

I.D.v
Graduation Rates and Dropout Rates

No Child Left Behind Goal 5: All students will graduate from high school.

No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.

No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

Table 5.6: Percentage of Students Graduating From High School								
Annual Measurable Objective (AMO):	80.99%	80.99%	83.24%	83.24%	83.24%	85.50%	85.50%	85.50%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All students (Counts toward AYP)	76.92	73.80	81.82	72.91	75.46	71.15	77.17%	83.33%
African American	73.33	74.00	82.61	76.92	82.69	73.4	81.25%	87.63%
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	100		
Asian/Pacific Islander	0.00	0.00	0.00	0.00	0.00	100	0.00%	
Hispanic	0.00	0.00	0.00	0.00	33.33	100	100.00%	100.00%
White (Not of Hispanic Origin)	79.81	74.30	80.80	69.44	69.72	68.18	73.50%	78.64%
Free/Reduced Meals (FARMS)	77.01	74.50	72.63	66.67	69.00	67.71	72.82%	80.00%
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	100	100.00%	0.00%
Special Education	72.22	76.20	61.54	47.06	54.84	46.15	43.48%	56.52%
Female	82.73	82.20	86.61	83.50	84.07		82.57%	86.73%
Male	69.41	65.40	76.85	62.00	66.02		71.82%	80.19%

Table 5.7: Percentage of Students Dropping Out of School								
State satisfactory standard:	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%
Subgroup	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
All students	5.62	5.13	5.36	7.27	5.28	4.24	4.44%	4.56%
African American	5.96	2.67	3.64	7.16	4.45	3.78	2.64%	3.55%
American Indian/Alaskan Native	0.00	0.00	0.00	0.00	0.00	0		0.00%
Asian/Pacific Islander	20.00	0.00	6.67	0.00	20.00	0	0.00%	0.00%
Hispanic	0.00	0.00	14.29	0.00	0.00	3.23	3.45%	3.33%
White (Not of Hispanic Origin)	5.26	7.43	6.55	7.79	6.16	4.73	6.11%	5.59%
Free/Reduced Meals (FARMS)	6.37	5.76	5.84	9.03	4.50	4.26	5.21%	6.08%
Limited English Proficient (LEP)	0.00	0.00	0.00	0.00	0.00	0	0.00%	0.00%
Special Education	1.92	6.65	12.93	15.22	9.48	5.98	8.13%	4.72%
Female	3.72	3.91	2.81	4.87	3.83	4.26	2.84%	4.04%
Male	7.71	6.41	7.98	9.80	6.77	4.21	6.02%	5.04%

1. Evidence of Progress Toward Achieving Graduation Rate/Dropout Rate Target

a. Graduation Rate has increased in most subgroups over last year.

- All student graduation rate is up 6.16 percentage points to 83.33%.
- African American graduation rate is up 6.38 percentage points.
- White subgroup graduation rate is up 5.14 percentage points.
- Farms graduation rate is up 7.18 percentage points.
- Special Education graduation rate is up 13.04 percentage points.

b. Dropout Rate decreased in 4 subgroups from last year.

- Dropout rate for the Hispanic subgroup decreased by 0.12 percentage points.
- Dropout rate for the white subgroup decreased by 0.52 percentage points.
- Dropout rate for the Special Education Subgroup decreased by 3.41 percentage points.
- Dropout rate for Males decreased by 0.98 percentage points.

c. The African American subgroup outperforms all other groups for the highest graduation percentage and low dropout percentage.

- The African American graduation rate is 87.25%, exceeding the AMO.
- The African American subgroup dropout rate is up in 2010 at 3.55%, exceeding the AMO by 0.01percentage point.

d. The Special Education subgroup made gains in both graduation and dropout rates.

- The Special Education subgroup raised its graduation rate to 56.52, a 13.04 percent increase.
- The Special Education dropout rate did drop from 8.13% in 2009 to 4.72 in 2010.

2. Programs, Practices or Strategies Attributing to Progress

a. STRATEGY; Provided staffing to offer counseling and alternative services to students.

- Provided counselor developed individual learning plans for students at risk of not graduating.
- Provided case management by Learning Support staff for students at risk of dropping out.
- Provided activities to the 11th grade cohort last year aimed at motivating students to stay in school and go on to college.
- Maintained the Alternative Learning Center for at risk students.
- Maintained 2 attendance clerks at high schools.
- Provided Summer School for middle and high school students.
- Implemented Bridge Program at both high Schools.
- Continued to refine/revise transition activities for 6th and 8th grade students.
- Created Bridge Project class sections at both high schools.
- Hired reading intervention teachers at each high school (grades 8-12).
- Hired reading and math intervention teachers at the intermediate school (grades 6 and 7).
- Implemented one hour lunch period at Washington High School which allowed for one half hour of academic intervention for at risk students.

b. STRATEGY: Provided teachers with targeted professional development for increasing student achievement.

- Provided 8th grade teachers with 1 to 1 Lap Top Professional Development.
- Reduced Secondary Special Education teachers' assignments and focused Co-teaching in only one content area in 2009-10.
- Maintained high school schedules to better accommodate Co-teaching.
- Expanded Co-teaching at the high school level from One Teacher/One Support teacher to Station Teaching, Parallel Teaching, Alternative Teaching and Team Teaching.
- Monitored and evaluated the repertoire of instructional methods and modalities being used in classes by both regular and Special Education staff; established action plans as needed.
- Provided embedded professional development for regular and special educators in Co-teaching.

- Developed specific “Look Fors” for administrators’ and coaches’ observations of multiple Co-teaching models; collated and analyzed data; applied findings to professional development and evaluation.
- Monitored implementation of Co-teaching strategies through observations, walk-throughs, and reflective conferences with the regular education teachers and the Special Educations teachers; documented findings.
- Increased the frequency of data meetings in which teachers using the Classroom Focused Improvement Process used data to modify instruction and identify student weaknesses.

CATEGORY	STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST
Staffing/Student Activities	GEAR UP coordinator provided activities designed to motivate the 11 grade cohort to attend college	Source: GEAR UP Cost: \$44,669
Staffing/Core Program	Maintained the Alternative Learning Center for at risk students	Source: Local Cost: \$363,535
Professional Development	Coalition of Essential Schools provided secondary schools with PD on working with all students	Source: State School Improvement Grant Cost: \$41,300
Staffing	Provided two reading intervention tutors to work with struggling readers at both high schools	Source: Local Cost: \$69,560
Staffing	Maintained 2 Attendance Clerks at Both High Schools	Source: Local and ARRA (stimulus) Cost: \$34,158
Staffing	Provided two teaching positions at Somerset Intermediate for Reading and Math Intervention Math at the 6 th and 7 th grades at Somerset Intermediate	Source: Local Cost: \$88,857
Equipment	Provided all 7 th grade students with a student laptop	Source: Infrastructure Cost: \$0
Professional Development	Provided all 8 th grade teachers with 1 to 1 Laptop Professional Development	Source: Staff Time Cost: \$0
Equipment	Created High Tech Classrooms at	Source: Ed Tech Grant

CATEGORY	STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST
	8 th grade-Promethean Boards and Laptops for Teachers	Cost: \$132,000
Professional Development	Provided Promethean Board Training for all 8 th Grade teachers	Source: \$1,300 Cost: State Fiscal Stabilization (stimulus)
Staffing	Extended contract for Bridge Coordinator	Source: Local Cost: \$11,825
Staffing	Provided Summer session for Bridge classes	Source: Local Cost: \$5,600
Professional Development	APD (After School Professional Development) 75 minute PD each week	Source: Local Cost: \$275,314
Staffing	Learning Support Staffs are continued to be funded	Source: Local Cost: \$217,220

3. Challenges Remaining in Meeting the Graduation/Dropout Rate Target

a. The Special Education subgroup continues with a low graduation rate and high dropout rate.

- Although the special education subgroup raised its graduation rate by 13.04 percentage points from 2009, it still is 29 percentage points below the AMO.
- The graduation rate for the Special Education is the lowest of any group.
- The Special Education dropout rate did drop from 8.13% in 2009 to 4.72% in 2010 ,but is still below the AMO.

b. Somerset County did not meet the AMO for graduation/dropout rate.

- The all student graduation rate of 83.33% which is below the AMO of 85.50%.
- The all student dropout rate of 4.56% is higher than the AMO of 3.0%.
- Males graduate at only an 80% rate.
- Male dropout is at a 5.04% rate.
- The White subgroup achieved a 78.64% graduation and 5.59% dropout rate.
- FARMS students experienced an 80% graduation and 6.08% dropout rate in 2010.

4. Changes or Adjustments That Will Be Made to Ensure Progress in Graduation/Dropout Rate

a. ADJUSTMENT: Several initiatives will target improving the achievement and retention of the Special Education subgroup.

- Co-teaching sections will continue to be scheduled at the high school level.
- A Co-teaching professional development initiative will continue through a partnership with University of Maryland Eastern Shore with High School partners supported/coached by Dr. Sharon Clark, UMES.

- Reading intervention sections will continue at both high schools.
- Intermediate School Special Education students will be matched with a staff mentor to offer additional supports through the middle years and to increase parental contacts.

b. ADJUSTMENTS: Additional staff and adjusting duties will provide students with more opportunities for success.

- A Literacy Supervisor will be hired to work with High School Language Arts teachers in the area of reading instruction.
- A full time teacher at Somerset Intermediate will continue to provide Reading Intervention.
- A full time teacher at Somerset Intermediate will continue to provide Math Intervention.

c. CHANGE: High school schedules will be revised to include more “student” time.

- Washington High School will continue a “One Hour Lunch” which will enable all students to pursue interests, including tutoring in weak areas.
- Eighth grade students will have an access period scheduled for half hour for intervention at Washington High School.

d. STRATEGY: Expanded the one to one laptop program for students

- Eighth grade students will receive student laptop computers in the fall of 2010.
- Ninth graders will receive student laptop computers in January 2011.

<i>CATEGORY</i>	<i>STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT</i>	<i>FUNDING SOURCE AND COST</i>
Hire a full time Secondary Literacy Supervisor Timeline: August 2010-June 2011	Staffing	Source: Local Cost: \$76,948
Maintain two teaching positions at Somerset Intermediate for Reading and Math Intervention Math at the 6 th and 7 th grades at Somerset Intermediate Timeline: August 2010	Staffing	Source: SFSF Cost: \$83,200
Provide student laptops for all 8 th graders Timeline: September 2010	Core Program	Source: Local Cost: \$48,376
Provide student laptops for all 9 th graders Timeline: January 2011	Core Program	Source: Local Cost: \$56,640
Maintain Learning Support Staff at the Secondary Level Timeline: August 2010	Staffing	Source: Local Cost: \$231,383
Continue professional development and	Professional	Source: MHEC

CATEGORY	STRATEGY, PROGRAM, OR PRACTICE AND PROFESSIONAL DEVELOPMENT	FUNDING SOURCE AND COST
support for Co-teaching for 25 Special Education and regular education teachers. Partnership with UMES and Special Education grant Timeline: August 2010-June 2011	Development	Cost: \$8000
Maintain two reading intervention teachers to work with struggling readers at both high schools Timeline: August 2010	Staffing	Source: ARRA Cost: \$69,165