

Maryland Report Card

Cedar Lane Special Center

Howard County

2006 Performance Report

Cedar Lane Special Center 2006 AYP: Met

All indicators must be "Met" to make AYP

All Students	Attendance Rate		Dropout Rate	
	Met		Met	
	Percent Proficient		Participation Rate	
	Reading	Mathematics	Reading	Mathematics
All Students	Met	Met	na	na
Am. Indian/Alaskan Nat.	--	--	--	--
Asian/Pacific Islander	na	na	na	na
African American	Met	Met	na	na
White (non-Hispanic)	Met	Met	na	na
Hispanic	--	--	--	--
Free/Reduced Meals	na	na	na	na
Special Education	Met	Met	na	na
Limited Eng. Proficient	--	--	--	--

"na" indicates too few students for AYP rules.
"--" indicates no students in the category.

School Identified for Improvement: No

	School 2006	School 2005	County 2006	County 2005	State 2006	State 2005
Attendance Rate %						
Elementary	85.8	85.4	96.2	96.1	95.3	95.1
Middle	88.4	84.3	95.8	95.7	93.9	93.8
High	90.9	86.6	94.5	94.4	91.6	92.0
Dropout Rate %	0.00	0.00	1.43	1.44	3.63	3.68
Teacher Qualifications						
% of certificates:						
Standard Professional	--	--	41.3	42.6	33.1	35.1
Advanced Professional	--	--	44.4	46.6	45.0	46.8
Resident Teacher	--	--	0.0	0.1	0.6	0.8
Conditional Teacher	--	--	3.4	2.9	9.2	9.2
% of classes NOT taught by:						
Highly Qualified Teachers	--	--	11.0	15.8	20.6	24.7

"--" indicates no students in the category.

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 the all 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.

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 www.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.

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.

Standard Professional Certificate. A Standard Professional Certificate indicates the teacher meets all certification requirements.

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.

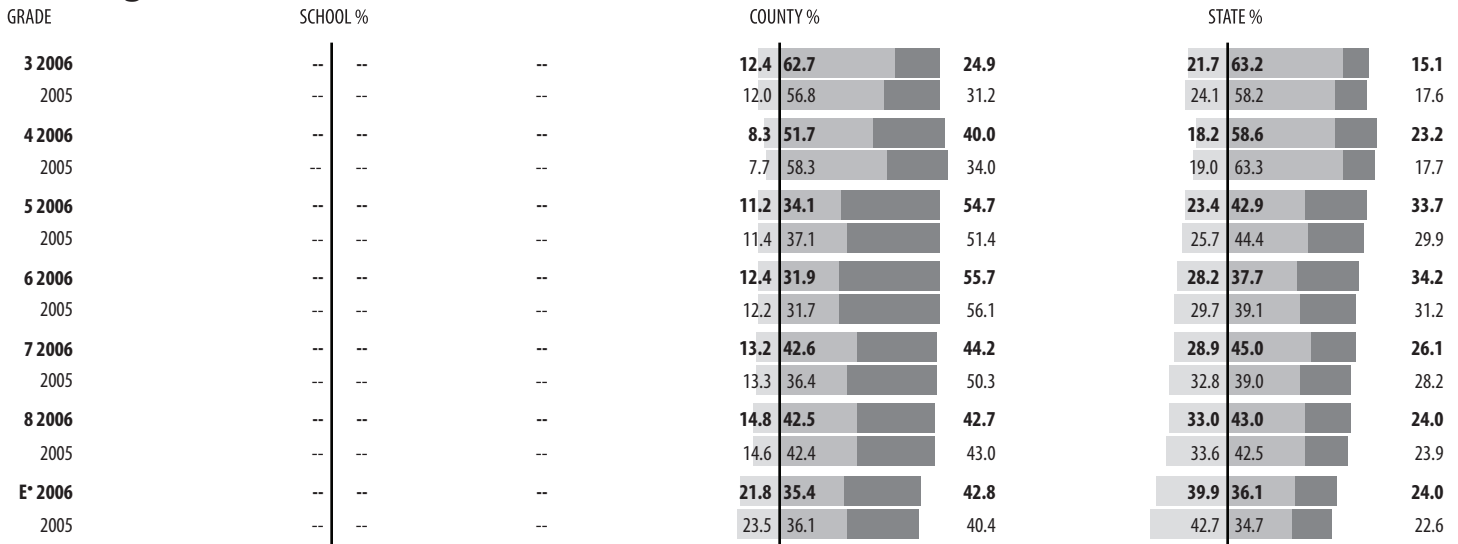
Highly Qualified Teachers. "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full state certification and demonstrate content knowledge in the subjects they teach.

Cedar Lane Special Center MSA Proficiency Levels

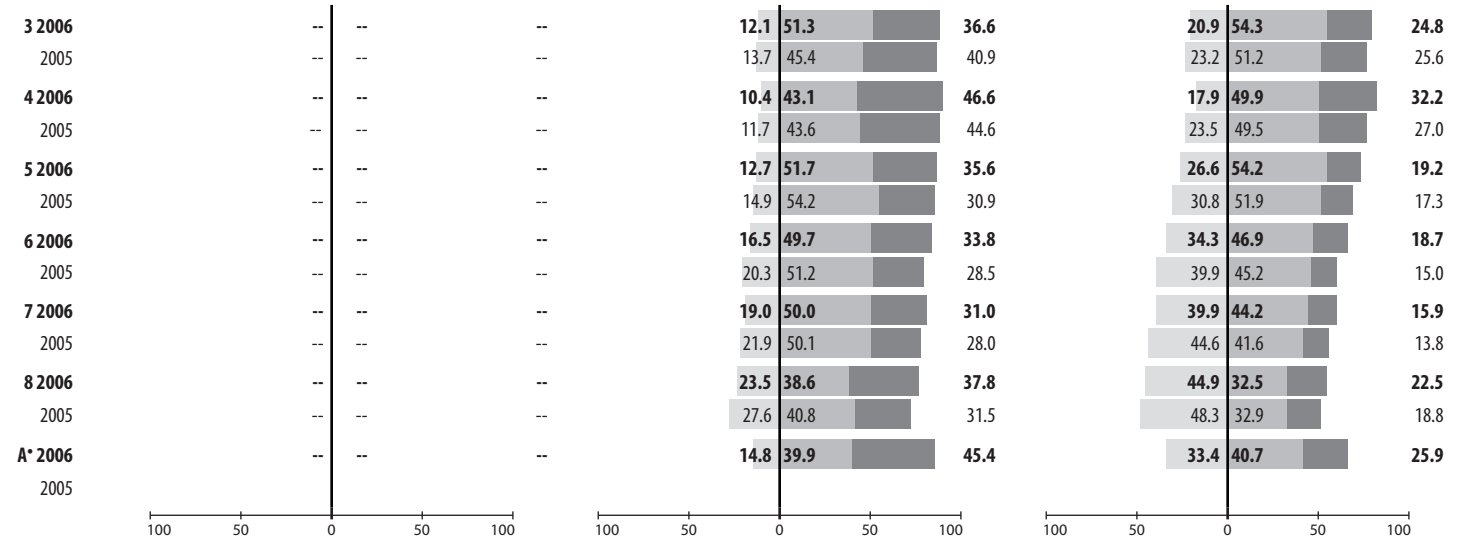
Approximately 99% of Maryland students take MSA.
The Basic Level is below the goal set for all students.

Basic % Proficient % Advanced %

Reading



Mathematics



* E: English 2; A: Algebra/Data Analysis -- indicates no students in the category.

Reading:

Basic %

Students at this level are unable to read and understand literature and passages of information that are written for students in their grade.

Proficient %

Students at this level can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.

Advanced %

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

English 2:

Students at this level have difficulty comprehending grade-appropriate literature and applying language choices when writing.

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

Students at this level can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.

Mathematics:

Students at this level show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.

Students at this level show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.

Students at this level show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.

Algebra/Data Analysis:

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

Students at this level show they have an understanding of fundamental algebra/data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.

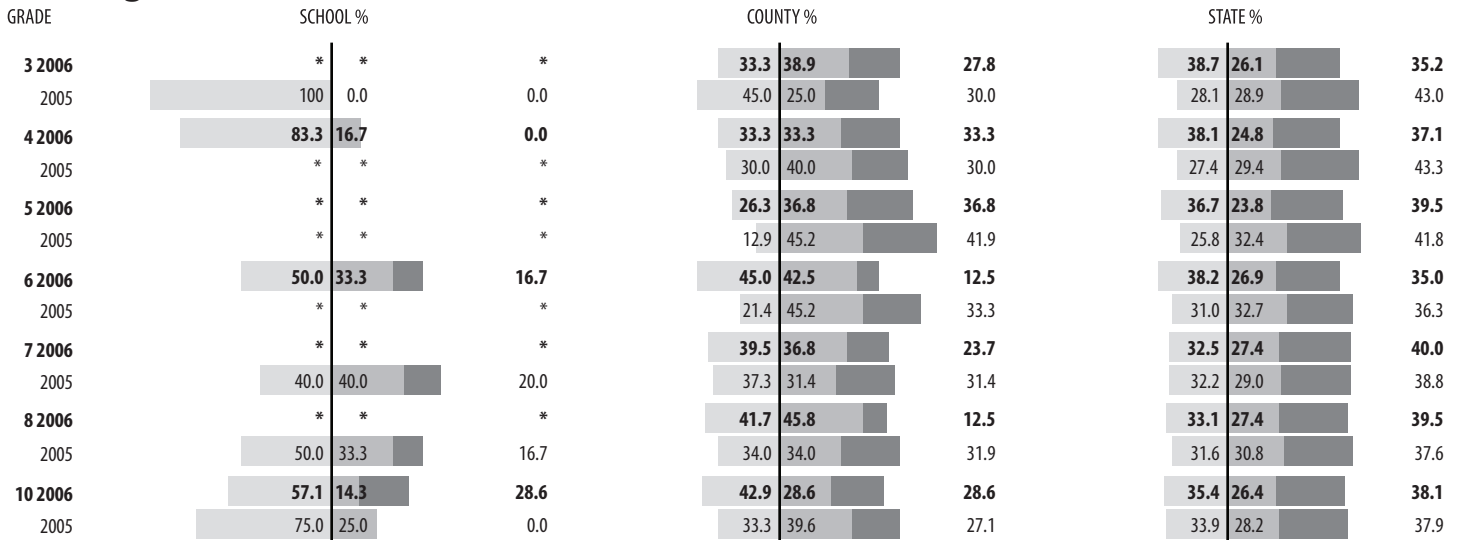
Students at this level can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.

Cedar Lane Special Center Alt-MSA Proficiency Levels

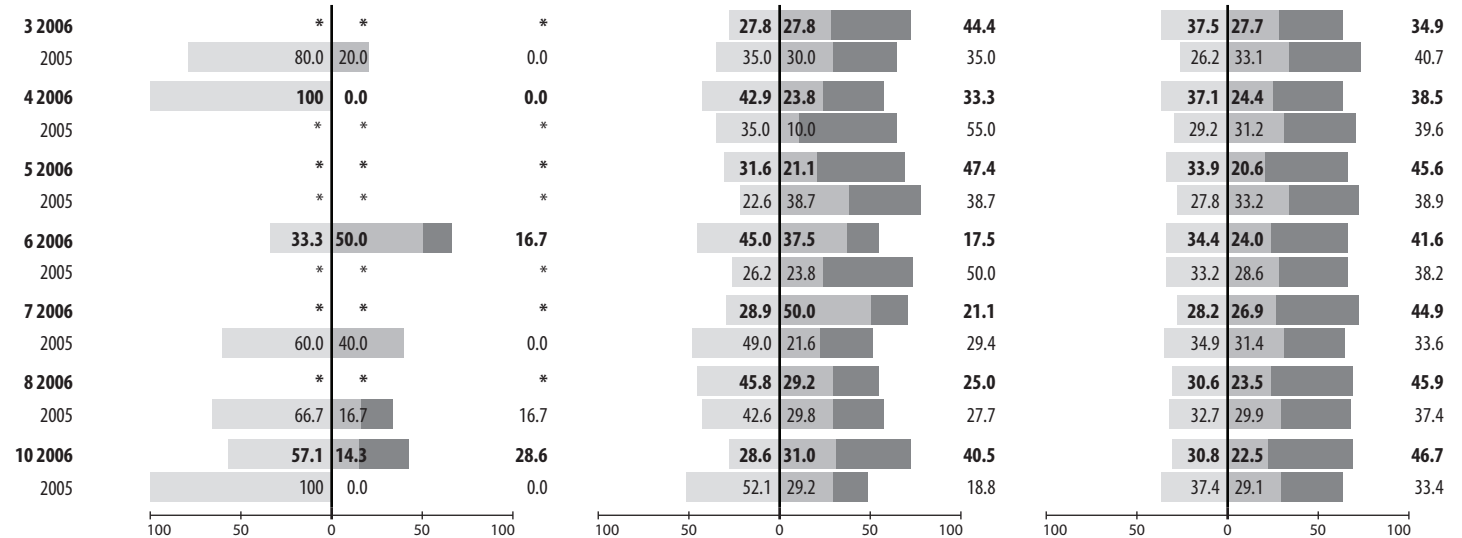
Approximately 1% of Maryland students take Alt-MSA.
The Basic Level is below the goal set for all students.

Basic % Proficient % Advanced %

Reading



Mathematics



*** indicates fewer than 5 students.

MARYLAND SCHOOL ASSESSMENT (MSA)

The Maryland School Assessment (MSA) measures what students in grades 3-8 know about reading and mathematics. 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. High school performance is measured by the English 2 and Algebra/Data Analysis High School Assessments.

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.