School	Annual target	Improvement	School	Annual target	Improvement
ALL students	16.1	N/A N/A	N/A	19.6	N/A N/A	N/A	N/A	N/A	N/A
Asian	1.8	N/A N/A	N/A	1.8	N/A N/A	N/A	N/A	N/A	N/A
Black or African-American	3.6	N/A N/A	N/A	3.6	N/A N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	1.8	N/A N/A	N/A	1.8	N/A N/A	N/A	N/A	N/A	N/A
Two or More Races	--	N/A N/A	N/A	--	N/A N/A	N/A	N/A	N/A	N/A
White	8.9	N/A N/A	N/A	12.5	N/A N/A	N/A	N/A	N/A	N/A
Special Education	16.1	N/A N/A	N/A	19.6	N/A N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	--	N/A N/A	N/A	1.8	N/A N/A	N/A	N/A	N/A	N/A

No students of "American Indian or Alaska Native" and "Native Hawaiian or Other Origin" attend the Kendall Demonstration Elementary School in 2018-19.

The Clerc Center does not collect data for "English Language Learners".

⁴⁴ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

⁴⁵ The Clerc Center has determined their baseline proficiency rates using the 2018-19 ELA and mathematics data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

Model Secondary School for the Deaf (9-12): Progress Toward Annual Long-Term Measurement Objectives⁴⁶

	Academic Achievement ⁴⁷						Graduation Rate ⁴⁸						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	School	Annual target	Improvement	School	Annual target	Improvement	School	Annual target	Improvement	School	Annual target	Improvement
ALL students	3.9	N/A N/A	N/A	4.4	N/A N/A	N/A	77.0	N/A N/A	N/A	82.0	N/A N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	--	N/A N/A	N/A	--	N/A N/A	N/A	--	N/A N/A	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A
Asian	--	N/A N/A	N/A	--	N/A N/A	N/A	67.0	N/A N/A	N/A	67.0	N/A N/A	N/A	N/A	N/A	N/A
Black or African-American	1.0	N/A N/A	N/A	1.1	N/A N/A	N/A	75.0	N/A N/A	N/A	69.0	N/A N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	--	N/A N/A	N/A	--	N/A N/A	N/A	78.0	N/A N/A	N/A	86.0	N/A N/A	N/A	N/A	N/A	N/A
Native Hawaiian/ Other Pacific Islander	N/A	N/A N/A	N/A	N/A	N/A N/A	N/A	N/A	N/A N/A	N/A	100.0	N/A N/A	N/A	N/A	N/A	N/A
Two or more races	1.0	N/A N/A	N/A	--	N/A N/A	N/A	100.0	N/A N/A	N/A	100.0	N/A N/A	N/A	N/A	N/A	N/A
White	1.9	N/A N/A	N/A	3.3	N/A N/A	N/A	78.0	N/A N/A	N/A	89.0	N/A N/A	N/A	N/A	N/A	N/A
Special education	3.9	N/A N/A	N/A	4.4	N/A N/A	N/A	77.0	N/A N/A	N/A	82.0	N/A N/A	N/A	N/A	N/A	N/A
Economically disadvantaged	--	N/A N/A	N/A	--	N/A N/A	N/A	N/A	N/A N/A	N/A	N/A	N/A N/A	N/A	N/A	N/A	N/A

⁴⁶ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

⁴⁷ The Clerc Center has determined their baseline proficiency rates using the 2018-19 data. Starting in the 2019-20 school year, Clerc Center intends to follow Maryland's interim growth rates of 2.21% for ELA and 2.47% for mathematics.

⁴⁸ Clerc Center is required to meet a federal reporting target of 65% for its 4-year graduation rate and therefore will intend to meet that target each year.

Civil Rights Data Collection (CRDC) Data⁴⁹

	In-school Suspensions		Out-of-school suspensions		Expulsions		School related arrests		Referral to law enforcement		Chronic absenteeism (excused and unexcused)		Incidents of violence including bullying and harassment)		Students Enrolled in Preschool		Students enrolled in Accelerated Coursework	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All students	76	100.0	23	100.0	N/A	N/A	N/A	N/A	--	--	13	7.7	59	100.0	30	27.0	--	--
Male	56	73.7	--	--	N/A	N/A	N/A	N/A	--	--	--	--	40	67.8	N/A	N/A	--	--
Female	20	23.3	--	--	N/A	N/A	N/A	N/A	--	--	--	--	19	32.2	N/A	N/A	--	--
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--	--	--	--	N/A	N/A	N/A	N/A	--	--
Asian	--	--	N/A	N/A	N/A	N/A	N/A	N/A	--	--	--	--	--	--	N/A	N/A	--	--
Black/African American	32	42.1	--	--	N/A	N/A	N/A	N/A	--	--	--	--	16	27.1	N/A	N/A	--	--
Hispanic/Latino	--	--	--	--	N/A	N/A	N/A	N/A	--	--	--	--	12	20.3	N/A	N/A	--	--
Native Hawaiian or Other Pacific	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	--	--	--	--	N/A	N/A	N/A	N/A	--	--
White	35	46.1	11	47.8	N/A	N/A	N/A	N/A	--	--	--	--	25	42.4	N/A	N/A	--	--
Two or More Races	--	--	--	--	N/A	N/A	N/A	N/A	--	--	--	--	--	--	N/A	N/A	--	--
Students with Disabilities	76	100.0	28	100.0	N/A	N/A	N/A	N/A	--	--	--	--	59	100.0	N/A	N/A	--	--

Clerc Center does not collect data on English Language Learners.

⁴⁹ Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available.

Educator Qualifications Data

Clerc Center		
	<i>n</i>	%
Teacher teaching with provisional credentials	--	--
Credentialed teacher with <1year of teaching experience	--	--
Credentialed teacher with 1-3 years of teaching experience	10	20.8
Credentialed teacher with 4+ years of teaching experience, teaching within the license area	32	66.7