CLERC CENTER
AT GALLAUDET

MODEL SECONDARY SCHOOL FOR THE DEAF ANNUAL REPORT CARD 2025-2026

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Letter from the Superintendent

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 2026, students at the Clerc Center participated in the following assessments:

	Grade						
Assessment	*3*	*4*	*5*	*6*	*7*	*8*	*High School*[1]
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

[1]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)
Academic Achievement	• Achievement composite: 20%	• Achievement composite: 30%
Academic Progress	• Academic growth in ELA and Mathematics: 25% • Credit for completion of a well-rounded curriculum[1]: 10%	• N/A
Progress in Achieving English Language Proficiency (ELP)	• Progress toward ELP: 10%	• Progress toward ELP: 10%
Graduation Rate	• N/A	• Graduation composite: 15%
School Quality and Student Success (SQSS)	• Chronic absenteeism: 15% • School climate: 10% • Access to a well-rounded curriculum: 10%	• Chronic absenteeism: 15% • School Climate: 10% • Access to a well-rounded curriculum: 10%
Readiness for Post-secondary Success	• N/A	• On-track in 9th grade: 5% • Credit for completion of a well-rounded curriculum: 5%

For questions related to this report card, please contact Stephen Farias, Superintendent. He can be reached at:

Email: Stephen.Farias@Gallaudet.edu

Thank you,

Stephen Farias
Superintendent, Demonstration Elementary and Secondary Schools

[1] The Credit for completion of a well-rounded curriculum measure for elementary/middle school includes two parts, each worth five percentage points: 1) The percentage of students scoring "proficient" or higher in science, and 2) the percentage of 5th grade students earning credit in social studies, fine arts, physical education, and health, and the percentage of 8th grade students earning credit in mathematics, ELA, social studies, and science.

Report Card Information[2]

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
	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	Academic Progress
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.	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 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.
Graduation Rate	**Progress in Achieving English Language Proficiency**
The *Graduation Rate* indicator measures the performance of students in a school who graduate with a regular high school diploma. This Indicator measures a cohort of ninth grade students graduating within four years.	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	**School Quality and Student 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.	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.

[2] 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[3]		
	2024/25	2025/26
Grade 9	22	26
Grade 10	30	33
Grade 11	51	33
Grade 12	34	55
Total	137	147

Graduation Rates[4]		
	2024/25	2025/26
MSSD	82%	87%

Low Income[5]		
	2024/25	2025/26
MSSD	10%	9%

Attendance Rates[6]		
	2024/25	2025/26
MSSD	7%	5%

[3] Clerc Center enrollment data are based on end of year enrollment counts.
[4] The four-year graduation rate is the percent of a school's 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.
[5] 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 13% return rate in MSSD on questions about family eligibility for government assistance.
[6] 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. The number reported here is the percent of students who were chronically absent.

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[7]
Academic Achievement	30	7.7	**N/A**
Graduation Rate	15	13.1	**N/A**
Progress in Achieving English Language Proficiency[8]	N/A	N/A	**N/A**
Readiness for Post-Secondary Success	10	9.3	**N/A**
School Quality and Student Success	35	24.6	**N/A**

54.7

TOTAL POINTS EARNED

STAR RATING ★★★★☆

TOTAL EARNED POINTS	**54.7**	=	**60.8%**
TOTAL POSSIBLE POINTS	**90.0**		**TOTAL EARNED PERCENT**

[7] Annual targets are assigned to each public school by the Maryland Department of Education. The Clerc Center at Gallaudet does not have these targets assigned; therefore, Annual Target is labeled as Not Applicable.

[8] 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): Performance on Academic and Non-Academic Measures[9] [10]

HOW DID MY SCHOOL DO ON ACADEMIC MEASURES?

30.1
Earned Points
(TOTAL POSSIBLE POINTS: 55)



0 Points 27.5 55 Points

ALL TARGET(S) MET

N/A

IMPROVEMENT

N/A

ACADEMIC MEASURES ARE A COMBINATION OF:

- Academic achievement
- Graduation rate
- Readiness for post-secondary success
- Progress in achieving ELP

HOW DID MY SCHOOL DO ON NON-ACADEMIC MEASURES?

24.6
Earned Points
(TOTAL POSSIBLE POINTS: 35)



0 Points 17.5 35 Points

ALL TARGET(S) MET

N/A

IMPROVEMENT

N/A

SCHOOL QUALITY AND STUDENT SUCCESS MEASURES ARE A COMBINATION OF:

- Percent of students not chronically absent
- School survey
- Percent of students with access to a well-rounded curriculum

[9] Annual targets are assigned to each public school by the Maryland Department of Education. The Clerc Center at Gallaudet does not have these targets assigned; therefore, All Target(s) Met is labeled as Not Applicable.

[10] The Clerc Center does not collect data on English Language Learners; therefore, 10 points are removed from the Academic Measures category.

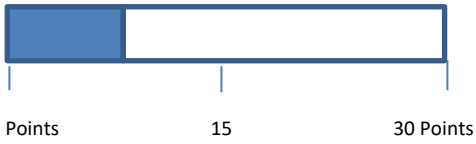
Model Secondary School for the Deaf (9-12): Academic Achievement

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.

7.7
Earned Points
(TOTAL POSSIBLE POINTS: 30)



MEASURE	RESULTS	EARNED POINTS
Percent proficient in mathematics	0.3	0.3 out of 7.5
Percent proficient in English language arts	1.0	1.0 out of 7.5
Performance index in mathematics	2.9	2.9 out of 7.5
Performance index in English language arts	3.5	3.5 out of 7.5
		7.7 EARNED POINTS

Model Secondary School for the Deaf (9-12): Disaggregation of Academic Achievement Data[11]

			MEASURES				INDICATOR	
	Participation in MCAP & DLM (n & percent)		*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[12]*
	ELA	*Math*	POINTS EARNED					
All Students	93 100	103 100	1.0	0.3	3.5	2.9	7.7	25.7
			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	41 100	46 100	1.3	0.2	3.7	2.8	8.0	26.7
Male	52 100	57 100	0.7	0.4	3.4	3.2	7.7	25.7
American Indian or Alaska Native	N/A	–	N/A	–	N/A	–	N/A	N/A
Asian	–	–	–	–	–	–	–	–
Black or African American	18 100	19 100	0.4	0.0	3.2	2.5	6.1	20.3
Hispanic or Latino	24 100	24 100	0.3	0.3	3.0	2.6	6.2	20.7
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	42 100	49 100	1.6	0.5	4.0	3.3	9.4	31.3
Two or More Races	–	–	–	–	–	–	–	–
Students with Disabilities	93 100	103 100	1.0	0.3	3.5	2.9	7.7	25.7
Economically Disadvantaged	–	10 100	–	1.5	–	3.8	–	–
The Clerc Center does not collect data on English Language Learners.								

[11] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

[12] The total percent is the number of earned points divided by the number of possible points.

Model Secondary School for the Deaf: MCAP ELA Performance Data[13]

	Participation Rate				Performance by Percent			
	Students Assessed	*Students Not Assessed*	*Number of Valid Scores*	*Average Scale Score*	*Level 1 Beginning Learners*	*Level 2 Developing Learners*	*Level 3 Proficient Learners*	*Level 4 Distinguished Learners*
ALL STUDENTS	100.0	0.0	93	734.7	25.8	61.3	11.8	1.1
GENDER								
Female	100.0	0.0	41	736.8	19.5	63.4	17.1	0.0
Male	100.0	0.0	52	733.1	30.8	59.6	7.7	1.9
RACE/ETHNICITY								
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	100.0	0.0	18	729.2	33.3	61.1	5.6	0.0
Hispanic or Latino	100.0	0.0	24	730.8	41.7	54.2	4.2	0.0
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	–	–	–	–	–	–	–	–
White	100.0	0.0	42	739.4	11.9	66.7	19.0	2.4
ECONOMICALLY DISADVANTAGED								
Economically Disadvantaged	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES								
IEP - Yes	100.0	0.0	93	734.7	25.8	61.3	11.8	1.1

The Clerc Center does not collect data on English Language Learners, Migrant Status, Foster Status, Homeless Status, or Military Family Status.

Model Secondary School for the Deaf: DLM ELA Performance Data

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

[13] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

Model Secondary School for the Deaf: MCAP Math Performance Data[14]

	Participation Rate				Performance by Percent			
	Students Assessed	*Students Not Assessed*	*Number of Valid Scores*	*Average Scale Score*	*Level 1 Beginning Learners*	*Level 2 Developing Learners*	*Level 3 Proficient Learners*	*Level 4 Distinguished Learners*
ALL STUDENTS	100.0	0.0	103	725.9	47.6	48.5	3.8	0.0
GENDER								
Female	100.0	0.0	46	725.0	52.2	45.6	2.2	0.0
Male	100.0	0.0	57	726.7	43.9	50.9	5.3	0.0
RACE/ETHNICITY								
American Indian or Alaska Native	–	–	–	–	–	–	–	–
Asian	–	–	–	–	–	–	–	–
Black or African American	100.0	0.0	19	721.0	68.4	31.6	0.0	0.0
Hispanic or Latino	100.0	0.0	24	722.7	66.7	29.2	4.2	0.0
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	–	–	–	–	–	–	–	–
White	100.0	0.0	49	729.5	32.6	61.2	6.1	0.0
ECONOMICALLY DISADVANTAGED								
Economically Disadvantaged	100.0	0.0	10	722.3	50.0	40.0	10.0	0.0
Not Economically Disadvantaged	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES								
IEP - Yes	100.0	0.0	103	725.9	47.6	48.5	3.8	0.0

The Clerc Center does not collect data on English Language Learners, Migrant Status, Foster Status, Homeless Status, or Military Family Status.

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).

[14] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

Model Secondary School for the Deaf: Life Science Maryland Integrated Science Assessment (LS MISA) Performance Data[15]

	Participation Rate				Performance by Percent			
	Students Assessed	*Students Not Assessed*	*Number of Valid Scores*	*Average Scale Score*	*Level 1 Beginning Learners*	*Level 2 Developing Learners*	*Level 3 Proficient Learners*	*Level 4 Distinguished Learners*
ALL STUDENTS	98.1	1.9	103	733.9	35.9	54.4	9.7	0.0
GENDER								
Female	100.0	0	44	733.9	31.8	56.8	11.4	0.0
Male	96.7	3.3	59	733.8	39.0	52.5	8.5	0.0
RACE/ETHNICITY								
American Indian or Alaska Native	–	–	–	–	–	–	–	–
Asian	–	–	–	–	–	–	–	–
Black or African American	100.0	0	22	730.3	59.1	36.4	4.5	0.0
Hispanic or Latino	100.0	0	25	731.6	48.0	48.0	4.0	0.0
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	92.9	7.1	13	732.4	46.2	53.8	0.0	0.0
White	98.4	1.6	60	735.9	23.3	61.7	15.0	0.0
ECONOMICALLY DISADVANTAGED								
Economically Disadvantaged	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	–	–	–	–	–	–	–	–
STUDENTS WITH DISABILITIES								
IEP - Yes	98.1	1.9	103	733.9	35.9	54.4	9.7	0.0

The Clerc Center does not collect data on English Language Learners, Migrant Status, Foster Status, Homeless Status, or Military Family Status.

Model Secondary School for the Deaf: Life Science Alternate Maryland Integrated Science Assessment (LS Alt-MISA) Performance Data

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

[15] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

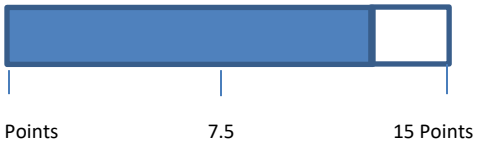
Model Secondary School for the Deaf (9-12): Graduation Rate

GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?

The graduation rate indicator is based on the percentage of 9th grade students who completed high school within four years.[16]

13.1
Earned Points
(TOTAL POSSIBLE POINTS: 15)



MEASURE	RESULTS	EARNED POINTS
4-year adjusted cohort graduation rate	87%	13.1 out of 15
		13.1 EARNED POINTS

[16] The four-year adjusted graduation total is calculated out of 15 points because the Clerc Center at Gallaudet does not calculate five-year graduation rate data.

Model Secondary School for the Deaf (9-12): Disaggregation of Graduation Data[17]

	MEASURES		INDICATOR
	Graduation Rates		*Graduation Total (10 points)*
	4-year		4-year
	n	%	Points
All Students	62	87	8.7
			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
Asian	N/A	N/A	N/A
Black or African American	13	70	7.0
Hispanic or Latino	15	79	7.9
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
White	30	96	9.6
Two or More Races	–	–	–
Economically Disadvantaged	–	–	–
Not Economically Disadvantaged	–	–	–
Migrant Status	–	–	–
Foster Status	–	–	–
Homeless Status	–	–	–

[17] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

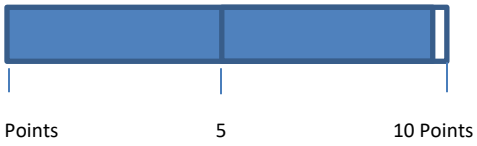
Model Secondary School for the Deaf (9-12): Readiness for Post-Secondary Success

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.

9.3
Earned Points
(TOTAL POSSIBLE POINTS: 10)



0 Points 5 10 Points

MEASURE	RESULTS	EARNED POINTS
Percent of 9th graders on-track for graduation	96.2%	4.8 out of 5
Percent of students completing a well-rounded curriculum	92.7%	4.5 out of 5
		9.3 EARNED POINTS

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

From the 2024-2025 graduation class, 22 students (68.8%) 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[18]

	MEASURES						INDICATOR	
	On-track in 9th Grade (5 points)			*Credit for Completion of a Well-rounded Curriculum (5 points)*			*Readiness for Post-Secondary Success Total (10 points)*	*Percent*
	Enrolled 9th Graders	On-track 9th Graders	POINTS EARNED	Enrolled 12th Graders	12th Graders Completing a Well-rounded Curriculum	POINTS EARNED		
All Students	26	25	4.8	55	51	4.5	9.3	93.0
	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.*	
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	–	–	–	–	–	–	–	–
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	–	–	–	28	28	5.0	–	–
Two or More Races	–	–	–	–	–	–	–	–
Students with Disabilities	26	25	4.8	55	51	4.5	9.3	93.0
Economically Disadvantaged	–	–	–	–	–	–	–	–
The Clerc Center does not collect data on English Language Learners.								

[18] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

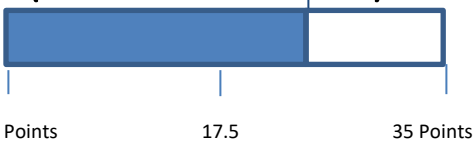
Model Secondary School for the Deaf (9-12): School Quality and Student Success

SCHOOL QUALITY AND 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.

24.4
Earned Points
(TOTAL POSSIBLE POINTS: 35)



0 Points 17.5 35 Points

MEASURE	RESULTS	EARNED POINTS
Percent of students not chronically absent	95.2	14.5 out of 15
School climate survey	72.1	7.2 out of 10
Percent of students with access to a well-rounded curriculum	29.9	2.9 out of 10
		24.6 EARNED POINTS

Model Secondary School for the Deaf (9-12): Disaggregation of School Quality and Student Success Data[19]

		MEASURES			INDICATOR	
	School Enrollment[20]	*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	147	14.5	7.2	2.9	24.6	70.3
		The numbers above represent the total points earned.				
		The following numbers represent the points earned by each subgroup and will not add up to the total points earned.		*The following numbers represent the points earned by each subgroup and will not add up to the total points earned.*	*The following numbers represent the points earned by each subgroup and will not add up to the total points earned.*	
American Indian or Alaska Native	–	–	N/A	N/A	N/A	N/A
Asian	–	–	N/A	–	–	–
Black or African American	31	15.0	–	–	–	–
Hispanic or Latino	35	15.0	–	–	–	–
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	88	13.5	–	6.2	–	–
Two or More Races	17	15.0	N/A	–	–	–
Students with Disabilities	147	14.5	7.2	2.9	24.6	70.3
Economically Disadvantaged	13	–	–	–	–	–
The Clerc Center does not collect data on English Language Learners.						

[19] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

[20] School enrollment data are based on end of year 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[21] [22]

	EDSCLS Domain Scale Scores			
	n	Engagement	Safety	Environment
ALL Students	12	377.3	333.9	369.6
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	N/A	N/A	N/A	N/A
Black or African American	–	–	–	–
Hispanic or Latino[23]	–	–	–	–
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	N/A
White	–	–	–	–
Two or More Races	N/A	N/A	N/A	N/A

[21] 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.

[22] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

[23] 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[24] [25] [26]

	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	School	Annual Target	Improvement	School	Annual Target	Improvement	School	Annual Target	Improvement	School	Annual Target	Improvement
ALL Students	12.9	14.9 Not Met	No	3.9	16.8 Not Met	No	87	65.0 Met	Yes	N/A	N/A N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	–	11.1 –	–	–	12.4 –	–	–	65.0 –	–	N/A	N/A N/A	N/A	N/A	N/A	N/A
Asian	–	11.1 –	–	–	12.4 –	–	–	65.0 –	–	N/A	N/A N/A	N/A	N/A	N/A	N/A
Black or African American	5.6	12.0 Not Met	Yes	0.0	13.5 Not Met	No	70	65.0 Met	Yes	N/A	N/A N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	4.2	11.1 Not Met	No	4.2	12.4 Not Met	No	79	65.0 Met	No	N/A	N/A N/A	N/A	N/A	N/A	N/A
Two or More Races	–	12.0 –	–	–	12.4 –	–	–	65.0 –	–	N/A	N/A N/A	N/A	N/A	N/A	N/A
White	21.4	13.0 Met	No	6.1	15.7 Not Met	No	96	65.0 Met	Yes	N/A	N/A N/A	N/A	N/A	N/A	N/A
Students with Disabilities	12.9	15.0 Not Met	No	3.9	16.8 Not Met	No	87	65.0 Met	Yes	N/A	N/A N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	–	11.1 –	–	–	12.4 –	–	–	65.0 –	–	N/A	N/A N/A	N/A	N/A	N/A	N/A

[24] Dashes represent instances when reporting data are for fewer than 10 students. N/A denotes that no data are available (e.g., there are no students identified as a member of that particular subgroup).

[25] 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

[26] The Clerc Center does not collect data on English Language Learners, or on 5 year cohort graduation rate.