Maryland Report Card
2009 Performance Report
Anne Arundel County
Annapolis High

LEA: 02  School: 4013
Annapolis High 2009 AYP: Met

All indicators must be “Met” to make AYP

<table>
<thead>
<tr>
<th>All Students</th>
<th>Attendance Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percent Proficient</td>
<td>Participation Rate</td>
</tr>
<tr>
<td>All Students</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Am. Indian/Alaskan Nat.</td>
<td>Met</td>
<td>--</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>African American</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Free/Reduced Meals</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Special Education</td>
<td>Met</td>
<td>Met</td>
</tr>
<tr>
<td>Limited Eng. Proficient</td>
<td>Met</td>
<td>Met</td>
</tr>
</tbody>
</table>

School Identified for Improvement: No

<table>
<thead>
<tr>
<th>School</th>
<th>School County</th>
<th>County</th>
<th>State</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate %</td>
<td>2009</td>
<td>2008</td>
<td>2009</td>
<td>2008</td>
</tr>
<tr>
<td>Elementary</td>
<td>--</td>
<td>--</td>
<td>95.9</td>
<td>95.8</td>
</tr>
<tr>
<td>Middle</td>
<td>--</td>
<td>--</td>
<td>94.9</td>
<td>95.0</td>
</tr>
<tr>
<td>High</td>
<td>91.4</td>
<td>92.0</td>
<td>93.4</td>
<td>93.4</td>
</tr>
<tr>
<td>Graduation Rate %</td>
<td>81.07</td>
<td>75.00</td>
<td>90.60</td>
<td>89.14</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>85.24</td>
<td>94.9</td>
<td>95.0</td>
<td></td>
</tr>
</tbody>
</table>

ADEQUATE YEARLY PROGRESS (AYP)

Each year, schools, school systems, and the state are required to measure how much progress students are making in reading and mathematics.

By the end of the school year in 2013-2014, the federal No Child Left Behind Act requires that 100% of students be proficient or above proficient in reading/language arts and mathematics. Schools, school systems, and the state must make yearly targets in order to reach the 100% goal. This is called Adequate Yearly Progress (AYP). The yearly targets are called Annual Measurable Objectives.

To make AYP, schools must achieve the Annual Measurable Objectives in reading and mathematics for all the students group and for each student subgroup, and they must test at least 95% of the students. In addition, elementary and middle schools must meet yearly targets for attendance, and high schools must meet yearly targets for graduation. School systems and the state must meet the yearly targets in reading and mathematics in all categories and must meet both the attendance and graduation targets for all students.

Beginning in 2008, science is measured in grades 5 and 8 and by the High School Assessment in biology. Science is not part of AYP.

Results In Nine Categories

The results for students are reported in nine different categories. The categories are: all students, students who are receiving free or reduced price meals (FARMS), students receiving special education services, students who know no or very little English (limited English proficient), and five racial/ethnic groups.

Results for these groups, the disaggregated data, may be found on the web site of the Maryland State Department of Education at MdReportCard.org.

Schools and Systems in Improvement

Schools that do not make the targets, the Annual Measurable Objectives, in the same subject or other reported area for two consecutive years are identified for School Improvement. A school system that does not meet the annual targets in the same reported area for two consecutive years at the elementary, middle and high school levels is identified for System Improvement. The list of Schools in Improvement may be found on the web at MdReportCard.org.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95% of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school’s participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is an AYP measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the state, schools, school systems will achieve an attendance rate of at least 94%.

Graduation Rate

Graduation Rate is the percentage of students who receive a Maryland high school diploma during the reported school year. It is a required AYP measure for high schools. Yearly targets are set for Graduation Rate so that by 2013-2014, all schools will meet the performance standard of a 90% Graduation Rate.

Dropout Rate (when Graduation Rate is not available)

Dropout Rate is the percentage of students dropping out of school in grades 9 through 12 in a single year. Students who re-enter school during the same year in which they dropped out are not counted as dropouts.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. Teachers who are teaching other subjects are not included in these totals.


Advanced Professional Certificate. The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master’s degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate. The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Certificate. The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor’s degree but does not meet all certification requirements.

Highly Qualified Teachers. “Highly qualified” is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor’s degree, full state certification and demonstrate content knowledge in the subjects they teach.

Visit MdReportCard.org for up-to-date and disaggregated information. Translations in español, 한국어, français, Tiếng Việt and 中文.
Description of MSA Proficiency Levels

**Reading:**
Students are unable to read and understand literature and passages of information that are written for students in their grade.

Students can read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.

**English:**
Students have difficulty comprehending grade-appropriate literature and applying language choices when writing.

Students can comprehend grade-appropriate literature and apply appropriate language choices when writing.

**Mathematics:**
Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Students responses indicate some synthesis of information and understanding of scientific terminology.

**Algebra/Data Analysis:**
Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Students responses indicate some synthesis of information and understanding of scientific terminology.

**Science:**
Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Students responses indicate a complete synthesis of information and understanding of scientific terminology.

**Biography:**
Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Approximately 99% of Maryland students take MSA. The Basic Level is below the goal set for all students.
## MARYLAND SCHOOL ASSESSMENT (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2009. Science is not part of AYP. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. Middle and high school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-MSA. This is determined by the Individualized Education Program (IEP) Team.

## ALTERNATE MARYLAND SCHOOL ASSESSMENT (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student’s mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.