

March 2011

Dear Parent or Guardian:

I am pleased to share with you the 2009-2010 Maryland School Performance Report for your child's school. Through this report, you will see how the collaborative efforts of all administrators, teachers, and parents have been rewarded with some impressive gains in performance by our students.

With year after year of noteworthy achievements, we grow closer to reaching and exceeding many of our school system goals. Our staff uses this report and those from our other schools to address and meet the needs of each student in our school system.

More information about state testing results and school data is available online at <http://msp.msde.state.md.us>.

Thank you for the hard work and dedication you have shown to your child. Together, we can move Anne Arundel County Public Schools from a good school system to a great one.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin M. Maxwell". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kevin M. Maxwell, Ph.D.
Superintendent of Schools

KM/mee/bm
Attachments

Maryland Report Card
2010 Performance Report

Anne Arundel County
Northeast High

Northeast High 2010 AYP: Met

All indicators must be "Met" to make AYP

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

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

School Identified for Improvement: No

	School	School	County	County	State	State
	2010	2009	2010	2009	2010	2009
Attendance Rate %						
Elementary	--	--	95.6	95.9	95.3	95.6
Middle	--	--	94.9	94.9	94.9	94.9
High	92.4	93.3	93.5	93.4	92.1	92.4
Graduation Rate %	91.39	92.56	88.86	90.60	86.55	85.24
Teacher Qualifications						
% of certificates:						
Standard Professional	33.9	40.7	31.7	34.2	32.4	33.8
Advanced Professional	62.5	55.9	64.0	61.6	59.8	55.8
Resident Teacher	1.8	0.0	0.4	0.4	1.5	1.5
Conditional Teacher	1.8	3.4	2.0	2.6	1.9	3.9
% of classes NOT taught by:						
Highly Qualified Teachers	3.2		7.7		8.3	

"--" 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.

Beginning in 2009, 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.

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.

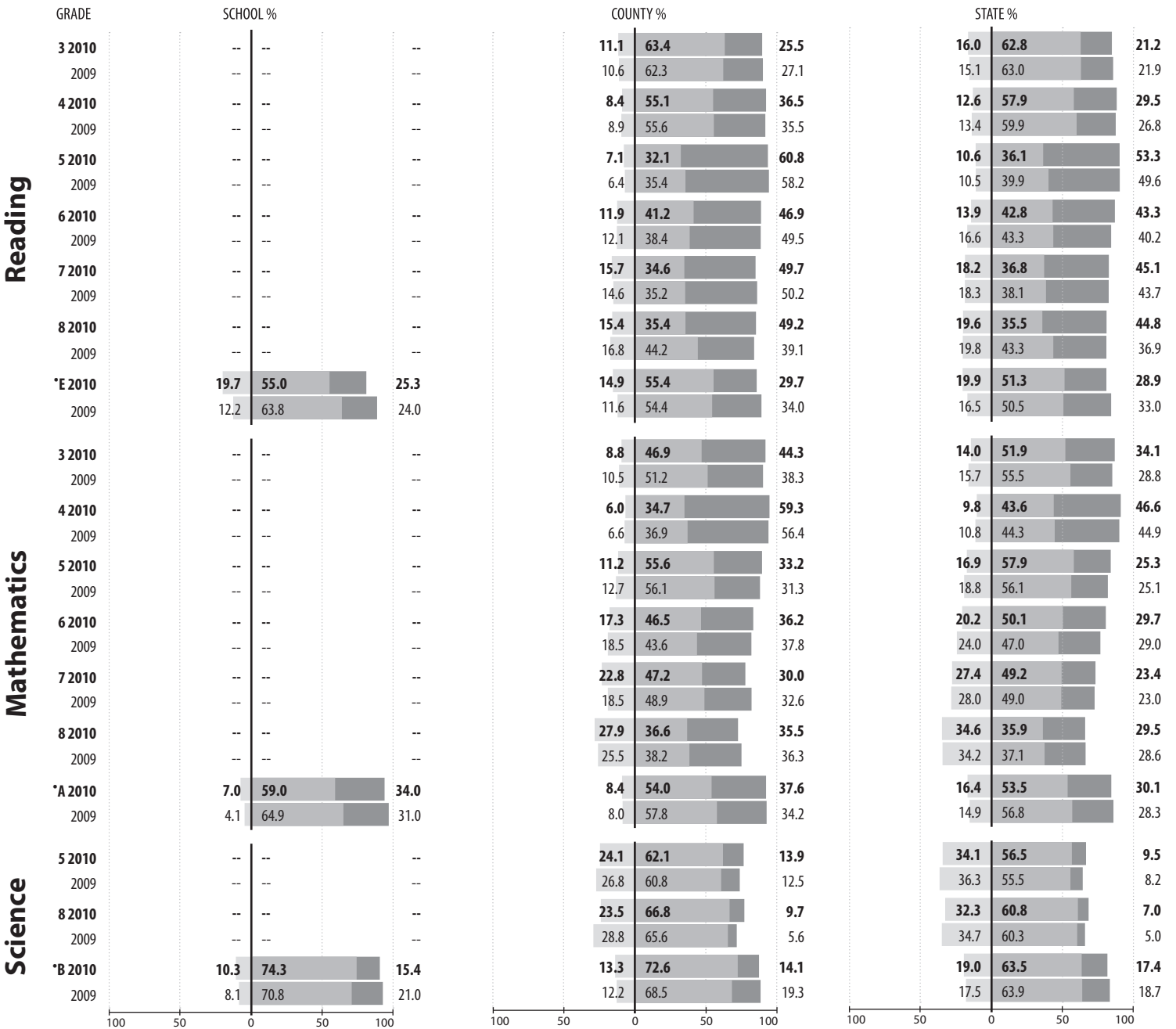
Conditional Certificate. The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

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.

Northeast High

MSA Proficiency Levels

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



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

Description of MSA Proficiency Levels

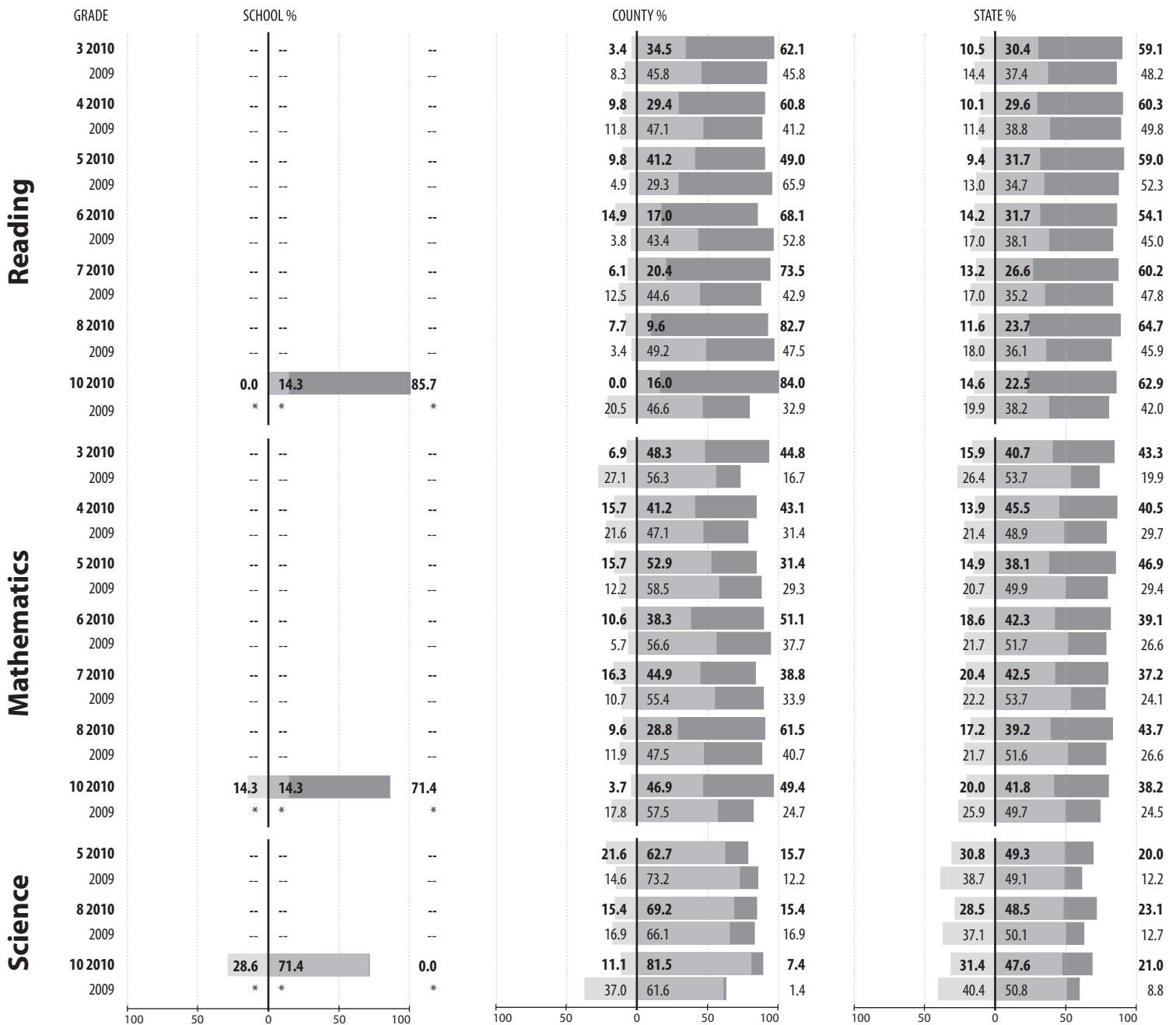
	Reading:	English:	Mathematics:	Algebra/Data Analysis:	Science:	Biology:
Basic %	Students are unable to read and understand literature and passages of information that are written for students in their grade.	Students have difficulty comprehending grade-appropriate literature and applying language choices when writing.	Students 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 show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can comprehend grade-appropriate literature and apply appropriate language choices when writing.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students 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 use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	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. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	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. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Northeast High

Alt-MSA Proficiency Levels

Basic % Proficient % Advanced %

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



*** indicates fewer than 5 students.

-- indicates no students in the category.

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 2010. 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.