

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: November 4, 2003

TO: **BOARD OF EDUCATION**

FROM: Dr. J. Hairston, Superintendent

SUBJECT: *Annual Report on Results*

ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Gwendolyn R. Grant, Executive Director of Secondary Programs
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INFORMATION

That the Board of Education review the *Report on Results* for 2002-2003.

Background Information: In his first year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the *Blueprint for Progress*, a document that outlined the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, the *Blueprint for Progress* has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. The *Blueprint for Progress* was revised during the 2002-2003 school year and adopted by the Board of Education on January 14, 2003, to meet the accountability requirements of the “No Child Left Behind” (NCLB) Act of January 8, 2002, and to address the recommendations of the Visionary Panel for Better Schools. The *Report on Results* for school year 2002-2003 is Baltimore County Public Schools’ annual accountability document used to measure student achievement and system progress towards high expectations as outlined in the *Blueprint for Progress*.

BALTIMORE COUNTY PUBLIC SCHOOLS



***Blueprint for
Progress
Report on Results
for
School Year
2002-2003***



November 2003
BCPS System

INDICATORS OF STUDENT ACHIEVEMENT

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Results Report 2002-2003

EXECUTIVE SUMMARY

In his inaugural year as Superintendent of Baltimore County Public Schools, Dr. Joe A. Hairston presented to the Board of Education the *Blueprint for Progress*, a document that outlined the goals and benchmarks designed to ensure improvement throughout our school system. Adopted by the Board on November 21, 2000, the *Blueprint for Progress* has provided schools and offices with clear criteria and vision for measuring progress towards high expectations and improved student performance. The first *Blueprint for Progress* included 16 Indicators of Student Achievement Progress and 16 Key Strategies. During the 2002-2003 school year, the *Blueprint for Progress* was revised to align with NCLB changes in Maryland's Accountability System. Parents, community and business stakeholders were engaged in the total process of crafting the *Blueprint for Progress* and incorporating their value statements into the goals and performance indicators.

Changes to Maryland's accountability system increased the focus on subgroup performance. The revised accountability system fulfills the requirements of the *No Child Left Behind Act* (NCLB), aligns with the Bridge to Excellence in Public Schools Act, and addresses recommendations of the Visionary Panel for Better Schools. The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP). It replaced the School Performance Index as the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show in 2003 that all students are making AYP in reading and math. The Maryland School Assessment (MSA) measures student progress in reading and math. In addition, elementary and middle schools must meet the standard in attendance, and in high schools, they must meet the graduation requirement.

The *Blueprint for Progress* serves as the framework for the Baltimore County Public Schools' Master Plan. The revised *Blueprint for Progress* consists of eight Performance Goals, 42 Performance Indicators, and 85 Key Strategies. The revised *Blueprint for Progress* was adopted by the Board of Education on January 14, 2003. The *Blueprint for Progress* goals and indicators are the concrete, measurable statements of the expectations for all students in the Baltimore County Public Schools. These goals that include the five *Elementary and Secondary Education Act* (ESEA) goals, and Performance Indicators are an overview of the standards that will be used to assess student achievement and define school system accountability for that achievement. The Key Strategies are aligned with Performance Goals and Indicators to ensure focus on results. The *Blueprint for Progress* establishes that the school system is accountable for meeting high standards for all students. Achievement gaps among student subgroups will cease to exist when all students are meeting the established standards outlined in the *Blueprint*.

The Report on Results includes Performance Indicators of Student Achievement that examines the data for all 42 Performance Indicators. Most performance data are presented over time and (where data are available) disaggregated by subgroups of students: five racial/ethnic groups (African American, American Indian, Asian/Pacific Islander, Hispanic, White), students with limited English proficiency (ESOL), students receiving special education services, and

INDICATORS OF STUDENT ACHIEVEMENT

economically disadvantaged students (FARMS). *The Report on Results* also contains Highlights of the 2002-2003 School Year, Indicators of Student Achievement Progress, A Statement of Revenues and Expenditures-General Fund, Budgetary Comparison Statement for the Special Revenue Fund, and a Glossary of Terms. An overview of the Indicators of Progress and a listing of initiatives of the Work in Progress from the Master Plan are delineated below.

INDICATORS OF PROGRESS:

1. BCPS students performed well above the performance standards set for the initial administration of the MSA.
2. In grades 3, 5, 8, and 10 reading, the percentage of BCPS students scoring proficient or advanced (range: 59.9-69.6%) is above the MSDE AYP benchmarks for 2003 (range: 40.0-47.5%). BCPS performance now is above the MSDE AYP benchmarks for 2005 (range: 50.9-57.0%) and must be maintained.
3. In grades, 3, 5, and 8 math, the percentage of BCPS students scoring proficient or advanced (range: 39.7-66.0%) is above the MSDE AYP benchmarks for 2003 (range: 19.0%-47.4%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 33.7-57.0%).
4. Elementary and middle school attendance rates (95.3% and 94.4%, respectively) exceeded the state standard of 94%. High school attendance (93.6%) was nearly equal to the state standard of 94%.
5. The BCPS high school graduation rate was 88.2% in 2003, 88.0% in 2002, and 87.5% in 2001, increasing to meet the state standard of 90.0%.
6. The percentage of grade 10 BCPS students taking the PSAT increased from 82.7% in 2002 to 84.4% in 2003.
7. Eleven out of 23 BCPS high schools met or exceeded the national SAT participation rate; 11 out of 23 BCPS high schools met or exceeded the national SAT combined scores.
8. The percentages of BCPS students scoring proficient or advanced on the IMAP (grades 3, 5, 8, and 11) are approaching the BCPS benchmarks set for 2008 (70%).
9. The percentages of BCPS students receiving ESOL services between one and three years in grades 3 and 5 scoring proficient or advanced on the reading MSA (51.8% and 62.2%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
10. The percentages of BCPS students receiving ESOL services between one and three years in grades 3, 5, and 10 scoring proficient or advanced on the math MSA (63.9%, 55.7%, and 56.4%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
11. Each year, for the past two years, an additional high school met or exceeded the national average AP participation rate (7%). In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.
12. This year, 10 out of 23 schools met the BCPS standard of 70% passing on AP exams. In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.
13. In 2002-03, BCPS students passed 70% of AP exams. The BCPS percentage exceeds the AP global pass rate of 62%. The BCPS pass rate (70%) represents an increase over the 1999 pass rate of 67%.
14. The number of volunteer hours increased from previous years to over 410,000 hours in 2003.

INDICATORS OF STUDENT ACHIEVEMENT

WORK IN PROGRESS:

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

- Use of the **data warehouse** to access all state and local assessment data at the system, school, classroom, and individual student level in order to improve student achievement
- Development and implementation of a systemic intervention **plan to support schools** at risk of not achieving Adequate Yearly Progress
- Implementation of a plan to provide access to comprehensive **prekindergarten** programs for all eligible students as defined by *Bridge to Excellence*
- Implementation of a five-year plan to expand current half-day kindergarten programs into **full-day kindergarten** at all BCPS elementary schools, including inclusion opportunities for students with disabilities
- **Reduction of the student-teacher ratios** for kindergarten to grade 2
- Implementation of the **Super Stem Academy** at identified elementary schools in partnership with UMBC and NSF
- **Departmentalization of the teaching of mathematics and science in all elementary schools** with support for elementary and middle school teachers in mathematics and science content
- Professional development in classroom accommodations to increase student achievement in the **Least Restrictive Environment, alternative assessments, and skill documentation for special education students participating in IMAP**
- Implementation and expansion of **AVID** (Advancement Via Individual Determination) to ensure student access to and participation in rigorous courses
- Use of **AP Potential** data and software to identify and counsel more students in Advance Placement courses and other rigorous programs; continued use of TEST U software for student self-examination
- Continuation of **partnership with College Board** to provide student workshops and conferences for PSAT, SAT, and AP, professional development for middle and high school teachers in vertical teaming and higher level thinking strategies, parent outreach, and curriculum development support
- **Implementation of College Ed**, a 12-week College Board program for all seventh grade students and their families to assist them in making informed post-secondary decisions

INDICATORS OF STUDENT ACHIEVEMENT

- Recruitment of teachers to teach **AP courses** and to participate as scorers of AP exams
- **Expansion of AP course offerings** in all high schools, including AP JAVA; and exploration for possible expansion of the International Baccalaureate (IB) program
- Development and implementation of an **extended-year program for middle school students to increase mathematics achievement** including a summer course, “Preparing for Algebra,” for incoming ninth graders
- **Enhanced programs in the fine arts**, including the development of career complete programs
- Development of **summer reading** lists which reflect diverse populations and learning styles
- Implementation of the **Black Saga program** in elementary and middle schools to increase student and parent awareness of African American history; exploration of other **multicultural** awareness programs
- Development and implementation of a **reading intervention program** at the middle and high school levels
- Implementation of the CATALYST **Gifted and Talented Education** resource teacher project in Title I elementary schools
- Implementation of **gifted education talent development summer programs** for students in underserved populations

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

- Expansion of **full-time ESOL teachers** working with students, and increased recruitment and training of interpreters and translators
- Implementation of system protocols for providing **translation and interpretation services** for ESOL families; increased publication of key school system documents in primary languages of students; bilingual lending libraries in Resource Centers
- Expansion of **services for newcomer ESOL families** at intake conferences and bilingual information sessions including information about college, careers, and community resources
- Development and implementation of additional **ESOL curriculum** including high school reading and the identification of bilingual reading materials for school libraries
- Collaboration with higher education to provide **ESOL pre-service teacher training** and ongoing **professional development** and the expansion of course offerings for ESOL adults
- Professional development on **second language acquisition, cross-cultural and differentiation strategies**

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

- Use of the data warehouse to analyze **teacher quality** in all schools and develop action plans and automated tracking systems to ensure equity in the assignment of high quality staff to schools and to assist teachers and paraprofessionals in achieving certification standards
- Establishment of **Resident Teaching Programs** in critical needs subjects and other partnerships with higher education, employee organizations, and business and industry to increase opportunities for teachers and paraprofessionals to meet highly qualified standards
- Incentives to attract and retain **experienced high quality teachers** in targeted schools and critical needs subjects
- **Reading/language arts and mathematics academies** with ongoing follow-up at the school level for new teachers
- Additional professional development for administrators, including **Leadership Enhancement** with emphasis on differentiation
- On-line advertisement with weekly updates of all teacher vacancies with an **electronic application process**
- A systemic process for the delivery of **Professional Development Schools** that meet academic and clinical preparation of interns and continuous development of faculties

PERFORMANCE GOAL 4

All students will be educated in school environments that are safe and conducive to learning.

- Expanded outreach to students, parents, and community in supporting **a safe and orderly learning environment** through the implementation of the *Student Behavior Handbook* and school code of conduct
- Additional professional development for new and continuing teachers and support staff, including paraprofessionals and bus drivers, on **positive discipline interventions**, classroom management, and student engagement
- Development and implementation of a systemwide **marketing, communications, and public relations plan** to strengthen two-way communication, provide opportunities for stakeholders to express satisfaction, and build advocacy for the school system

PERFORMANCE GOAL 5

INDICATORS OF STUDENT ACHIEVEMENT

All students will graduate from high school.

- Use of the data warehouse to enable teachers and administrators to access **timely student performance and participation data** including attendance, suspensions, course selections, grades, standardized test scores, and retentions in order to develop appropriate intervention strategies
- **Elimination of lower level courses** at the high school level; allocation of staffing based on the number of students participating in academic enrichment and acceleration programs
- Professional development for teachers to assist them in providing classroom accommodation for students with **504 plans** to increase student success on the MSA
- Pilot **student resource centers** at high schools with dropout rates greater than 3%

PERFORMANCE GOAL 6

Engage parents/guardians, business, and community members in the educational process.

- Continued collaboration with parents, business, community groups, and governmental departments to increase understanding, awareness, and engagement and expand **stakeholder participation in decision-making** and the educational process
- Professional development for administrators and new and current teachers in conducting **effective parent-teacher-student conferences**
- A directory for schools listing **community organizations** with an interest in supporting schools and student achievement
- Enhanced opportunities for parents/guardians and community to attend and participate in school events and programs, including a **coordinated area schedule for Back-to-School Night**

PERFORMANCE GOAL 7

Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

- Presentation of an annual **system Results Report** focusing on student achievement results, stakeholder engagement, and benchmarks in Business Services
- Use of the data warehouse to provide schools with site-specific data for analysis by School Improvement Teams and inclusion in **school results reports** and School Improvement Plans
- Expansion of **stakeholder representation** and input into the School Improvement Plan

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

- Establishment of **performance indicators** for all departments of the **Division of Business Services**
- Research and collaboration with other school systems and private sector industries to establish and use **best practices in key service areas**
- Completion of **High School Facility Use Study**
- Publication of an annual five-year **capital improvement program (CIP) that aligns capital budget and instructional programmatic initiatives**
- Use of the **data warehouse** to access and analyze disaggregated data for tracking and reporting purposes, for the assignment of staff to schools, and for the development of financial documents
- Expansion of **web-based processes** for purchasing, payroll, benefits enrollment, and client service
- Development of **comprehensive maintenance plans** for grounds, housekeeping services, mechanical and critical equipment
- Implementation of **Advanced Technology Integration Institutes** for K-12 teachers to improve instruction and meet needs of diverse learners
- Development and implementation of an **on-line assessment tool** to determine and monitor teacher technology competencies based on Maryland Teacher Technology standards; collaboration with higher education to offer graduate-level cohort programs in instructional technology
- Development of web-based delivery systems for professional development and increased **teacher access to electronic information to integrate technology in daily instruction**
- Development and implementation of a new three-year **Framework for Technology Implementation** including an ongoing budgetary process for maintaining the current 5:1 student/computer ratio and for improving the ratio of computers for teachers and other school-based individuals

BALTIMORE COUNTY PUBLIC SCHOOLS
Focused on Quality; Committed to Excellence

***HIGHLIGHTS OF THE 2002-2003
BLUEPRINT FOR PROGRESS RESULTS REPORT***

Maryland State Assessment (MSA) Indicator 1.1 (State Standard)

- BCPS students performed well above the performance standards set for the initial administration of the MSA.
- In grades 3, 5, 8, and 10 reading, the percentage of BCPS students scoring proficient or advanced (range: 59.9-69.6%) is above the MSDE AYP benchmarks for 2003 (range: 40.0-47.5%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 50.9-57.0%).
- In grades, 3, 5, and 8 math, the percentage of BCPS students scoring proficient or advanced (range: 39.7-66.0%) is above the MSDE AYP benchmarks for 2003 (range: 19.0%-47.4%). BCPS performance is also above the MSDE AYP benchmarks for 2005 (range: 33.7-57.0%).

Attendance Indicator 1.22 (State Standard)

- Elementary and Middle school attendance rates (95.3% and 94.4%, respectively) exceeded the state standard of 94%.
- High school attendance (93.6%) was nearly equal to the state standard of 94%.

Graduation Rate Indicator 5.1 (State Standard)

- The BCPS High school graduation rate was 88.2% in 2003, 88.0% in 2002, and 87.5% in 2001. The BCPS graduation rate exceeds the 2003 state standard of 80.99%. The BCPS graduation rate is increasing to meet the 2014 state standard of 90.0%.

Reading Benchmarks Indicator 1.8 (BCPS Standard)

- All BCPS elementary students (aggregated and disaggregated) in grades 2-6 attained grade level standards on the Spring 2003 reading benchmark assessments, meeting the standard set for 2008 (100%).

PSAT Indicator 1.2 (BCPS Standard)

- The percentage of grade 10 BCPS students taking the PSAT increased from 82.7% in 2002 to 84.4% in 2003.

SAT Indicator 1.18-1.19 (BCPS Standard)

- Eleven out of 23 BCPS high schools met or exceeded the national SAT participation rate; 11 out of 23 BCPS high schools met or exceeded the national SAT combined scores.

INDICATORS OF STUDENT ACHIEVEMENT

IMAP Indicator 1.5 (BCPS Standard)

- The percentages of BCPS students scoring proficient or advanced on the IMAP (grades 3, 5, 8, and 11) are approaching the benchmarks set for 2008 (70%).

MSA ESOL Indicator 2.2 (BCPS Standard)

- The percentages of BCPS students receiving ESOL services between one and three years in grades 3 and 5 scoring proficient or advanced on the reading MSA (51.8% and 62.2%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).
- The percentages of BCPS students receiving ESOL services between one and three years in grades 3, 5, and 10 scoring proficient or advanced on the math MSA (63.9%, 55.7%, and 56.4%, respectively) exceeds the BCPS standards set for 2008 (at least 50%).

AP Courses Indicator 1.14-1.15 (BCPS Standard)

- Each year, for the past two years, an additional high school met or exceeded the national average AP participation rate (7%).
- This year, 10 out of 23 schools met the BCPS standard of 70% passing on AP exams.

Volunteer Indicator 6.2 (BCPS Standard)

- The number of hours that volunteers and tutors supported student achievement was over 410,000; an increase of about 40,000 hours from the previous year.

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.1

1.1 All diploma-bound students in grades 3 - 8 and 10 will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

What is measured?

Percent of students in affected grades scoring proficient or advanced on each MSA (not counting exemptions)

Results for 2002-2003

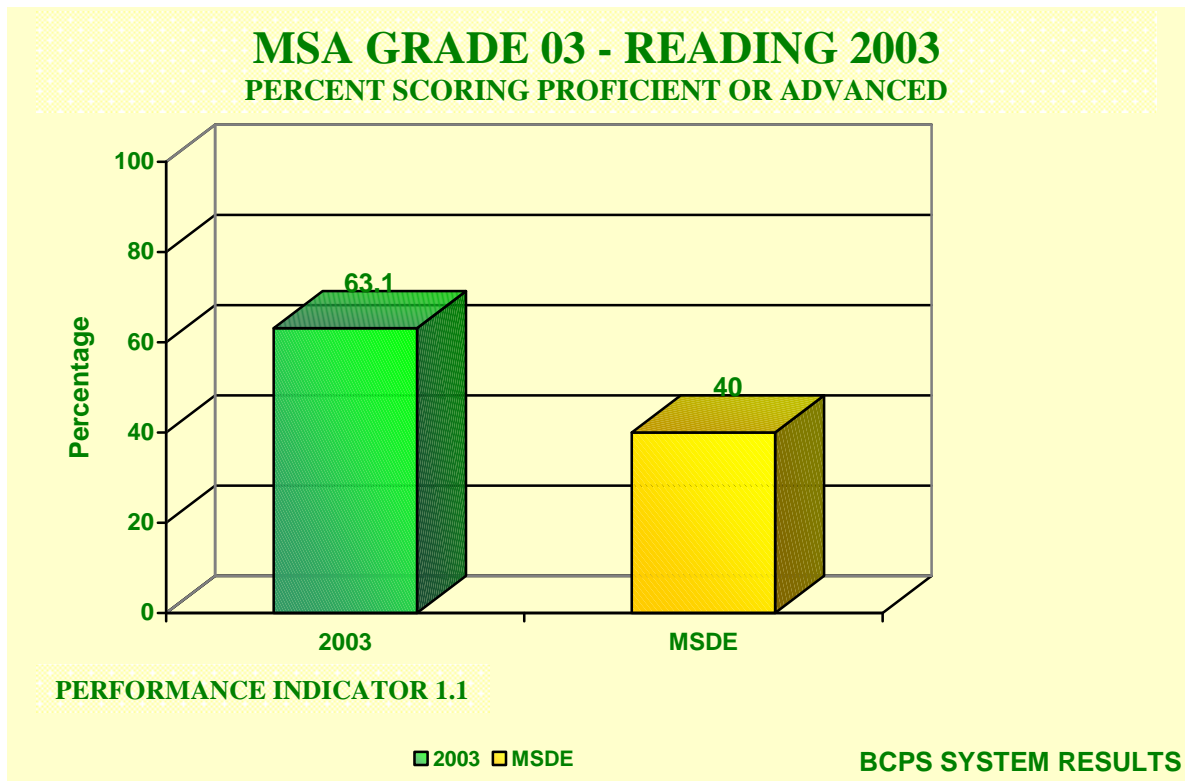
- 63.1% of BCPS 3rd grade students scored proficient or advanced on the 2002-03 grade 3 MSA reading test, administered for the first time in the spring of 2003. The BCPS results exceeded the state benchmarks for 2003 (40%) and for 2005 (50.9%).
- 66% of BCPS 3rd grade students scored proficient or advanced on the 2002-03 grade 3 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (47.4%) and for 2005 (57%).
- 69.3% of BCPS 5th grade students scored proficient or advanced on the 2002-03 grade 5 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (47.5%) and for 2005 (57%).
- 51.9% of BCPS 5th grade students scored proficient or advanced on the 2002-03 grade 5 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (35.4%) and for 2005 (47.1%).
- 60.3% of BCPS grade 8 students scored proficient or advanced on the 2002-03 grade 8 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (43%) and for 2005 (53.4%).
- 39.7% of BCPS grade 8 students scored proficient or advanced on the 2002-03 grade 8 MSA math test. The BCPS results exceeded the state benchmarks for 2003 (19%) and for 2005 (33.7%).
- 65% of BCPS grade 10 students scored proficient or advanced on the 2002-03 grade 10 MSA reading test. The BCPS results exceeded the state benchmarks for 2003 (42.9%) and for 2005 (53.3%).
- 42.5% of BCPS grade 10 students scored proficient or advanced on the 2002-03 grade 10 MSA math test (High School Assessment geometry exam used for MSA grade 10 math). The BCPS results exceeded the state benchmarks for 2003 (20.9%) and for 2005 (40.7%).
- When disaggregated by subgroup, between 12-45% of ESOL students meet or exceed state standards, between 16-51% of FARMS students meet or exceed state

INDICATORS OF STUDENT ACHIEVEMENT

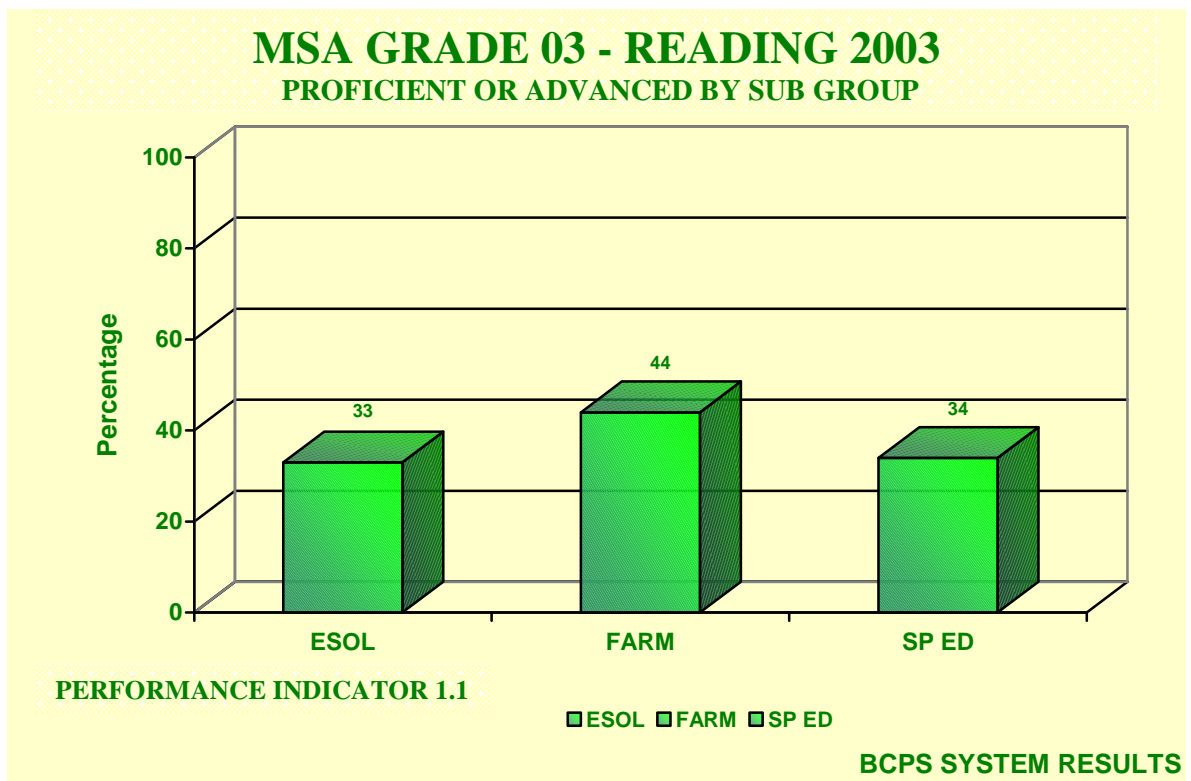
standards, and between 7-41% of special education students meet or exceed state standards.

- When disaggregated by race, white students generally have rates in the 70% range of meeting or exceeding state standards, while African American students have rates in the 40% range of meeting or exceeding state standards. Variations in percentages occur across grades and tests.
- When disaggregated by gender, females scored proficient or advanced at higher rates than males in reading at all grades tested, ranging from a seven-point difference in 5th grade to a thirteen-point difference in 10th grade. In math, the percentages of male and female students scoring proficient or advanced were similar.

INDICATORS OF STUDENT ACHIEVEMENT



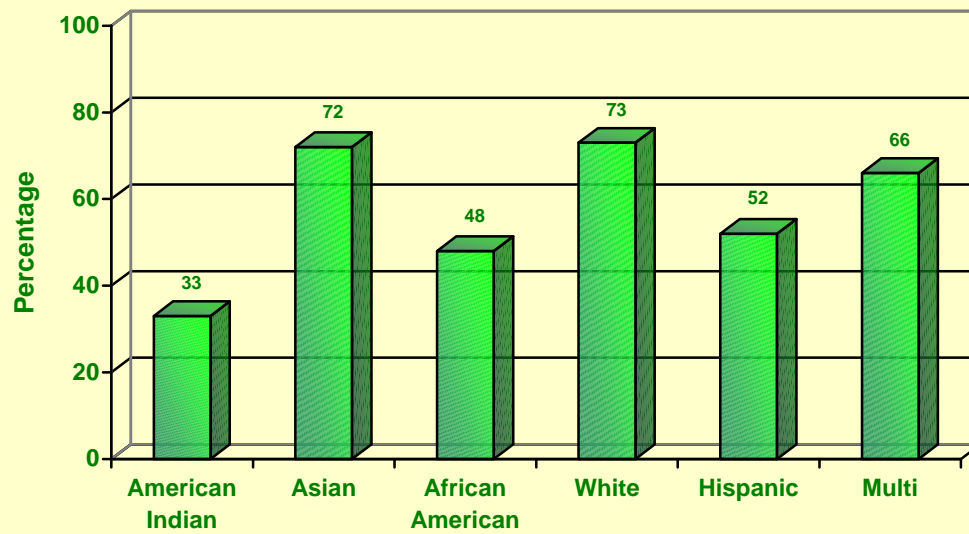
MSA GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



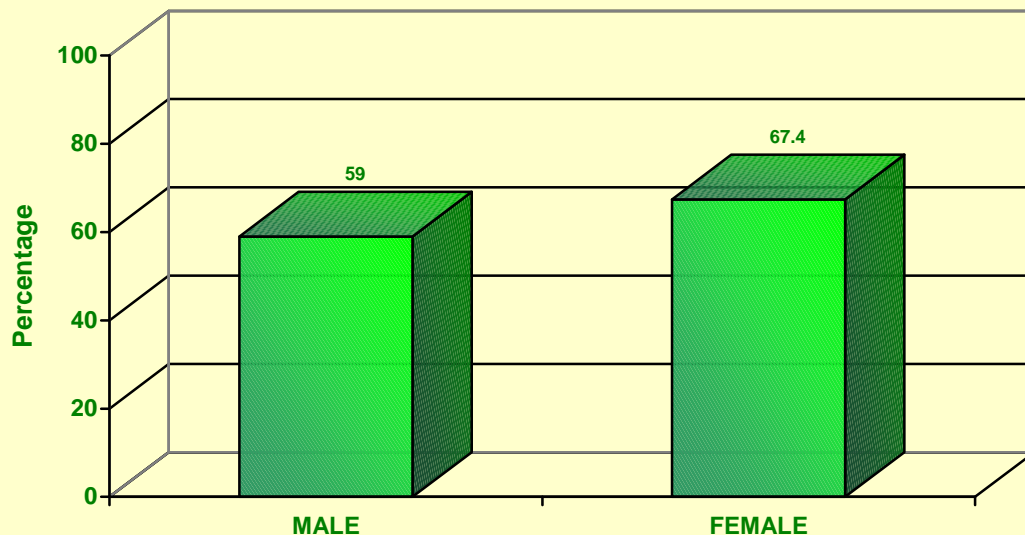
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.1

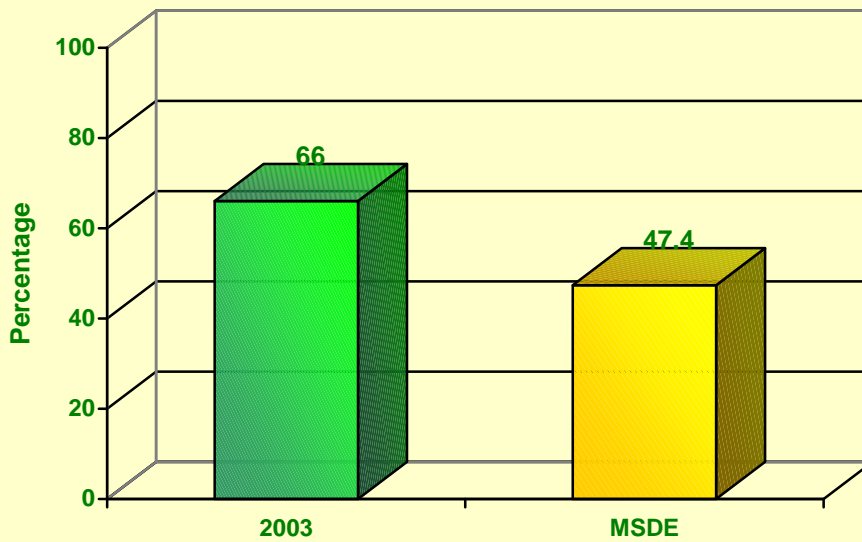
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

MSA GRADE 03 - READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



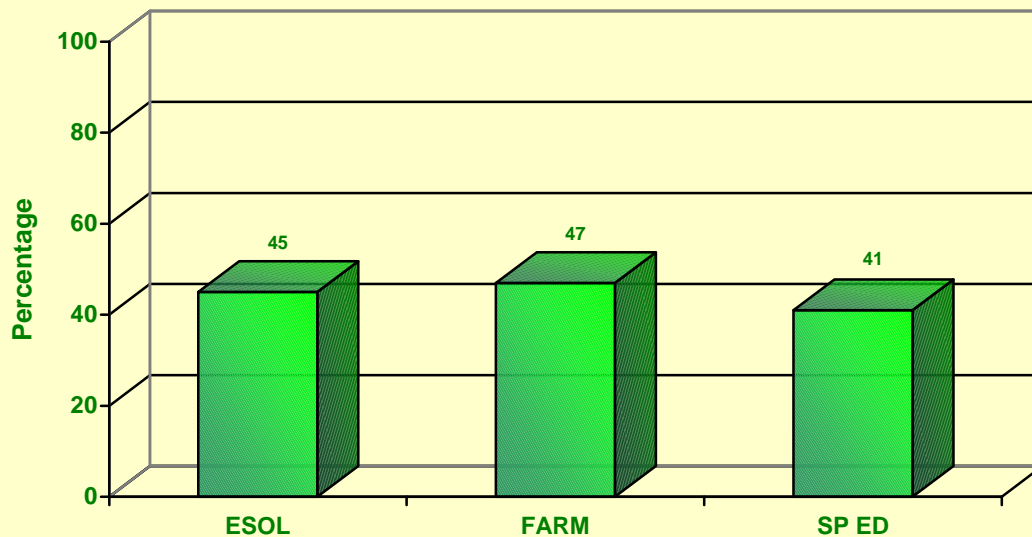
PERFORMANCE INDICATOR 1.1

■ 2003 ■ MSDE

BCPS SYSTEM RESULTS

MSA GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.1

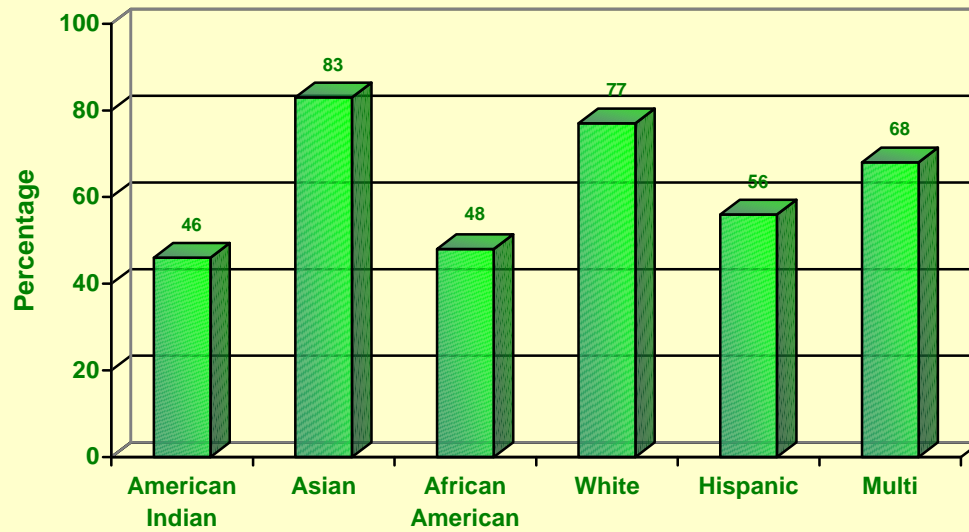
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



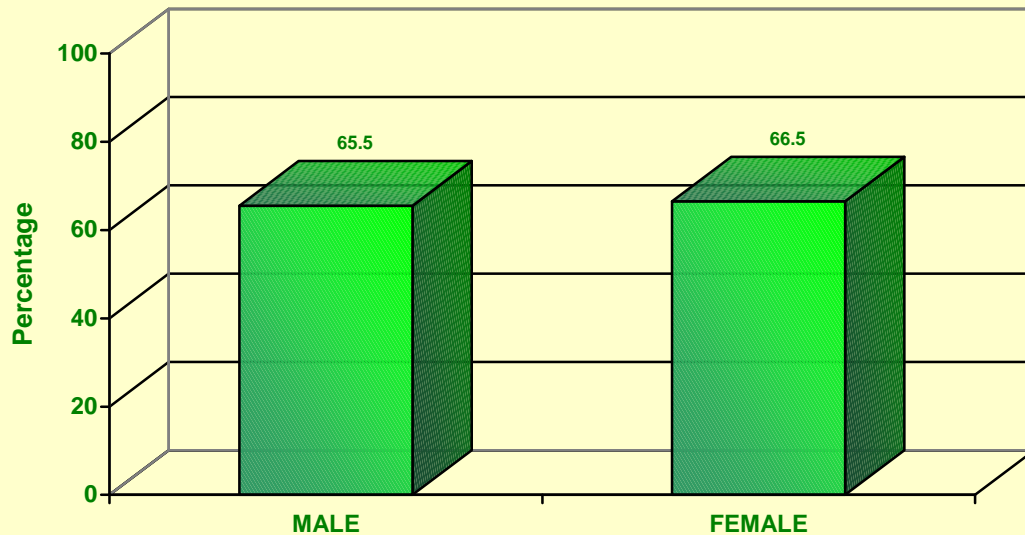
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.1

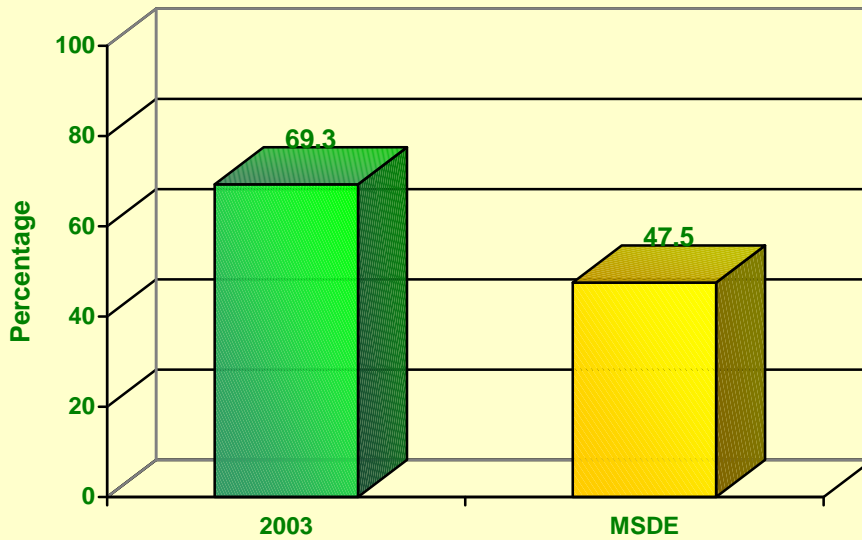
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

MSA GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



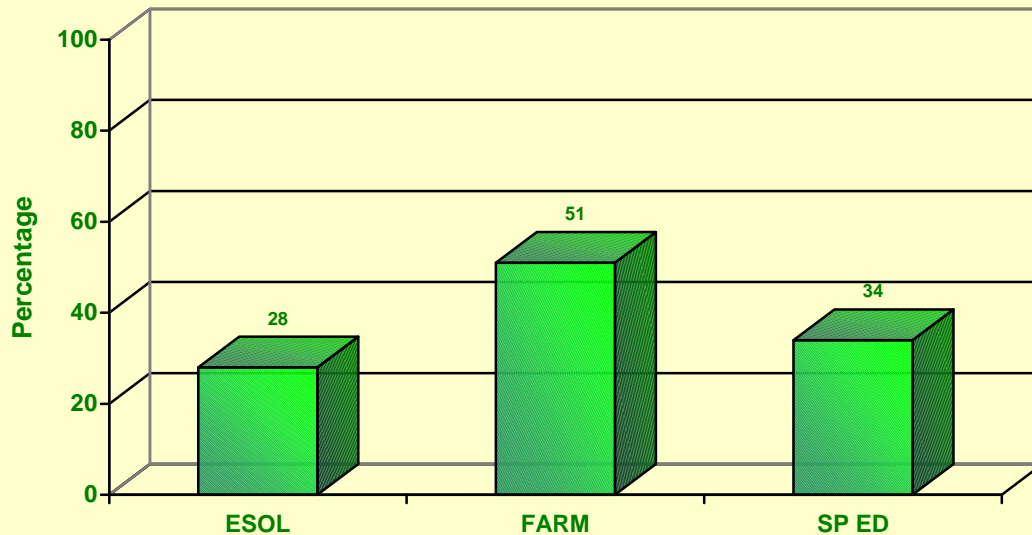
PERFORMANCE INDICATOR 1.1

■ 2003 ■ MSDE

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.1

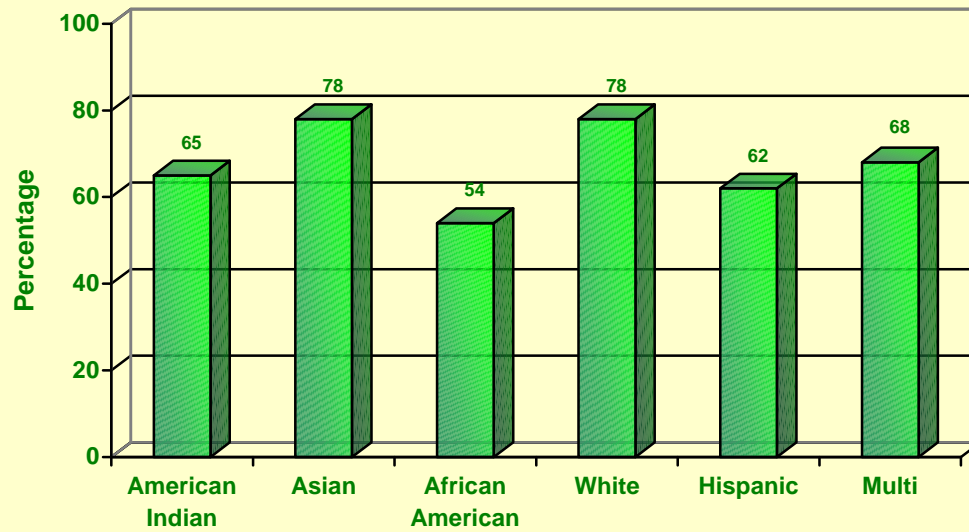
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



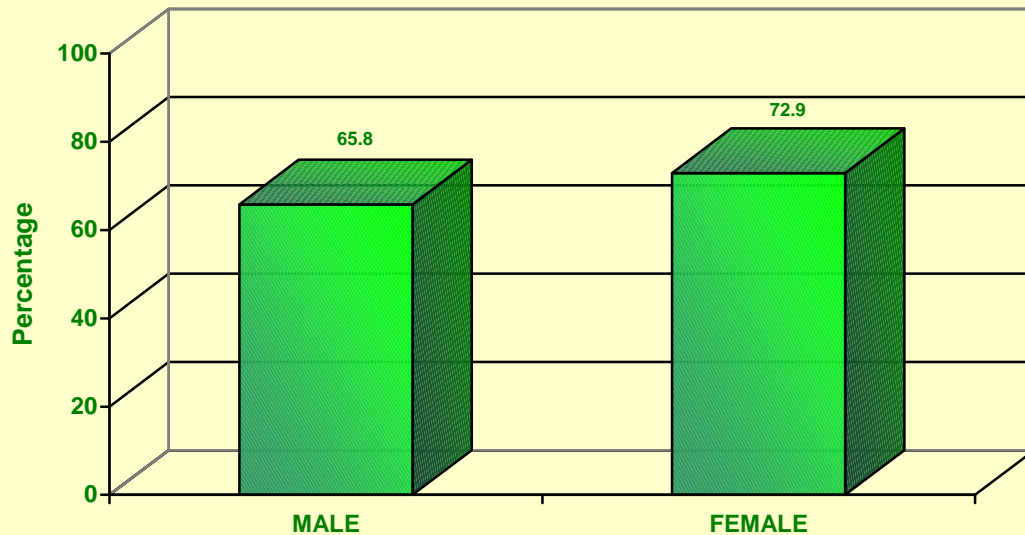
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY GENDER



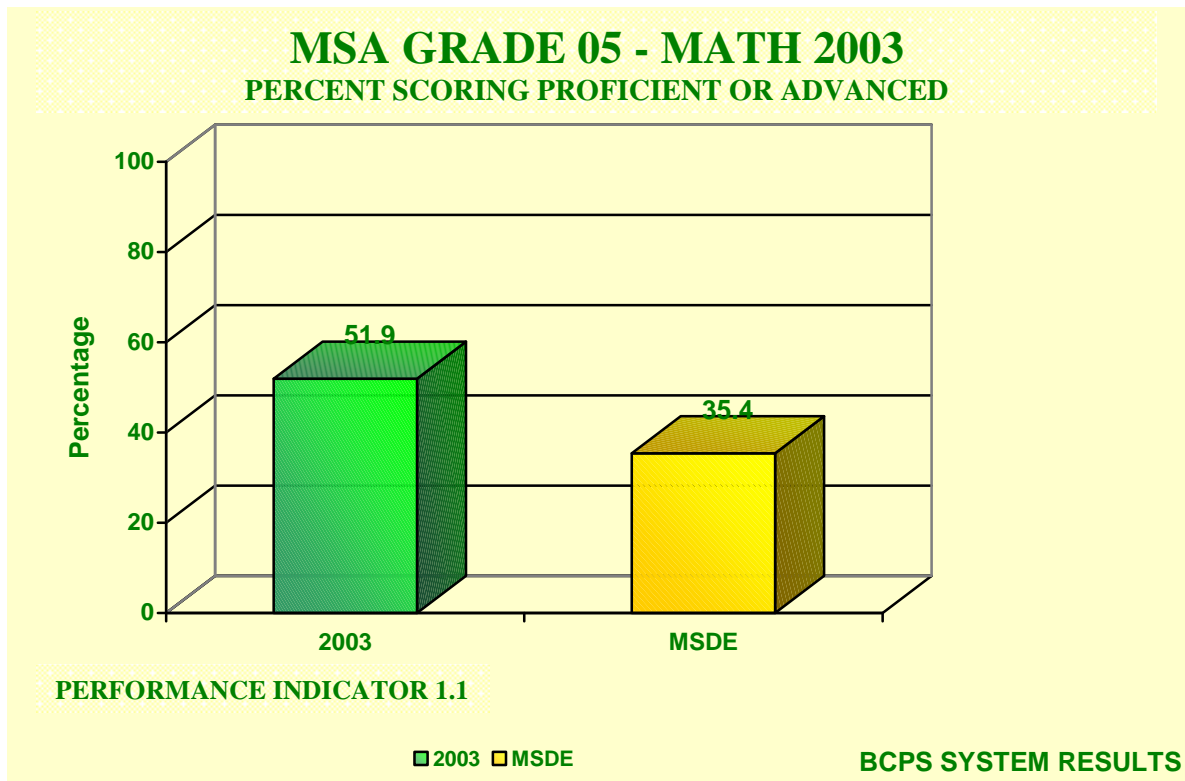
PERFORMANCE INDICATOR 1.1

■ MALE ■ FEMALE

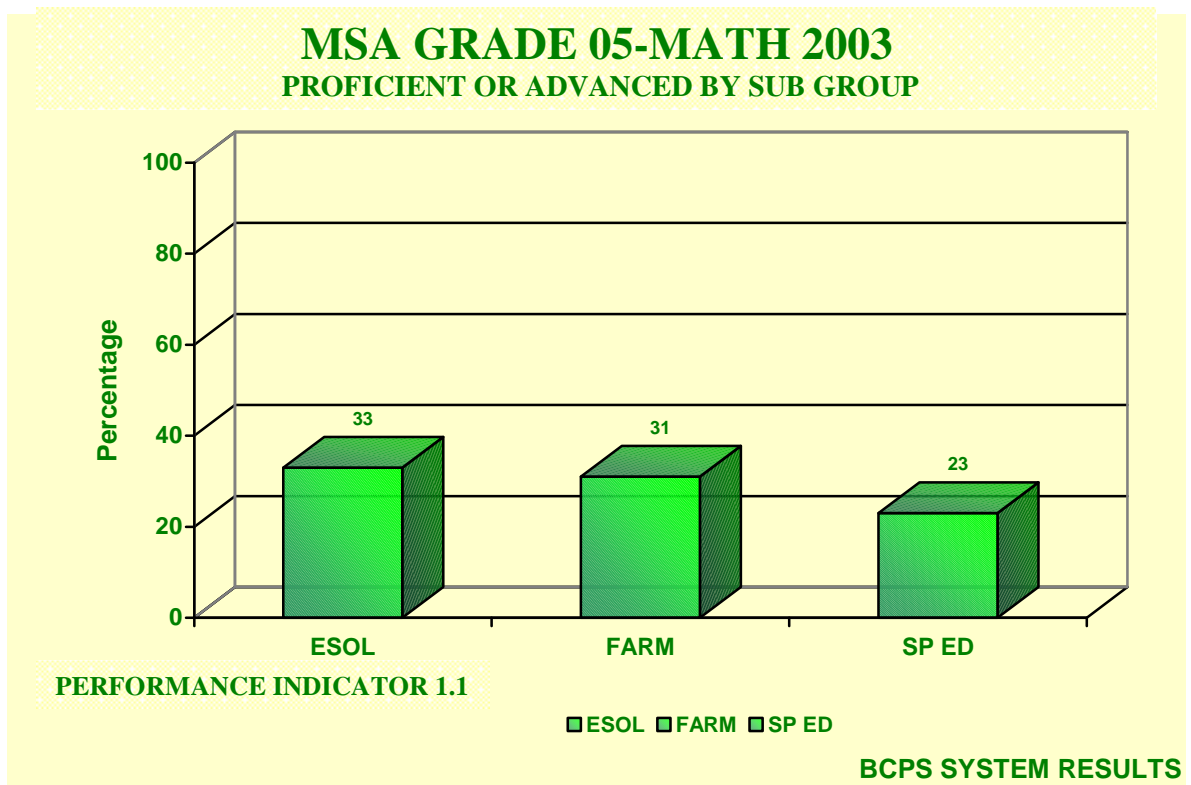
BCPS SYSTEM RESULTS

MSA GRADE 05 - READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



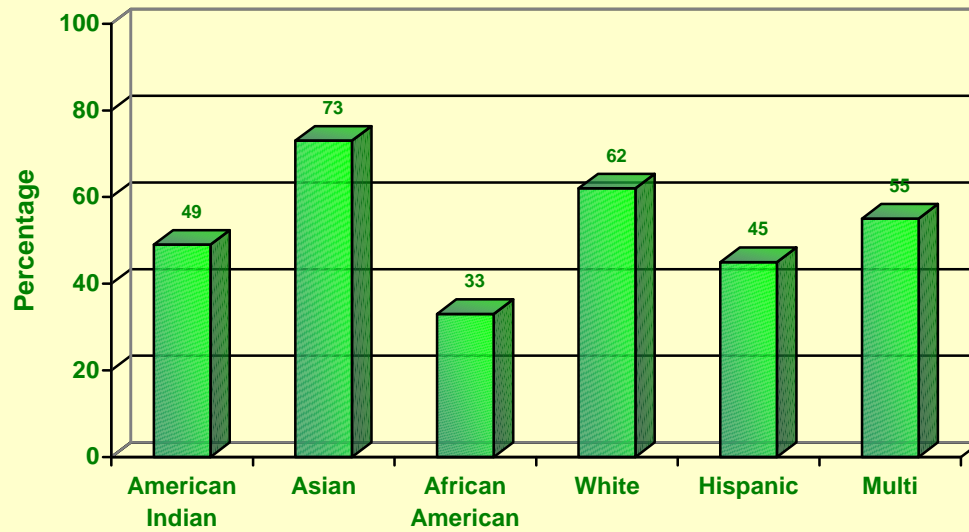
MSA GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



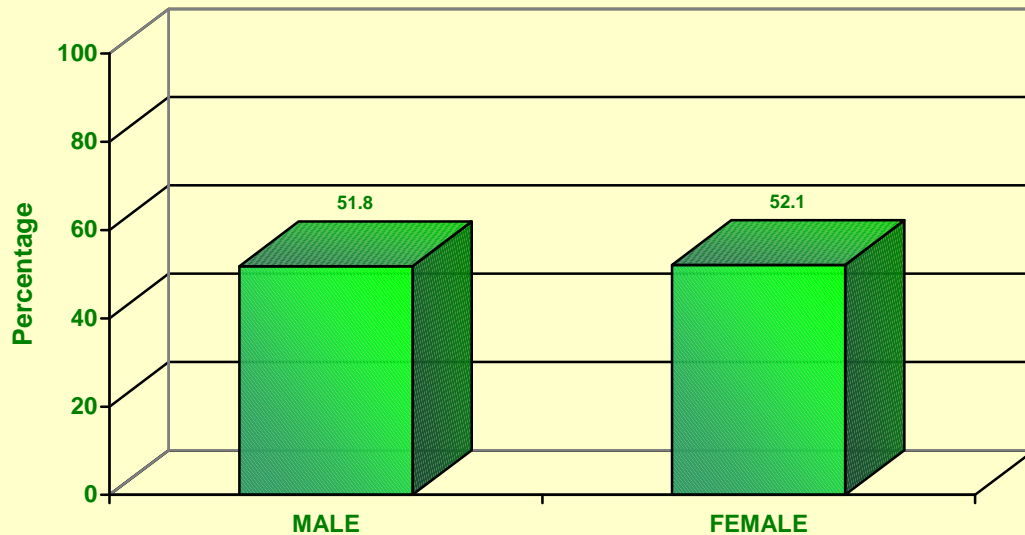
PERFORMANCE INDICATOR 1.1

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BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.1

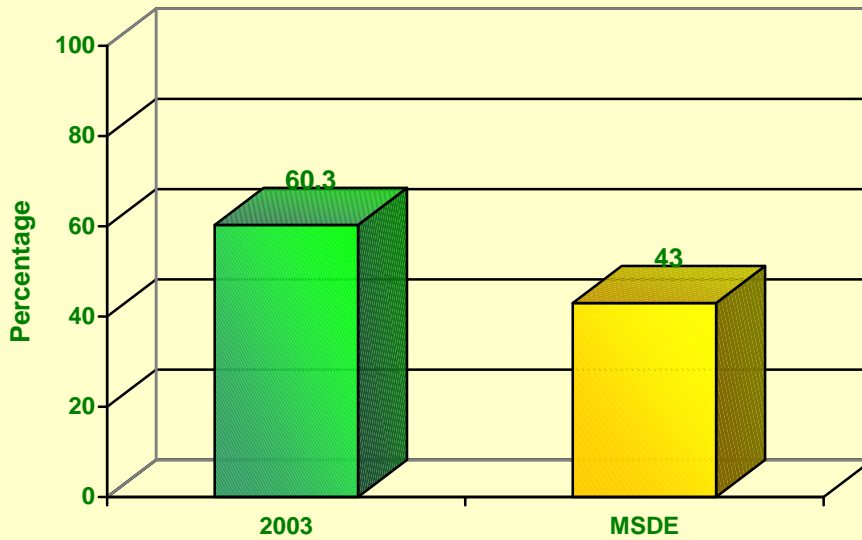
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

MSA GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



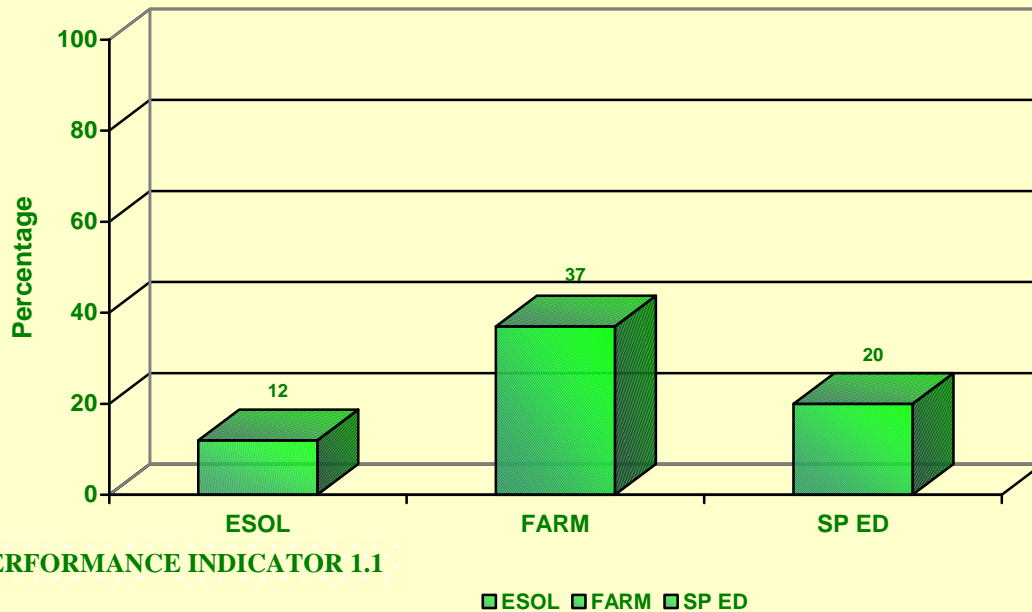
PERFORMANCE INDICATOR 1.1

■ 2003 ■ MSDE

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.1

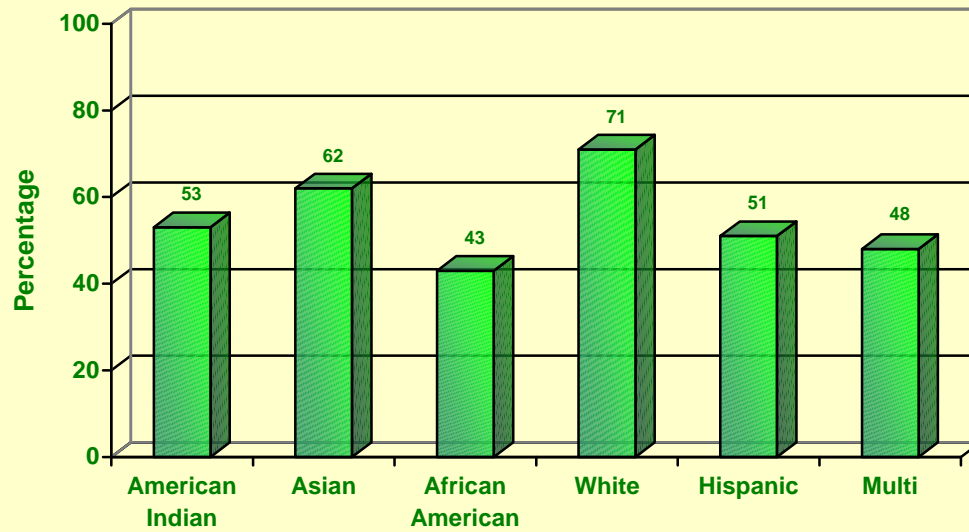
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



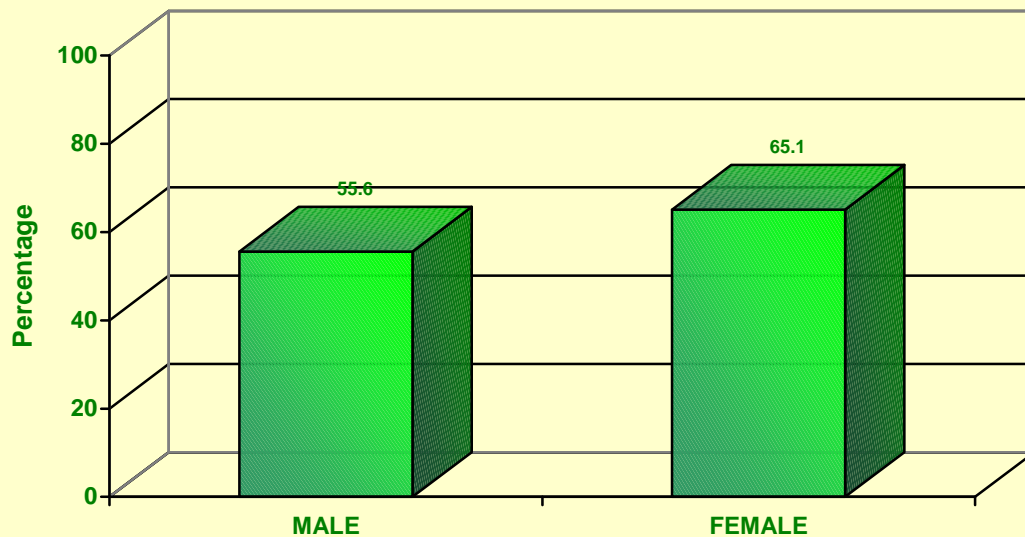
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY GENDER



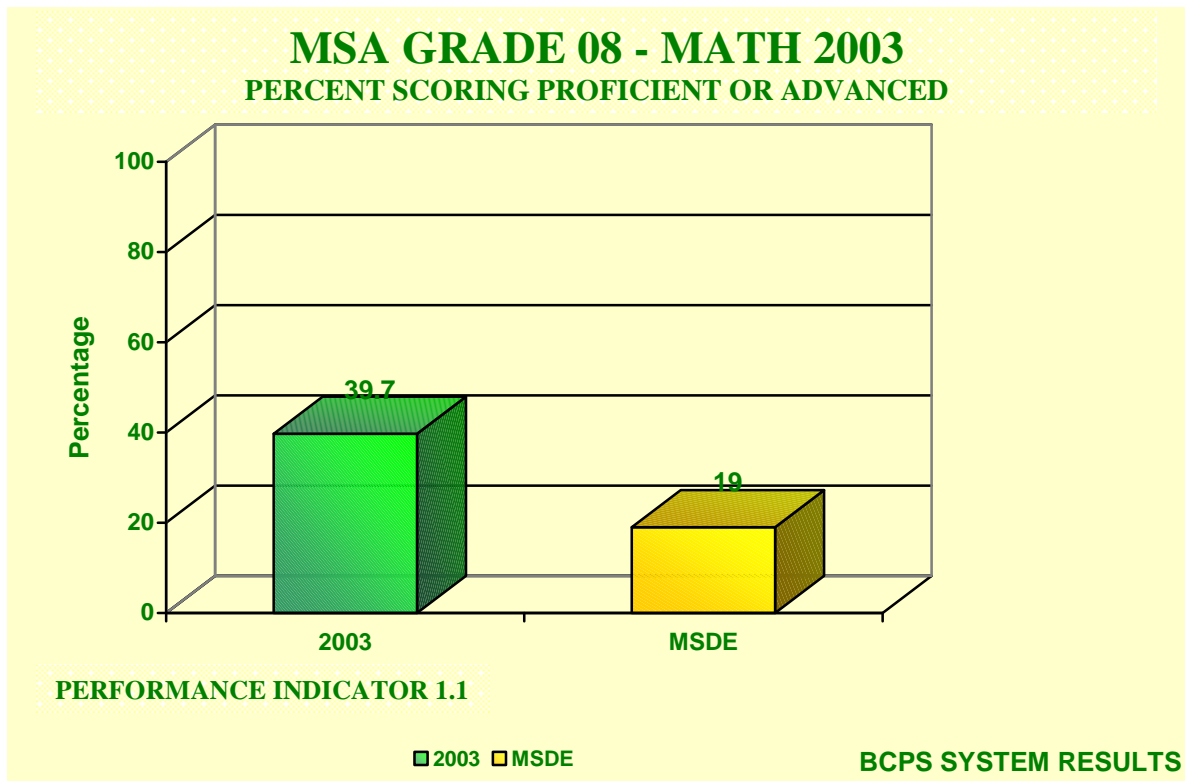
PERFORMANCE INDICATOR 1.1

■ MALE ■ FEMALE

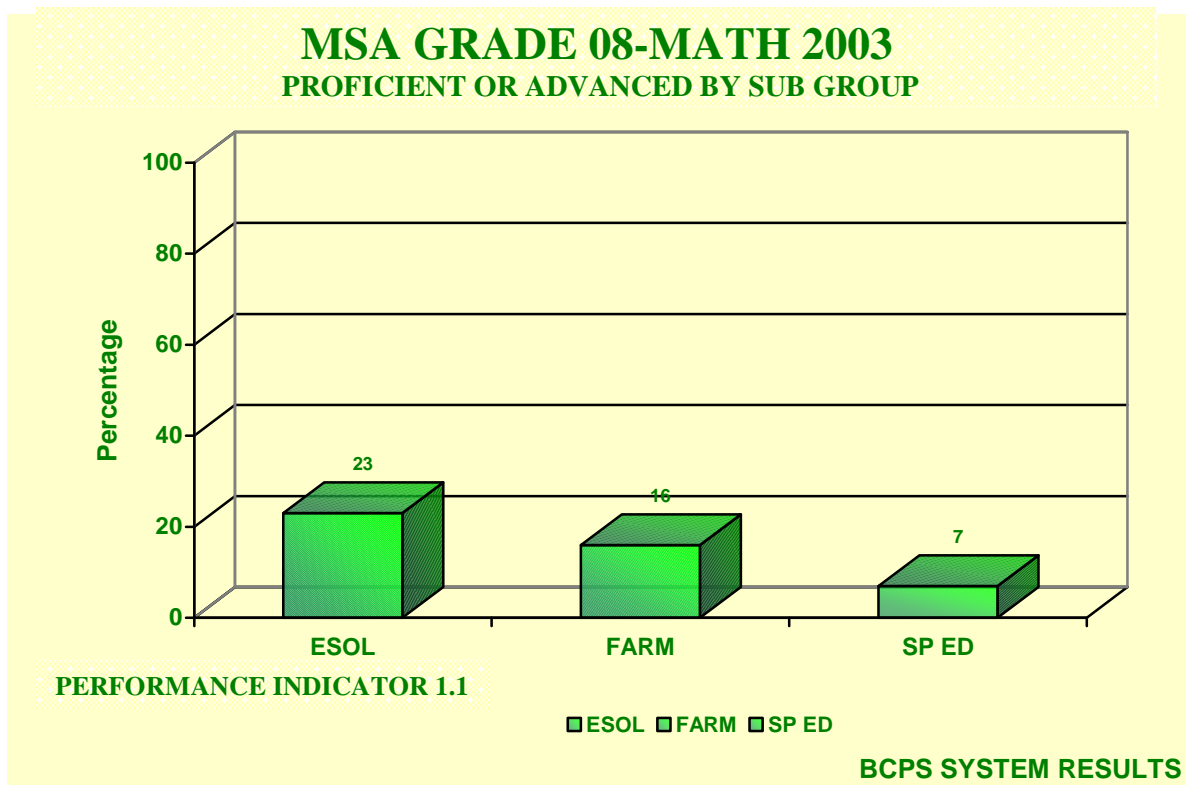
BCPS SYSTEM RESULTS

MSA GRADE 08 - READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



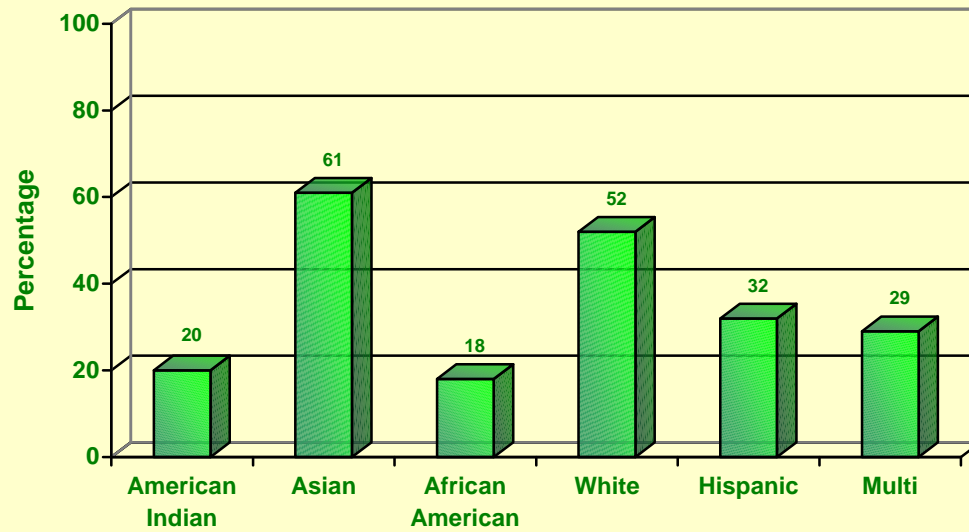
MSA GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



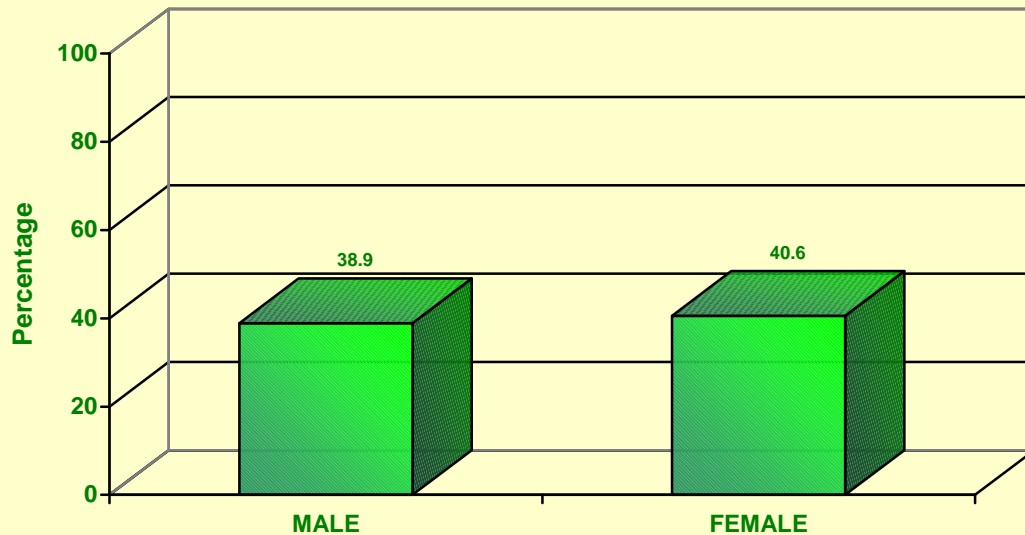
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



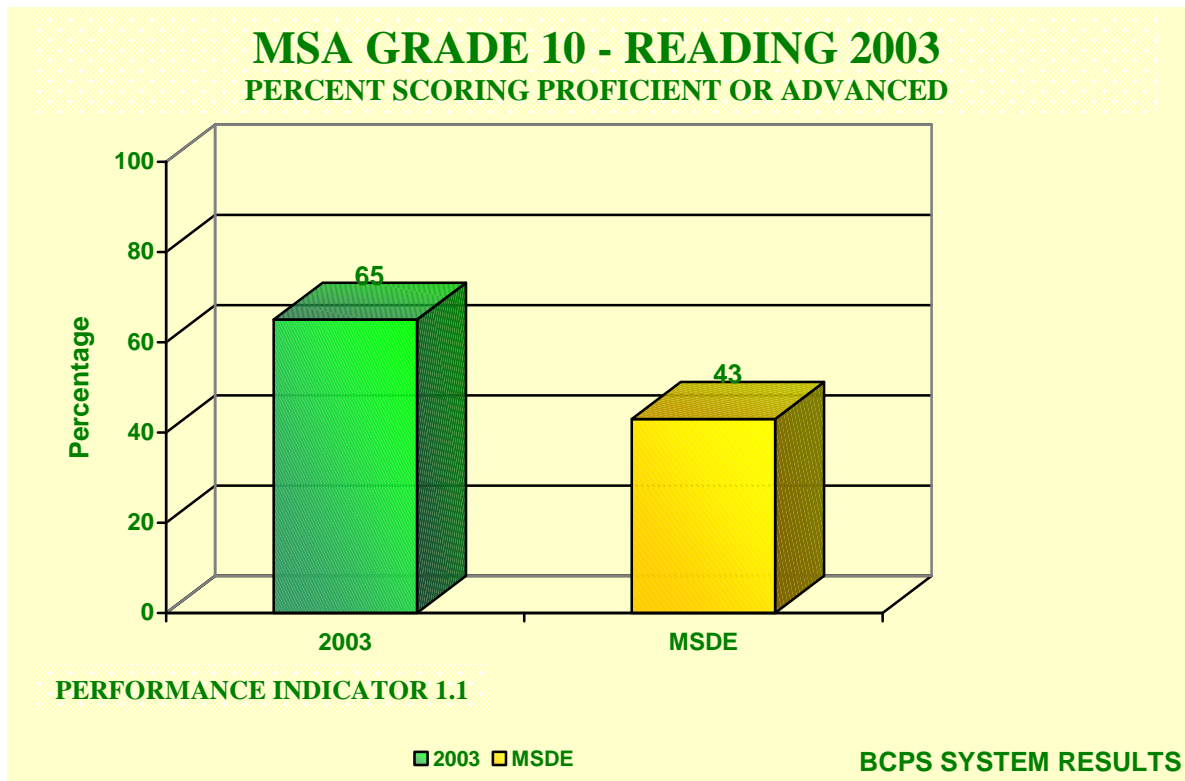
PERFORMANCE INDICATOR 1.1

■ MALE ■ FEMALE

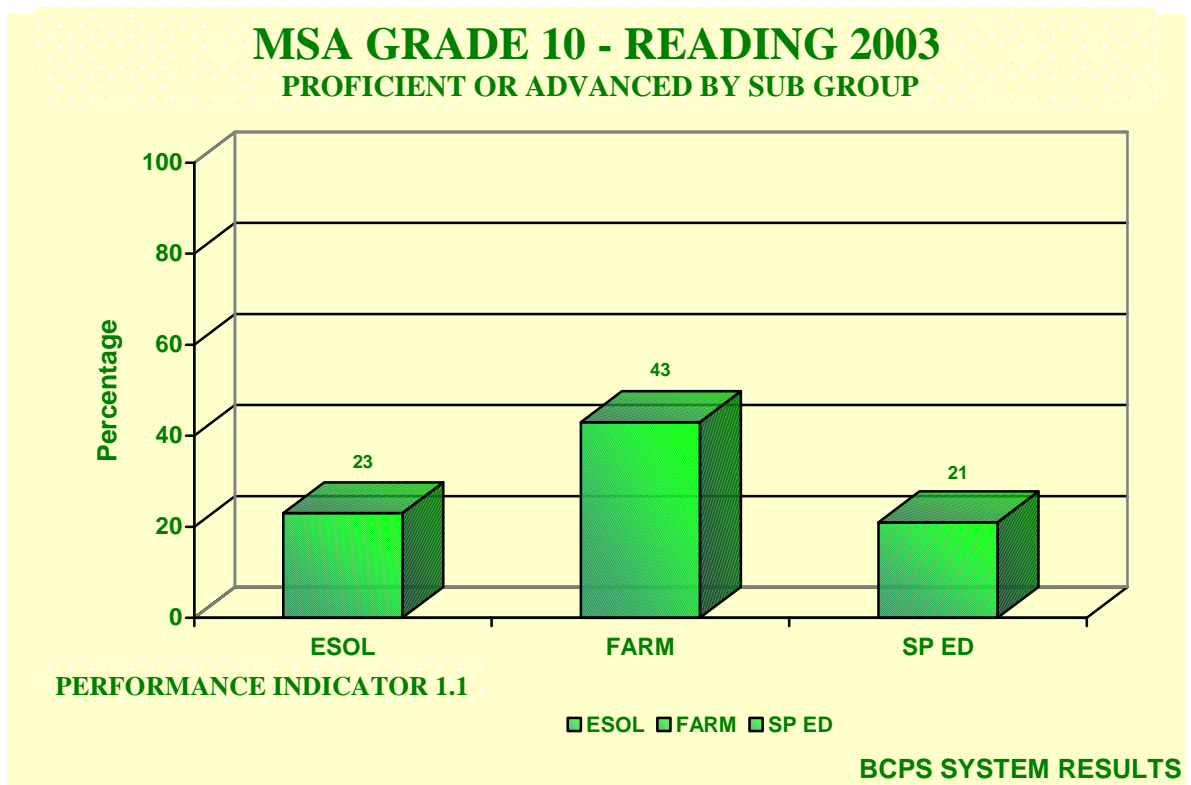
BCPS SYSTEM RESULTS

MSA GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



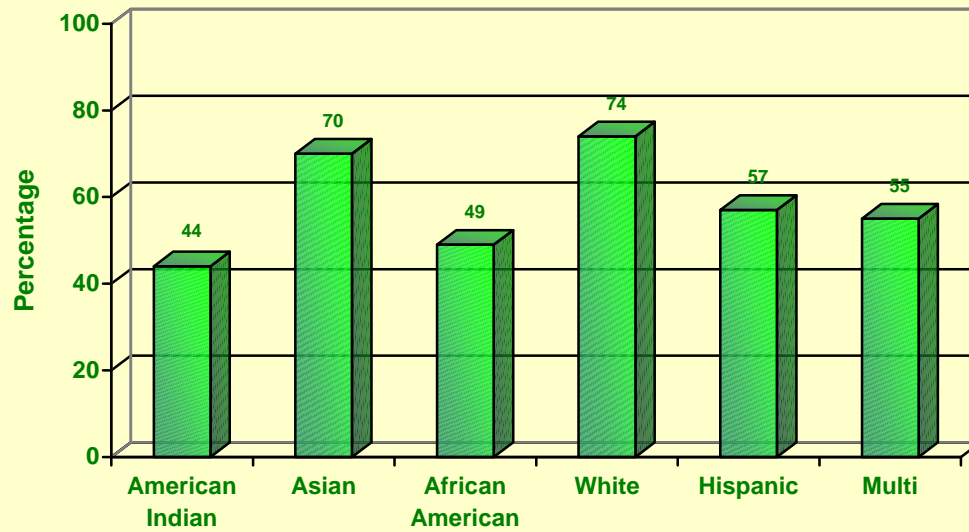
MSA GRADE 10 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



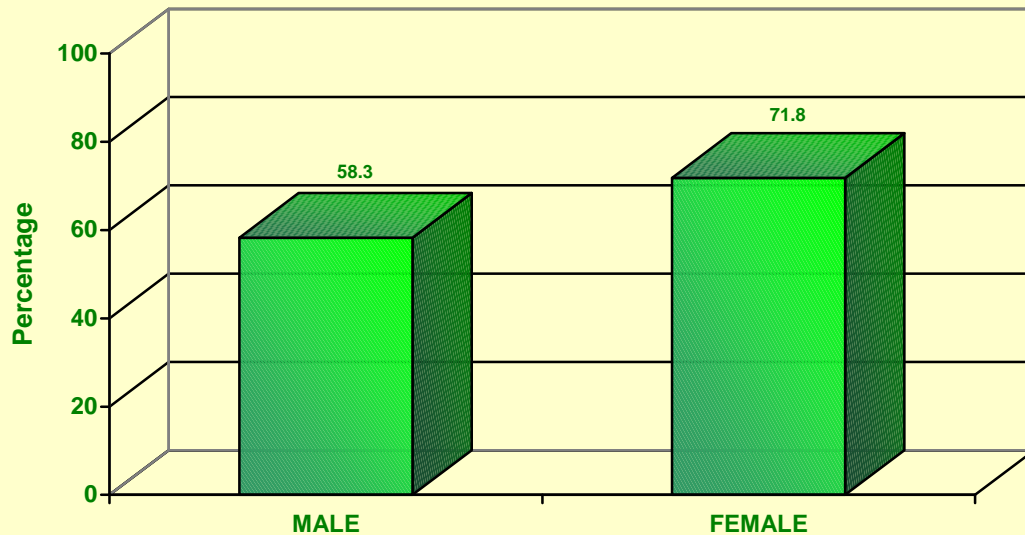
PERFORMANCE INDICATOR 1.1

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi

BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY GENDER



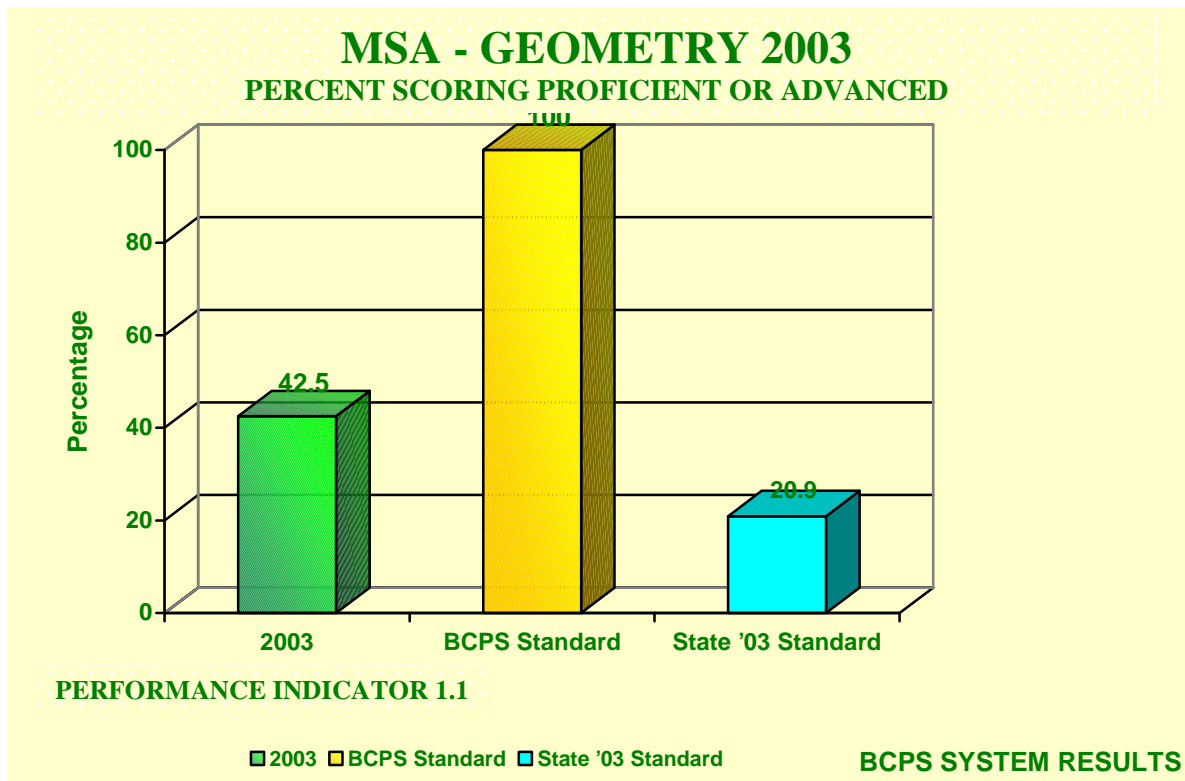
PERFORMANCE INDICATOR 1.1

■ MALE ■ FEMALE

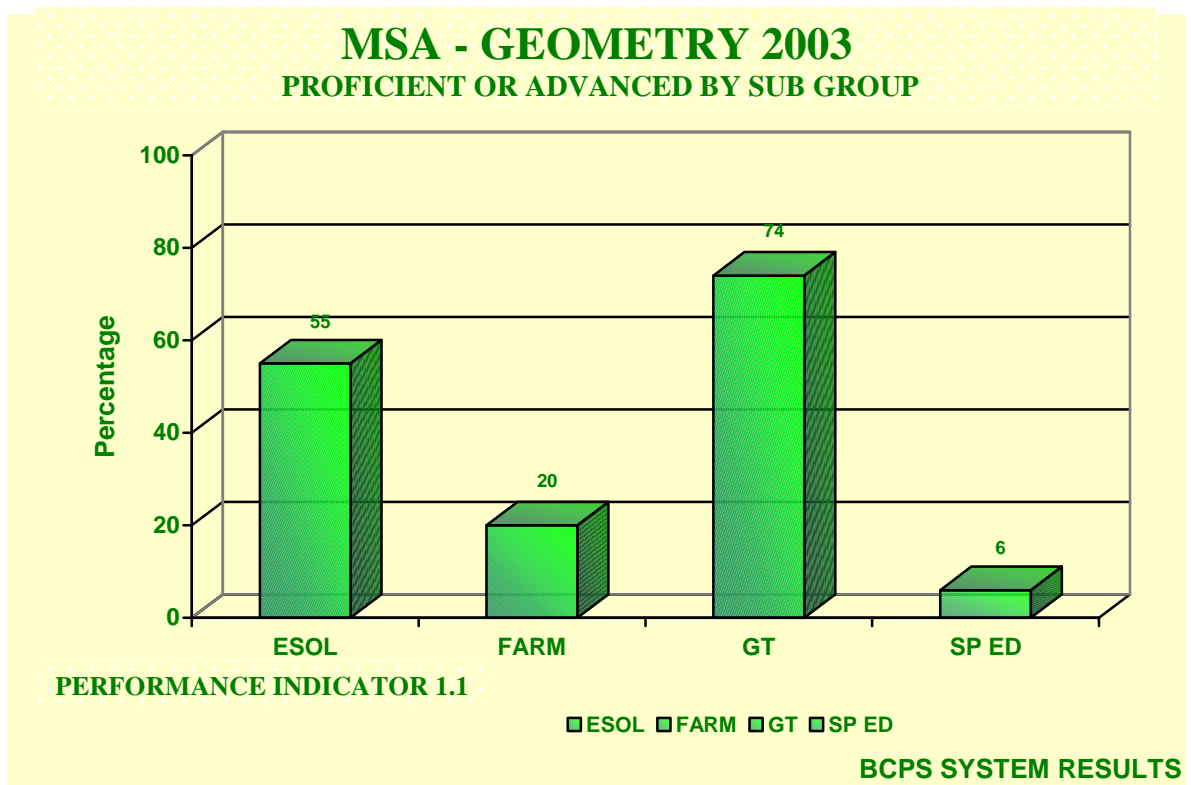
BCPS SYSTEM RESULTS

MSA GRADE 10 - READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



MSA - GEOMETRY 2003 PERCENT SCORING PROFICIENT OR ADVANCED

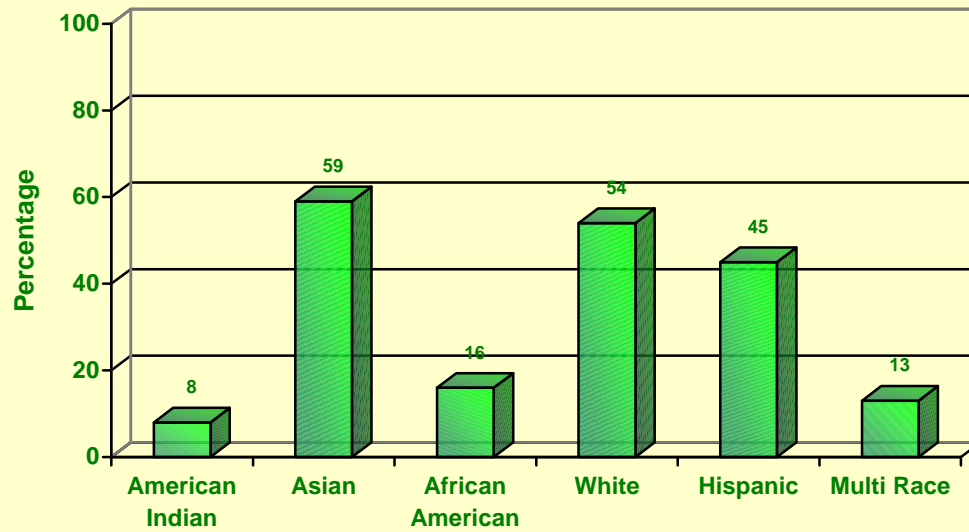


MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MSA -GEOMETRY

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



PERFORMANCE INDICATOR 1.1

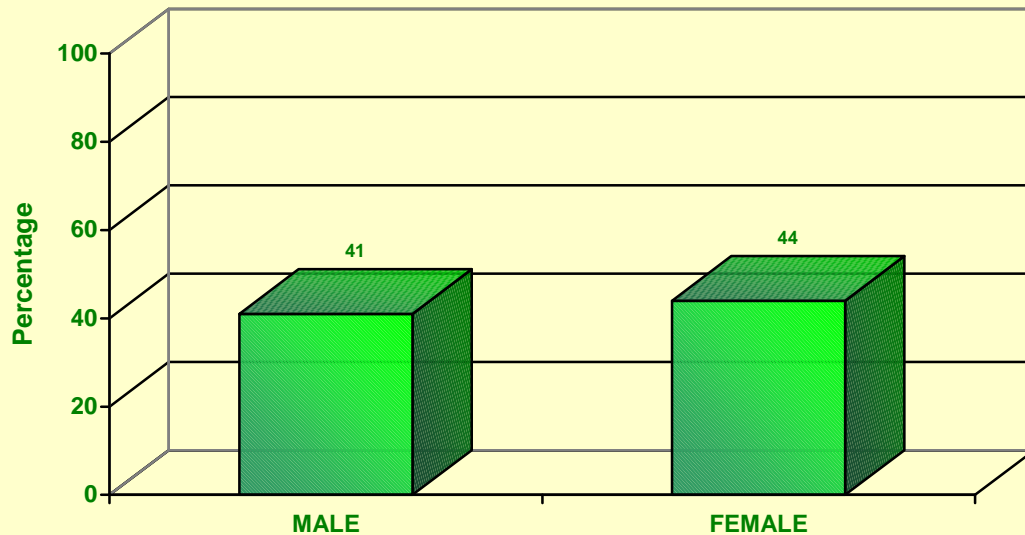
■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

MSA -GEOMETRY 2003

PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.1

■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

MSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.2

1.2 All diploma-bound students will participate in the PSAT. (BCPS standard)

What is measured?

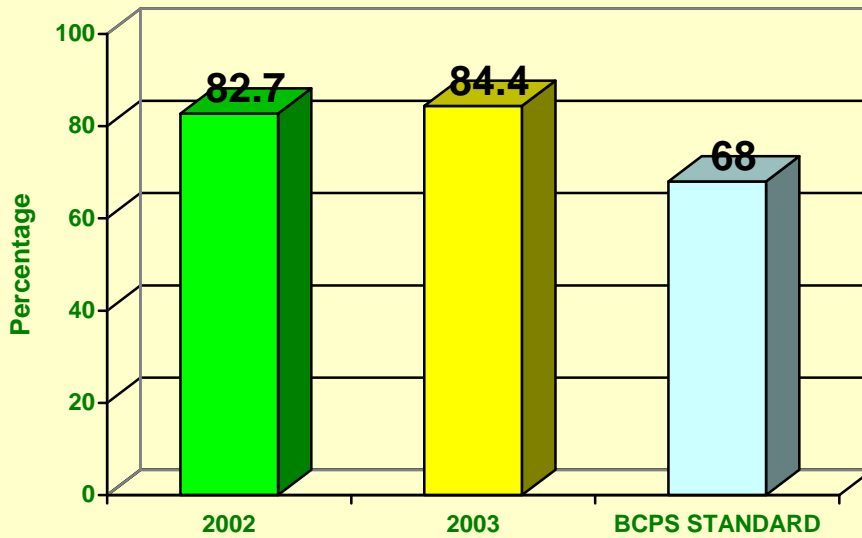
Percent of 10th grade diploma bound students who participated in the PSAT.

Results for 2002-2003

- 84.4% of BCPS grade 10 students participated in the College Board's PSAT program during 2002-03. The BCPS participation rate increased over the previous year by nearly 2%.
- When disaggregated by subgroup, GT students had the highest rate (97%), followed by FARMS (72%), special education (46%), and ESOL (23%).
- When disaggregated by race, participation rates were similar for whites, African Americans, and Asians, and showed increases or remained the same over the prior year.
- When disaggregated by gender, males and females had similar participation rates, and showed increases over the prior year of 2.6% for males and 0.7% for females.

INDICATORS OF STUDENT ACHIEVEMENT

PSAT PARTICIPATION RATE GRADE 10



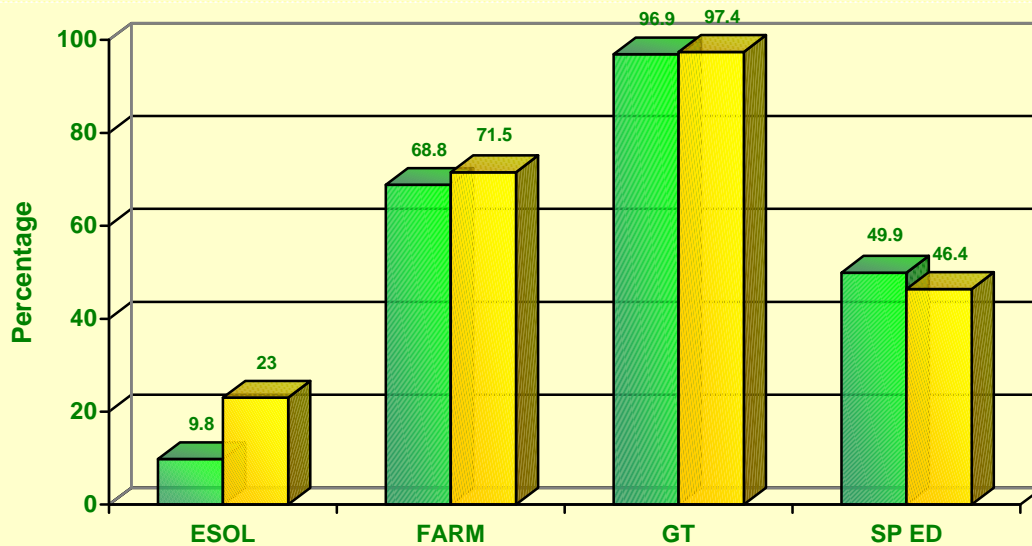
PERFORMANCE INDICATOR 1.1

■ 2002 ■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

PSAT PARTICIPATION RATE GRADE 10

PSAT PARTICIPATION - GRADE 10 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.2

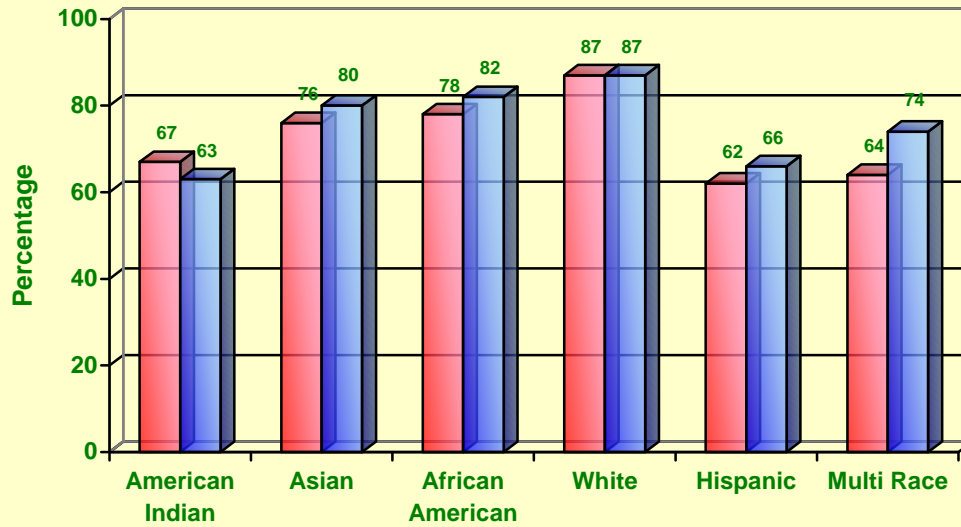
■ 2002 ■ 2003

BCPS SYSTEM RESULTS

PSAT PARTICIPATION GRADE 10 BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

PSAT PARTICIPATION RATE GRADE 10 BY RACE/ETHNICITY



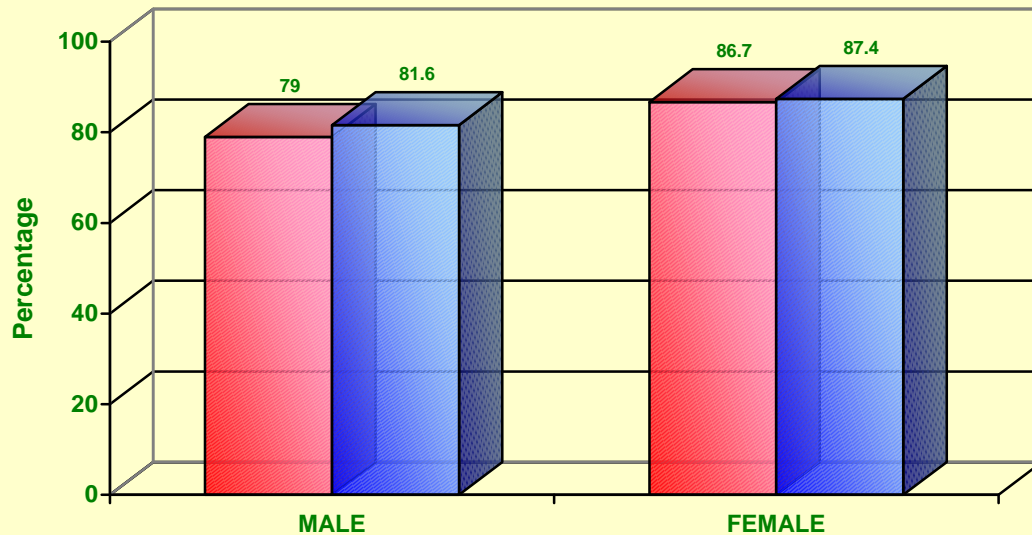
PERFORMANCE INDICATOR 1.2

■ 2002 ■ 2003

BCPS SYSTEM RESULTS

PSAT PARTICIPATION RATE GRADE 10 BY RACE/ETHNICITY

PSAT PARTICIPATION RATE GRADE 10 BY GENDER



PERFORMANCE INDICATOR 1.2

■ 2002 ■ 2003

BCPS SYSTEM RESULTS

PSAT PARTICIPATION RATE GRADE 10 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.3

1.3 All students scoring a 55 or above on verbal/math PSAT will be counseled into honors or gifted and talented level courses. (BCPS standard)

What is measured?

Percent of those scoring greater than 55 on the verbal/math PSAT enrolled in gifted and talented or honors courses, grades 10-12

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

**THE GRAPHS FOR GOAL INDICATOR 1.3 WILL BE IN THIS SECTION
WHEN DATA ARE AVAILABLE**

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.4

1.4 All students who earn a certificate of attendance will have documented evidence of their attainment of knowledge and skills within their prescribed programs. (State standard)

What is measured?

Percent of students who attained a certificate of attendance according to the Independence Mastery Assessment Program (IMAP)

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.4 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.5

1.5 Seventy percent of participating special education students will meet or exceed state standards for the Independence Mastery Assessment Program (IMAP). (State standard)

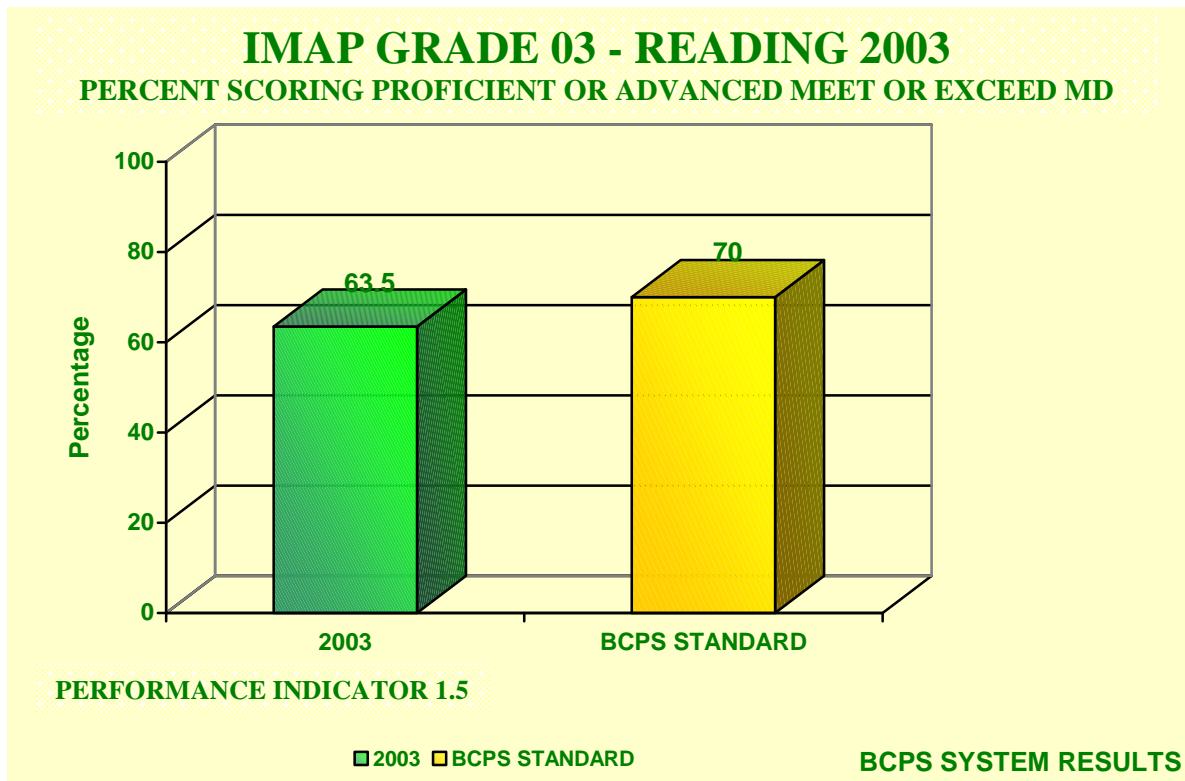
What is measured?

Percent of participating students scoring proficient or advanced on the IMAP

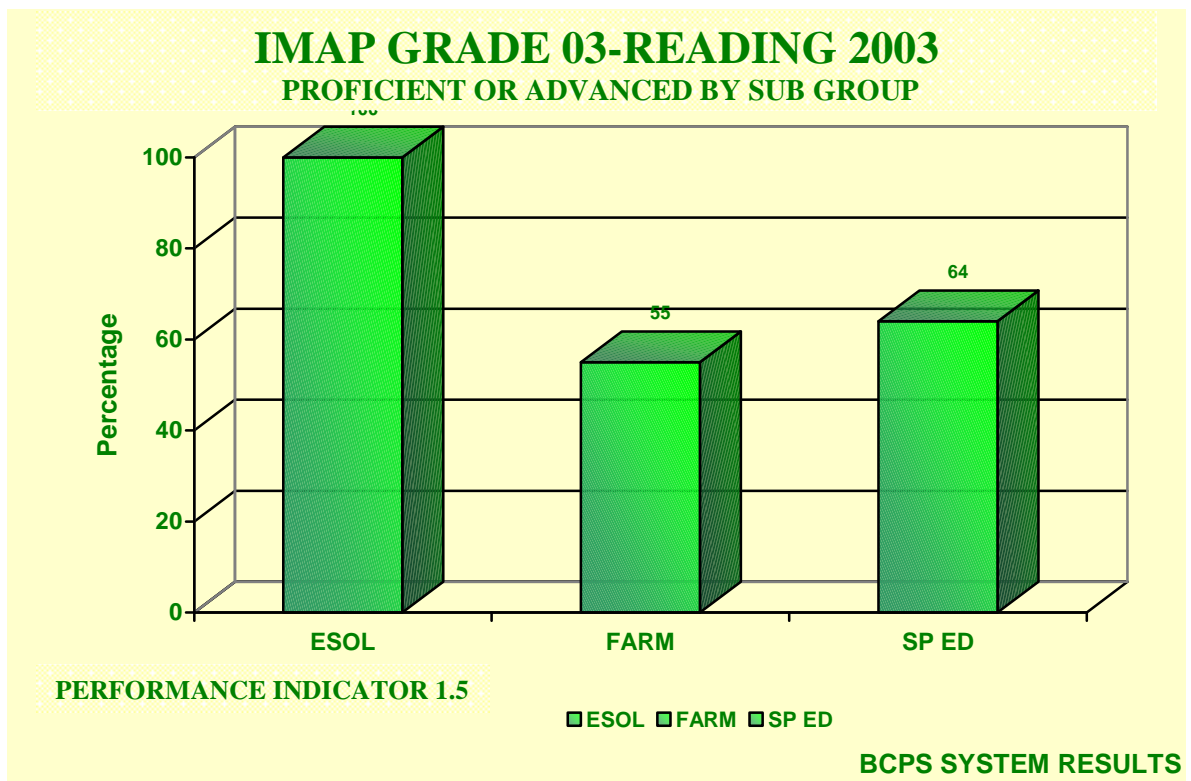
Results for 2002-2003

- 63.5% of BCPS 3rd grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 59.5% scored proficient or advanced on the math IMAP.
- 64.5% of BCPS 5th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 62.4% scored proficient or advanced on the math IMAP.
- 54.9% of BCPS 8th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 63.4% scored proficient or advanced on the math IMAP.
- 50% of BCPS 11th grade special education diploma-bound students scored at the proficient or advanced levels on the reading IMAP and 50% scored proficient or advanced on the math IMAP.
- When disaggregated by program, 100% of BCPS IMAP, grade 3, 5, and 8 ESOL students scored proficient or advanced on the reading and math IMAP. The percentage of FARMS grade 3, 5, 8, and 11 students scoring proficient or advanced on the reading IMAP was 55%, 67%, 61%, and 44%, respectively; for the math IMAP, 53%, 62%, 75%, and 47%, respectively. The percentage of special education grade 3, 5, 8, and 11 students scoring proficient or advanced on the reading IMAP was 64%, 65%, 55%, and 50%, respectively; for the math IMAP, 59%, 62%, 63%, and 50%, respectively.
- When disaggregated by race, the percentage of groups scoring proficient or advanced on the math and reading IMAP ranged from 33% to 100%.
- When disaggregated by gender, 43-71% of males and 45-79% of females scored proficient or advanced on the math and reading IMAP.

INDICATORS OF STUDENT ACHIEVEMENT

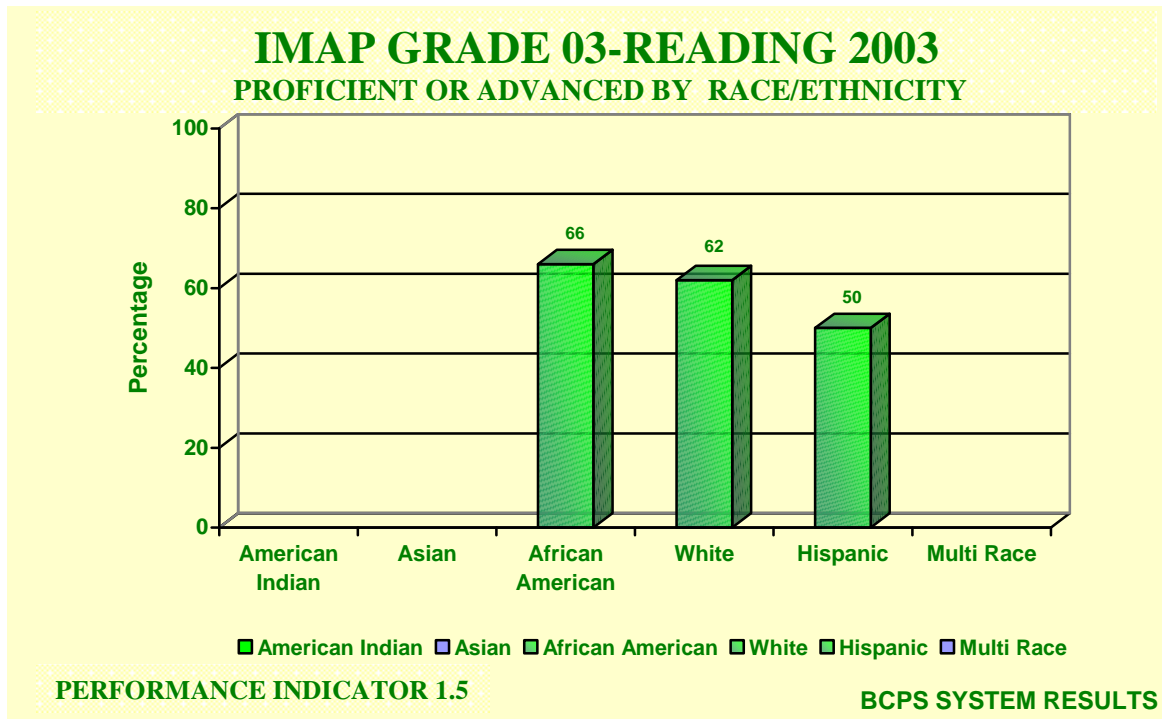


IMAP GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

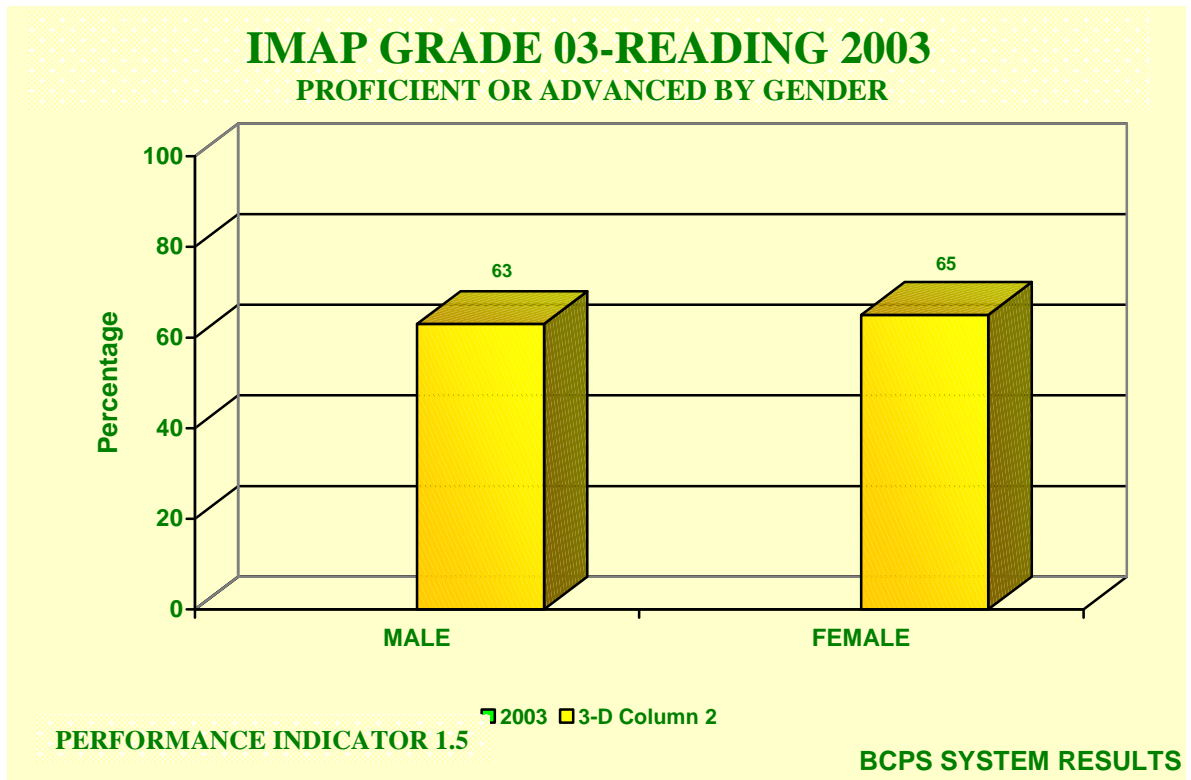


IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

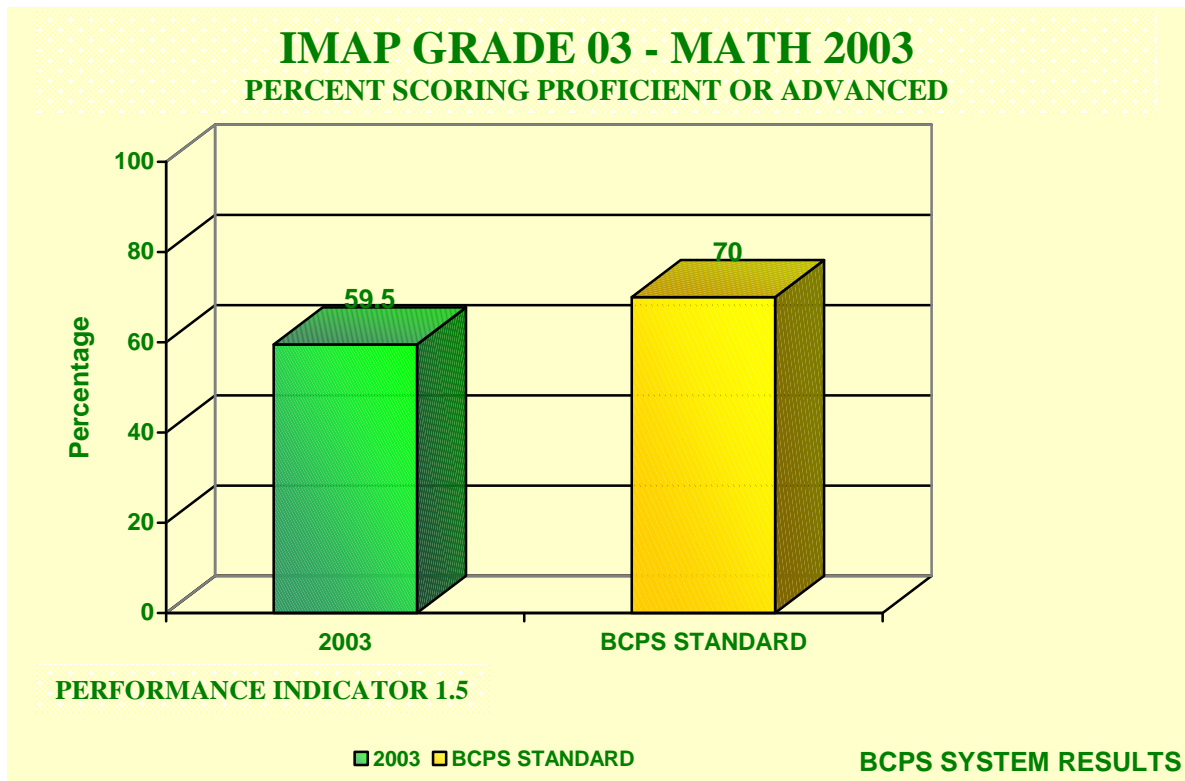


IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

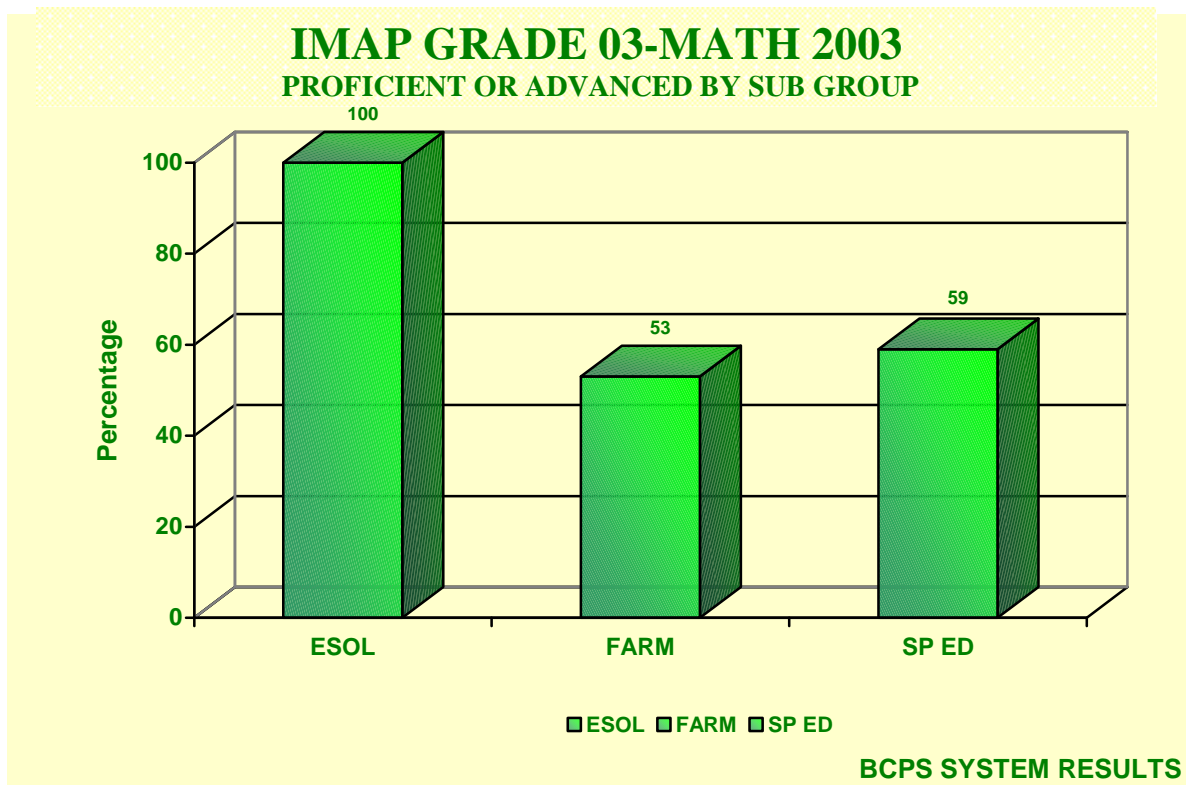


IMAP GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

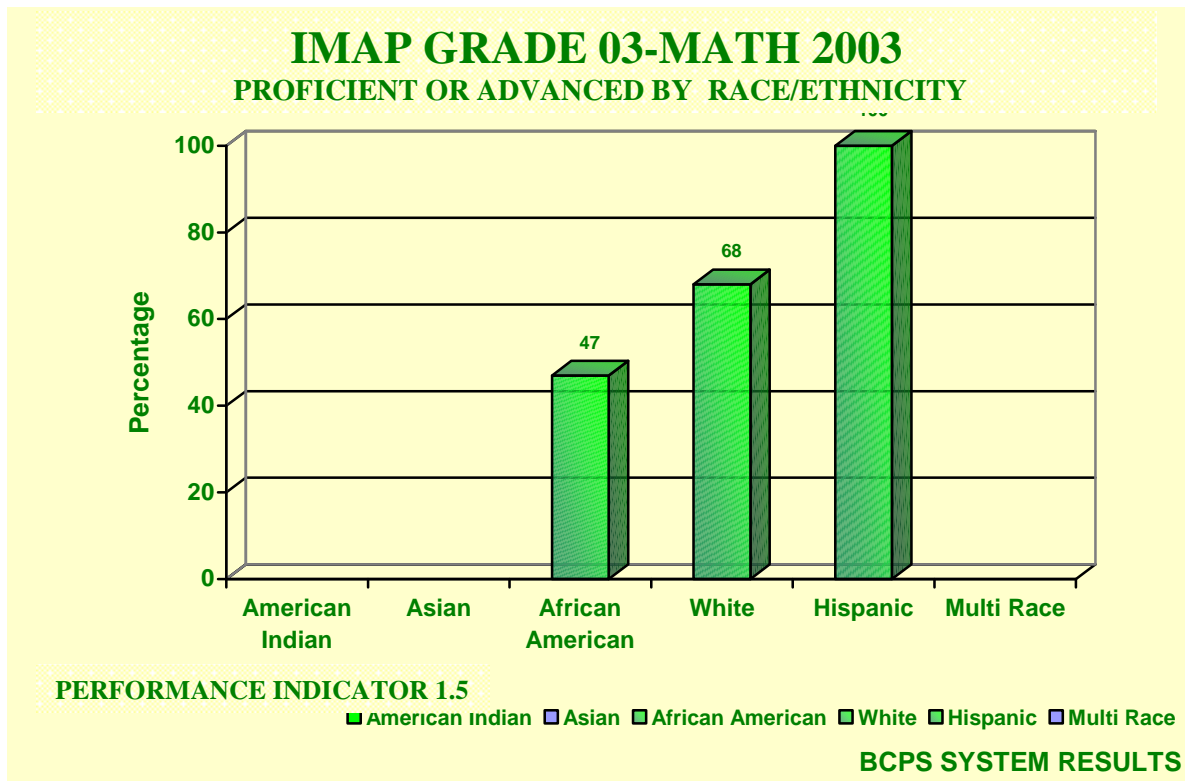


IMAP GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

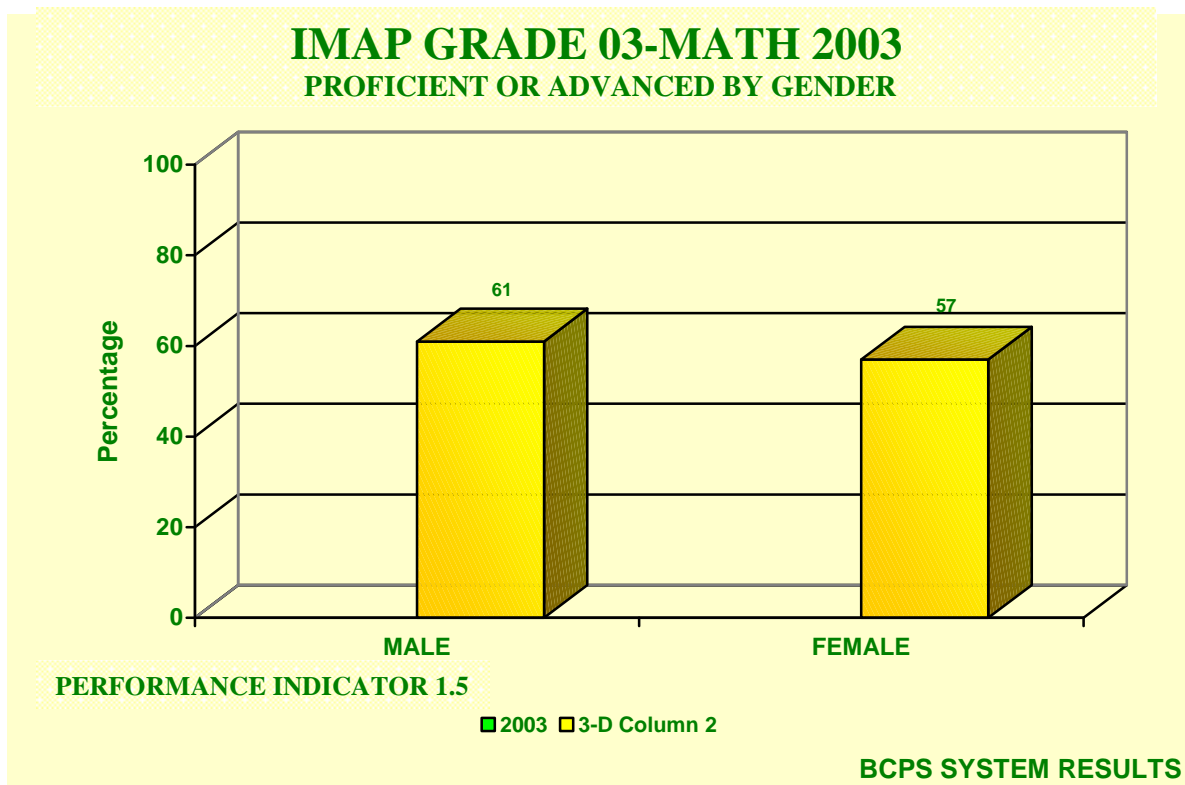


IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT



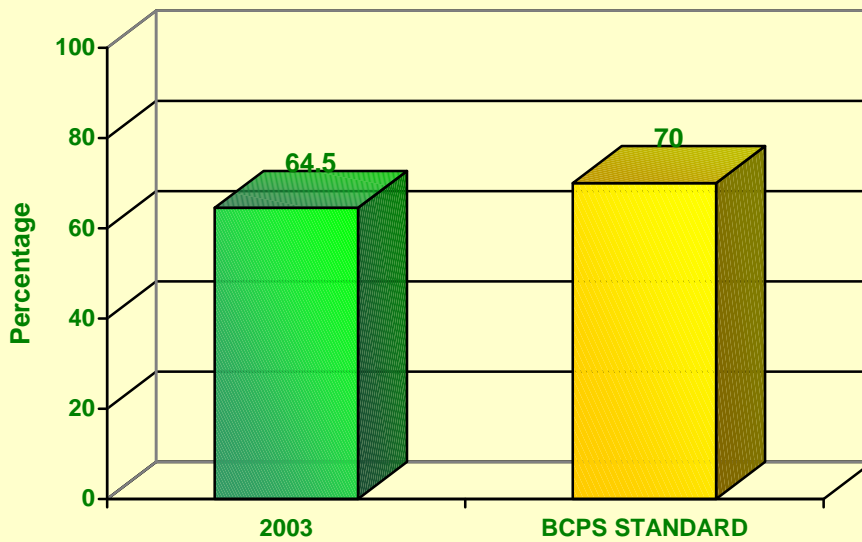
IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



IMAP GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



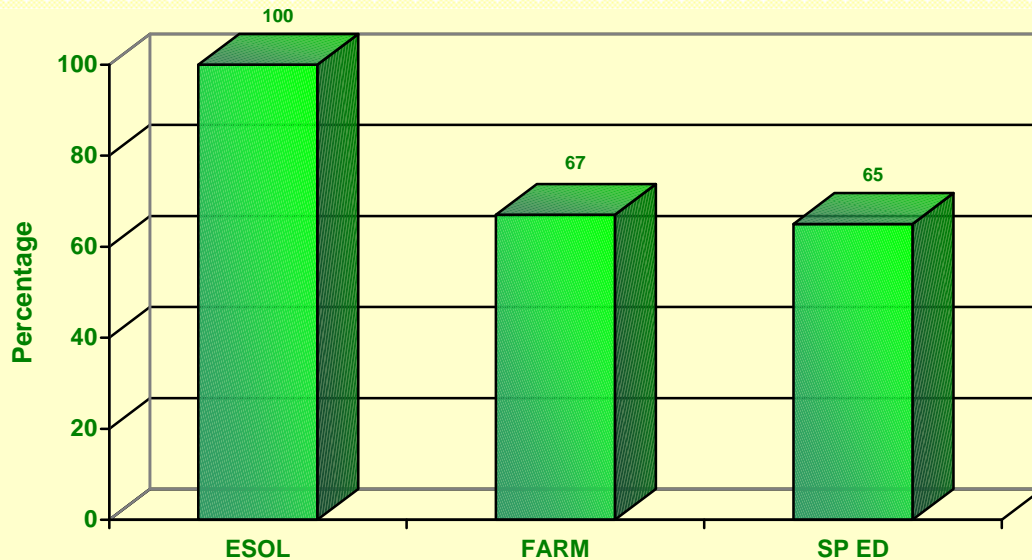
PERFORMANCE INDICATOR 1.5

■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

IMAP GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.5

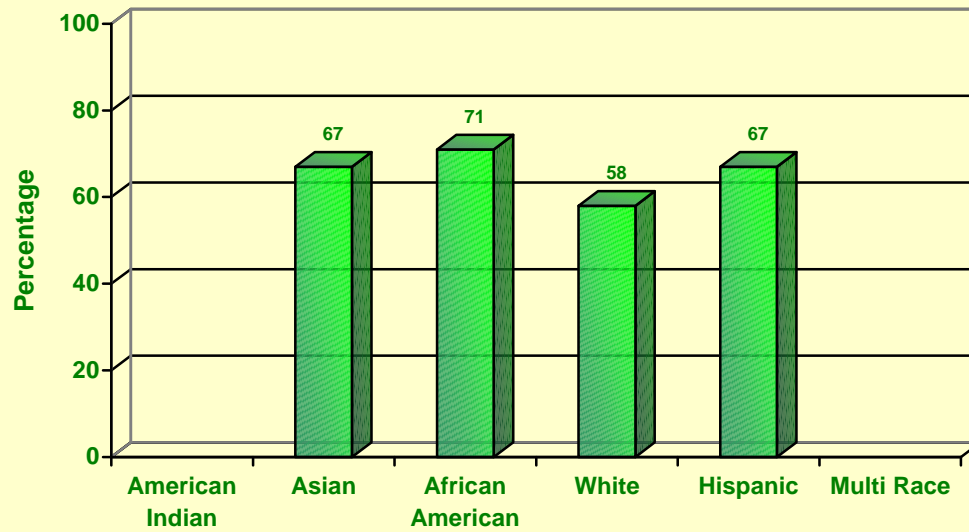
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



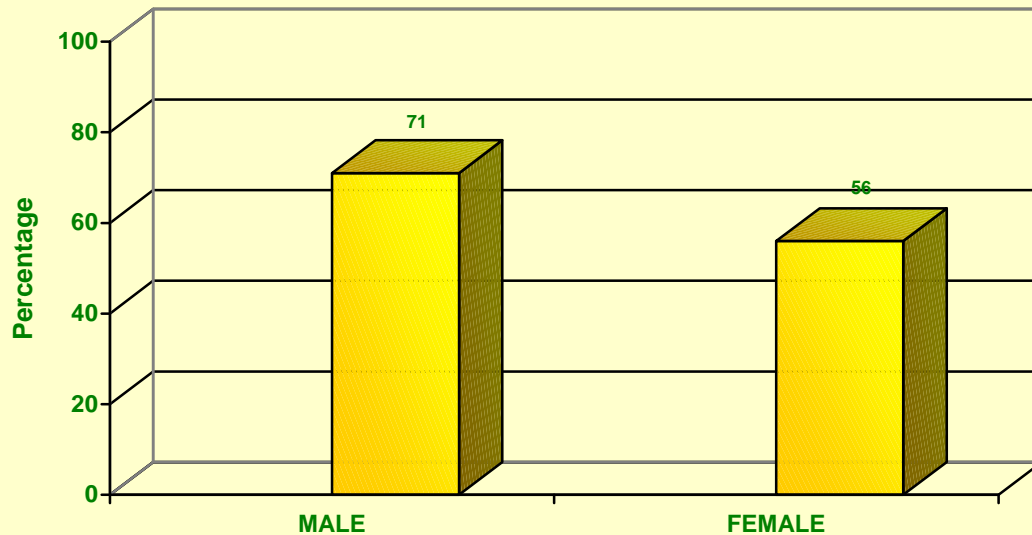
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY GENDER



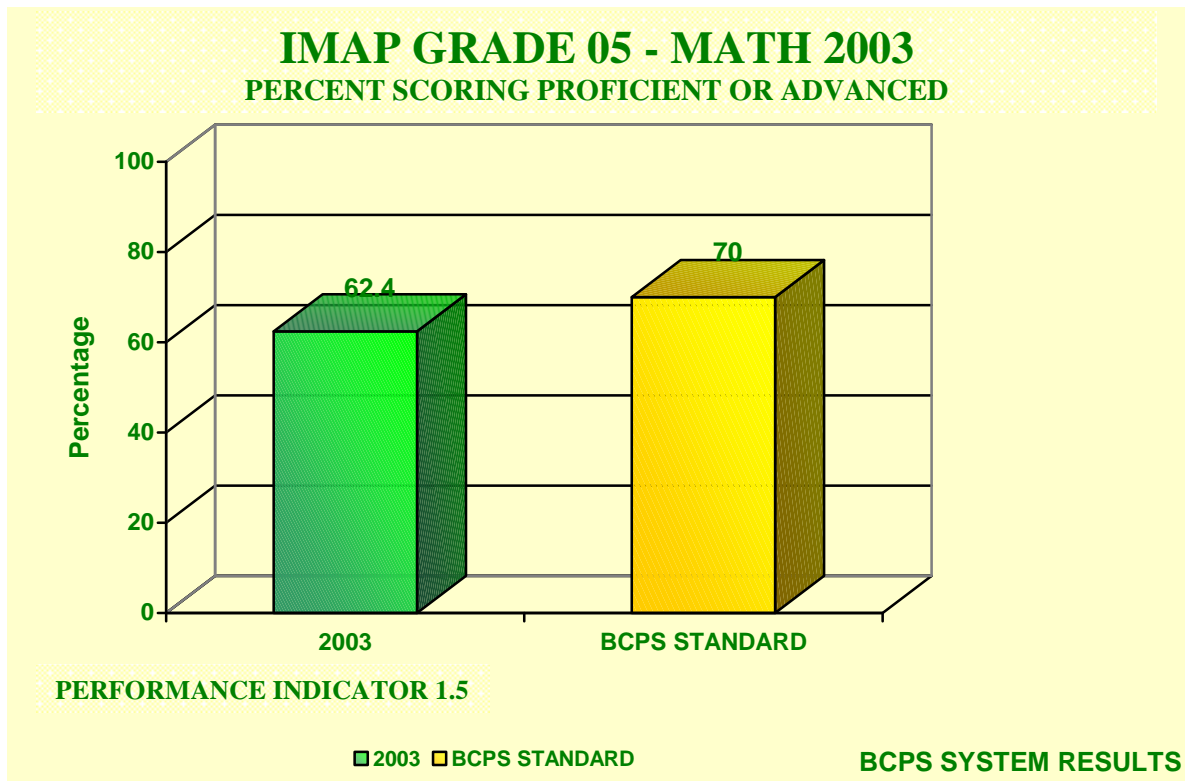
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■ 2003 ■ 3-D Column 2

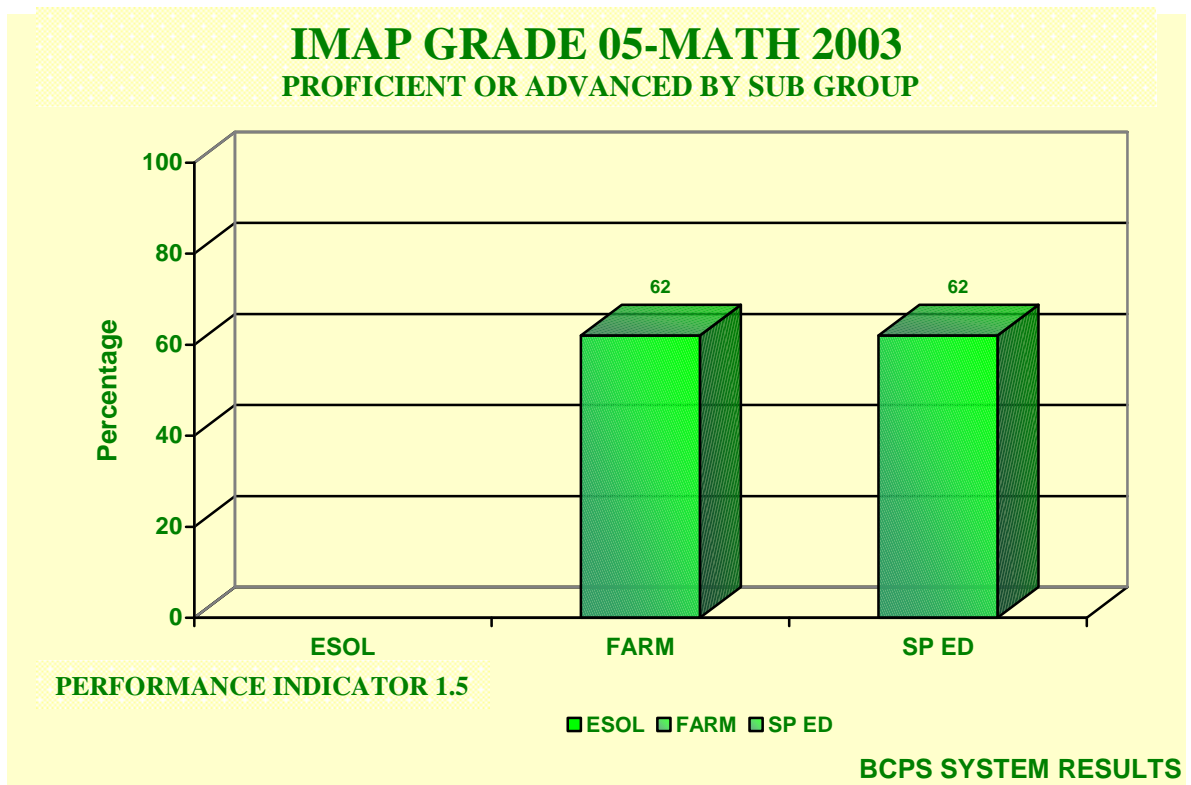
BCPS SYSTEM RESULTS

IMAP GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



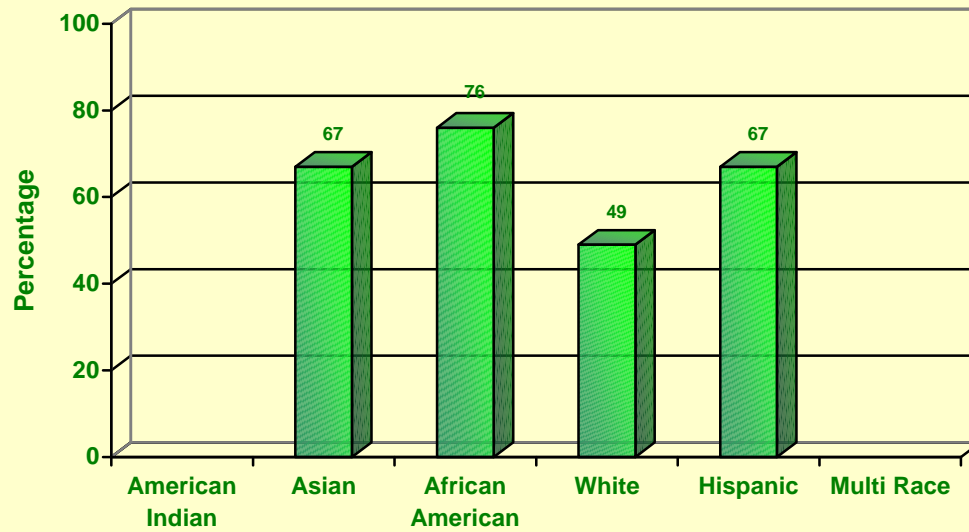
IMAP GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



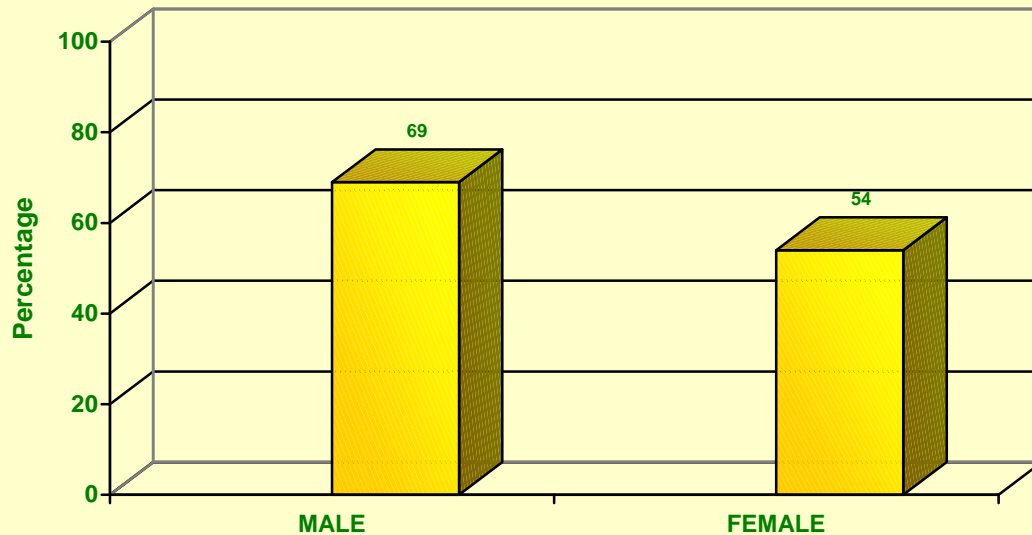
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.5

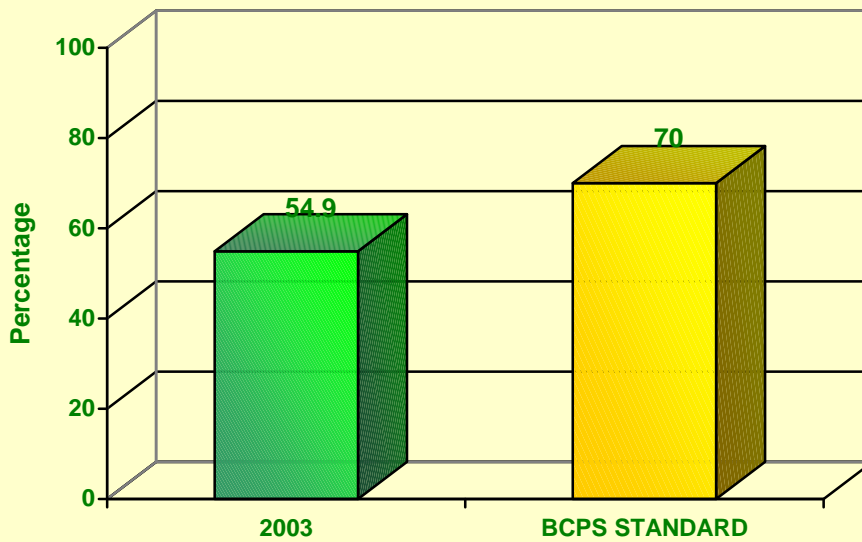
■ 2003 ■ 3-D Column 2

BCPS SYSTEM RESULTS

IMAP GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



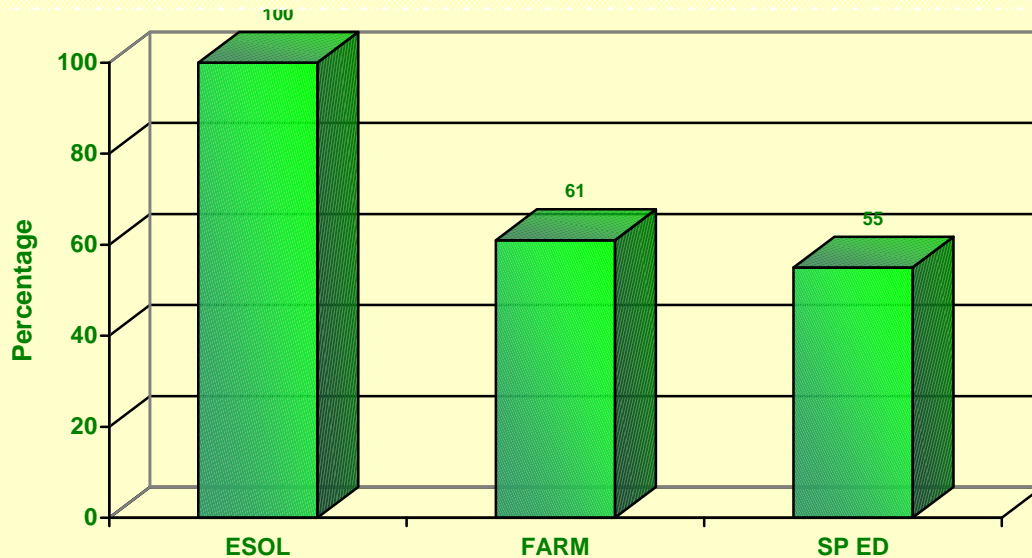
PERFORMANCE INDICATOR 1.5

■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

IMAP GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.5

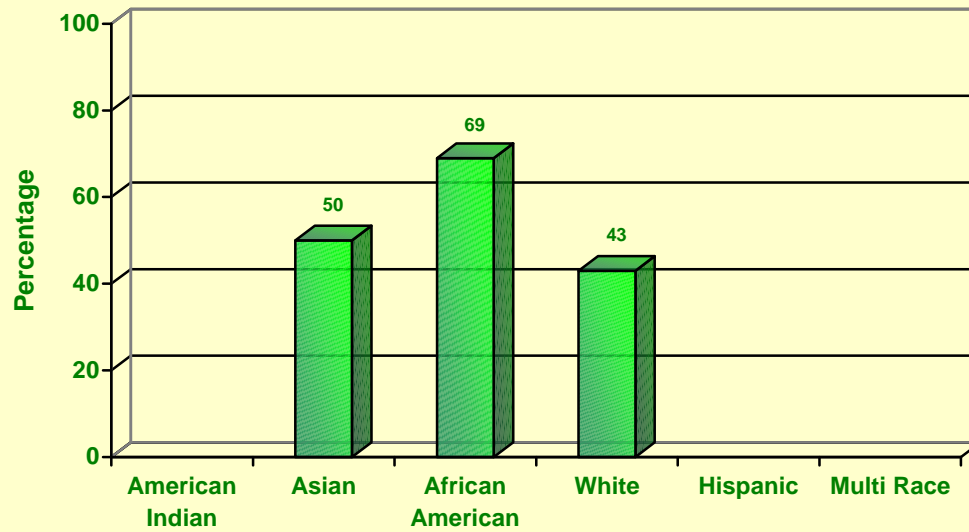
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



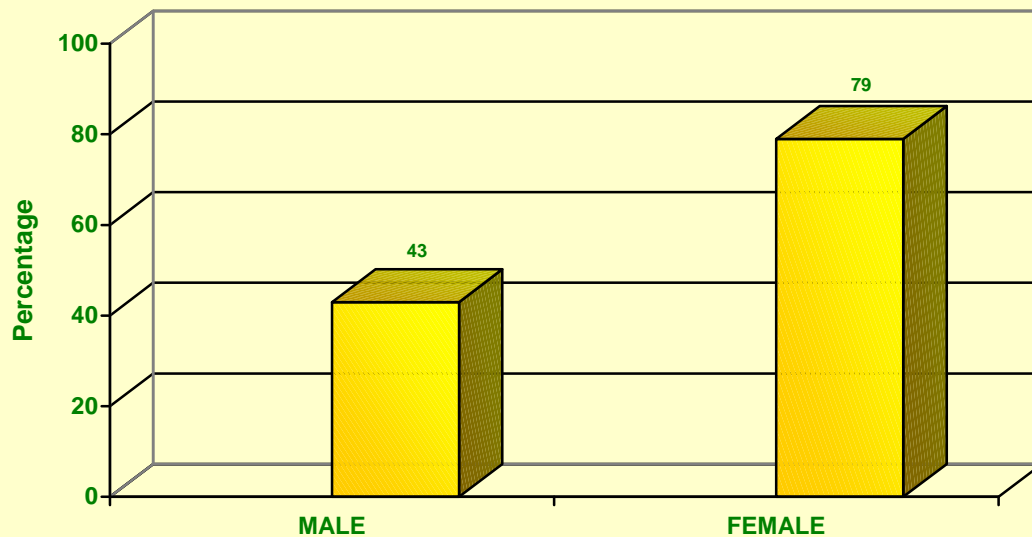
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY GENDER



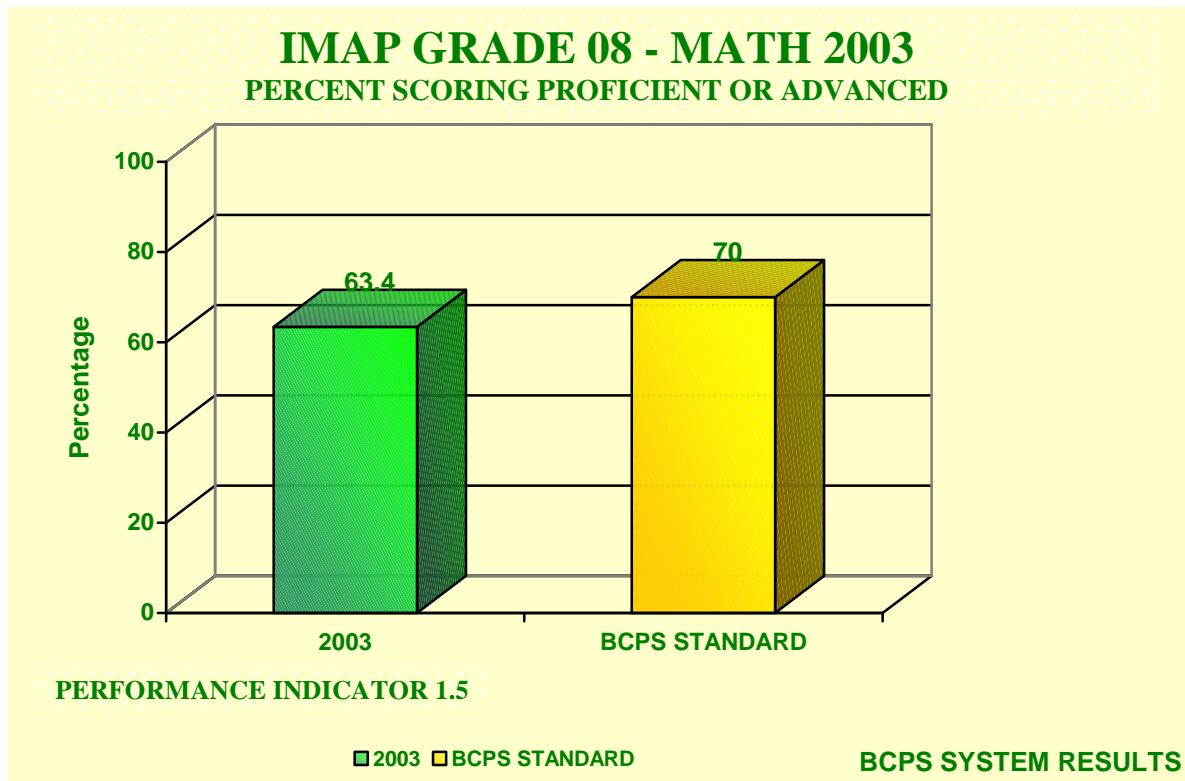
PERFORMANCE INDICATOR 1.5

■ 2003 ■ 3-D Column 2

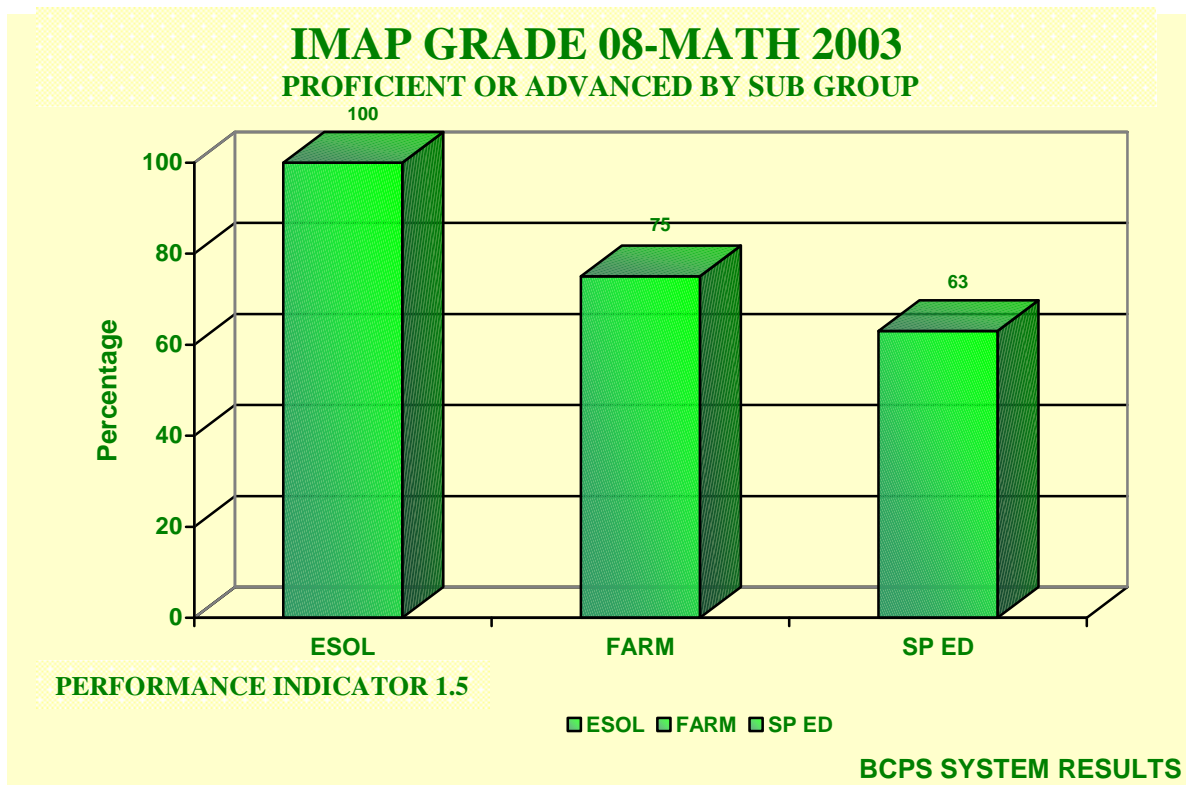
BCPS SYSTEM RESULTS

IMAP GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



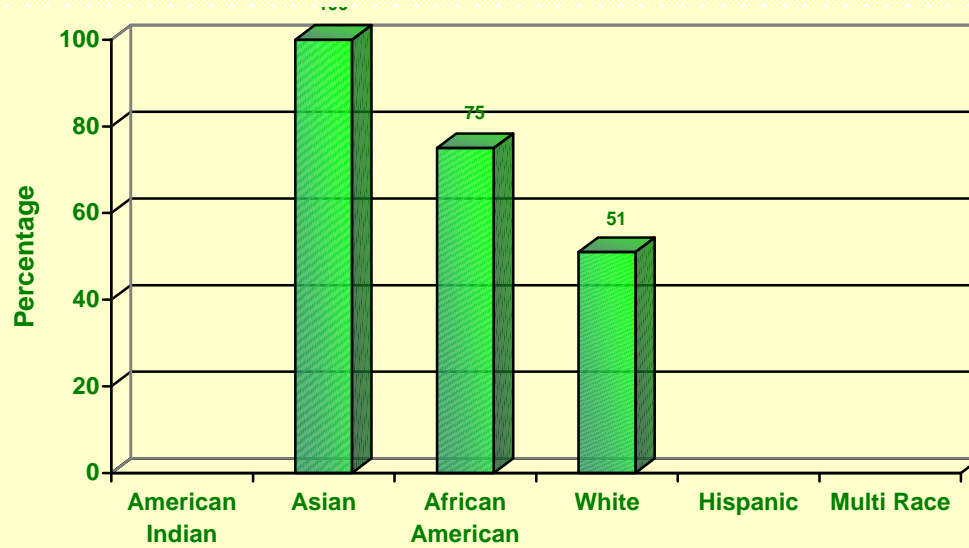
IMAP GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



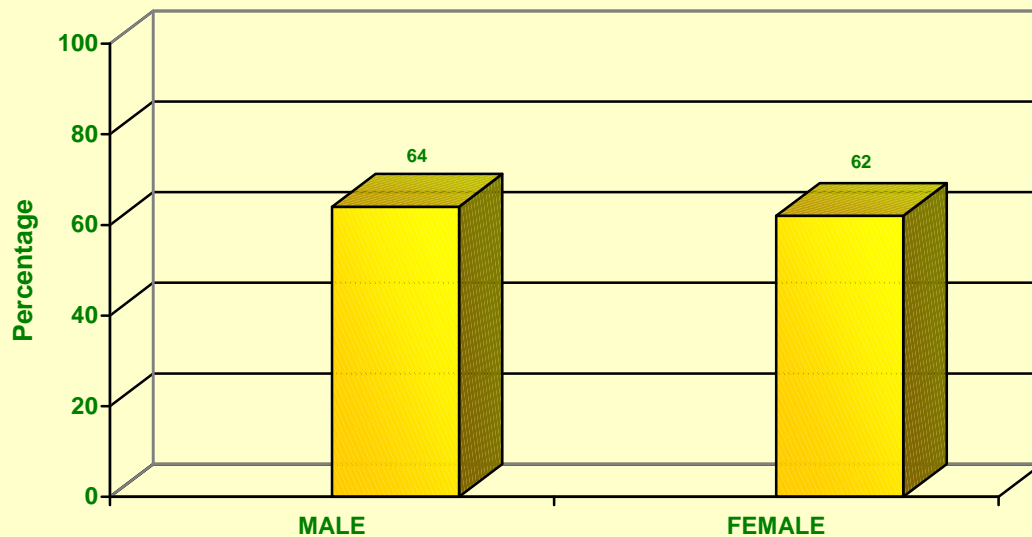
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.5

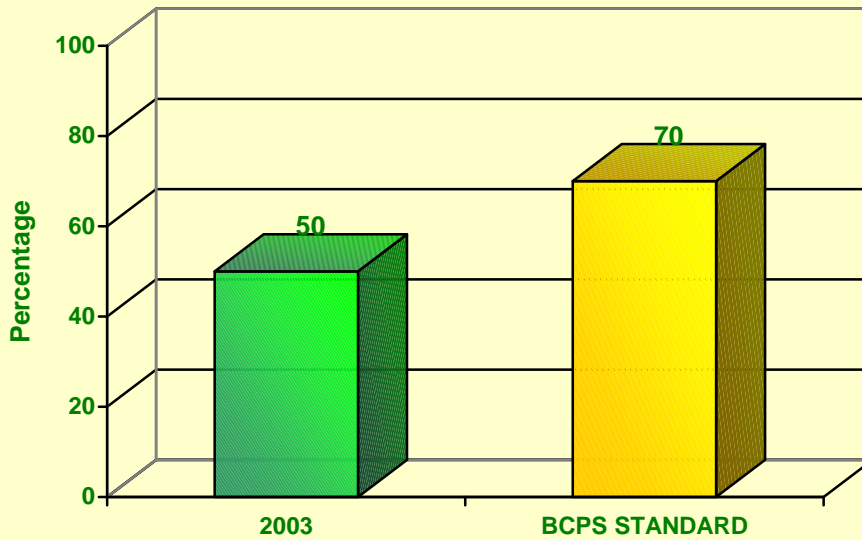
■ 2003 ■ 3-D Column 2

BCPS SYSTEM RESULTS

IMAP GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



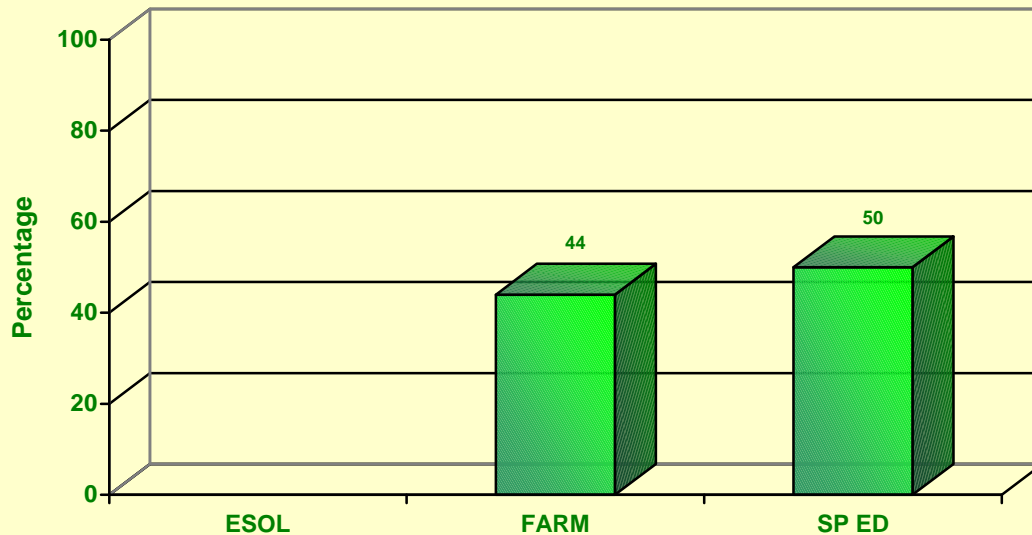
PERFORMANCE INDICATOR 1.5

■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

IMAP GRADE 11 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 1.5

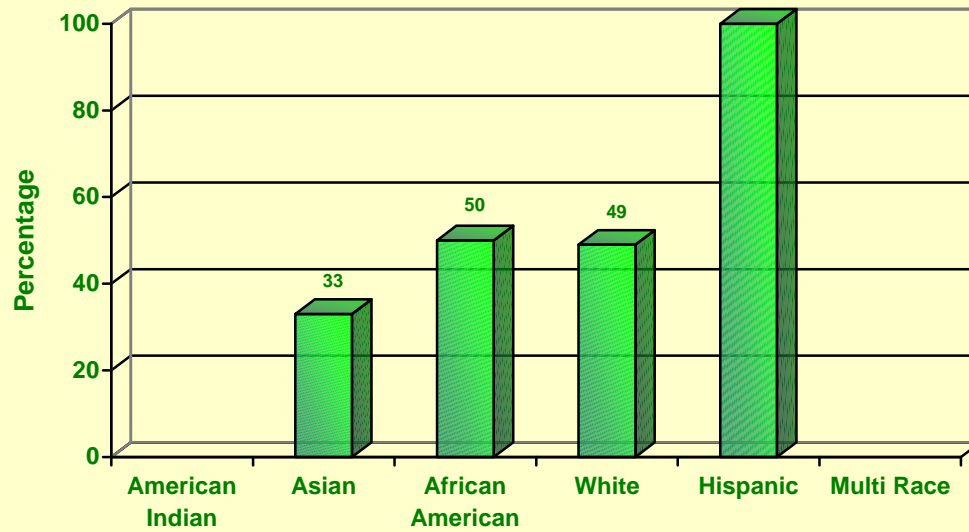
■ ESOL ■ FARM ■ SP ED

BCPS SYSTEM RESULTS

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



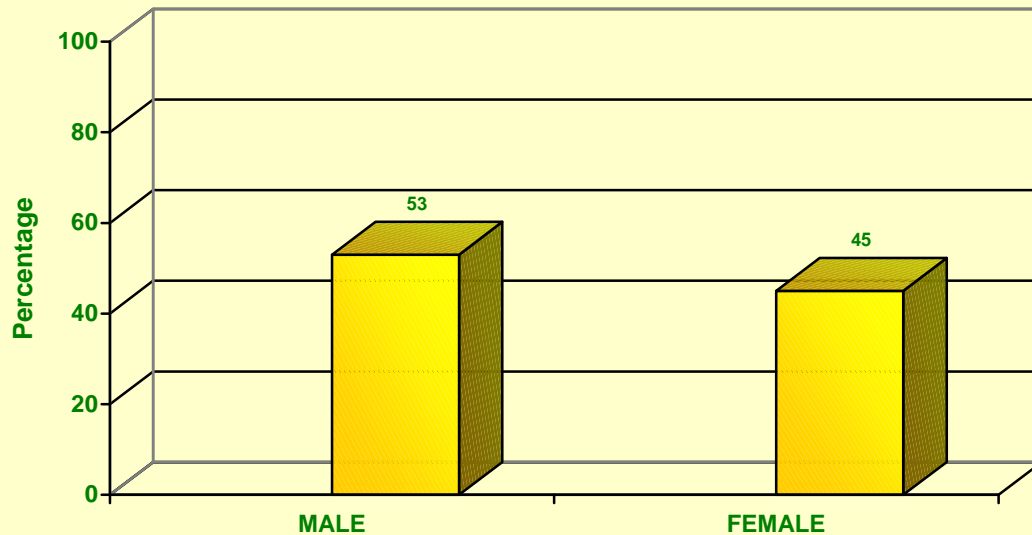
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY GENDER



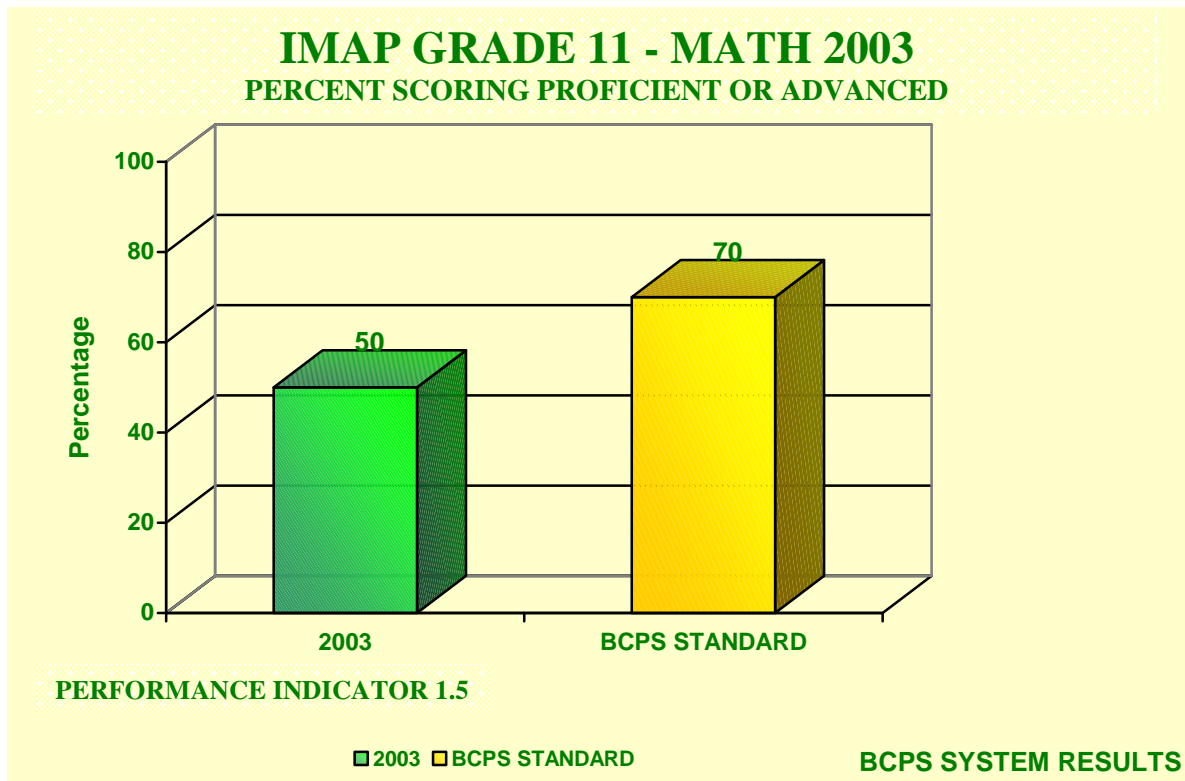
PERFORMANCE INDICATOR 1.5

■ 2003 ■ 3-D Column 2

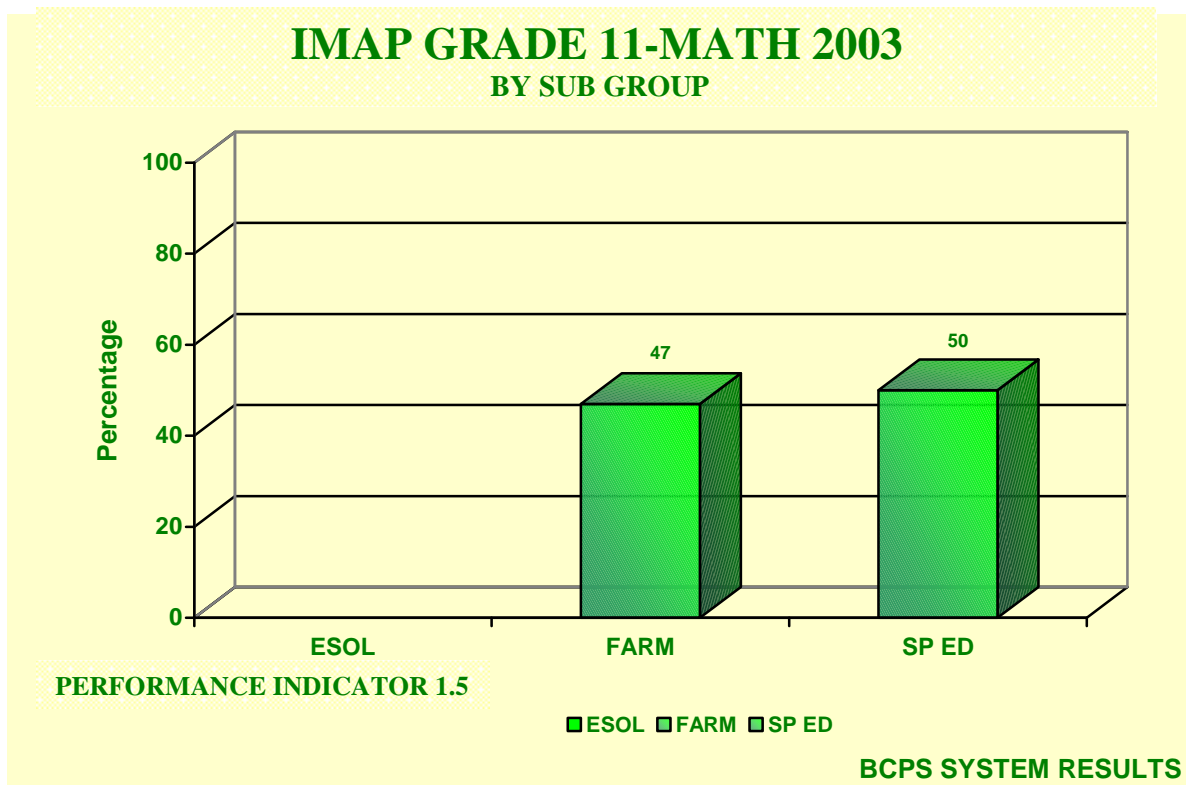
BCPS SYSTEM RESULTS

IMAP GRADE 11-READING 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



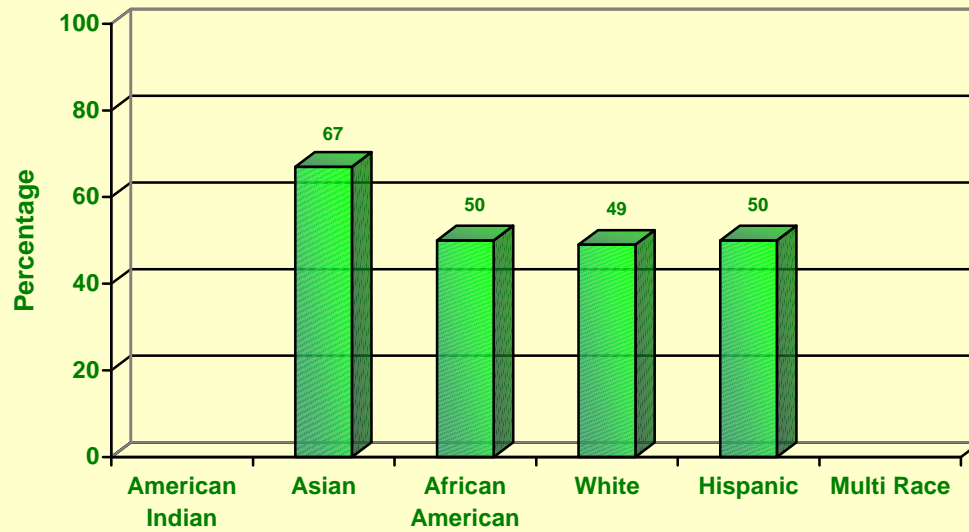
IMAP GRADE 11 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



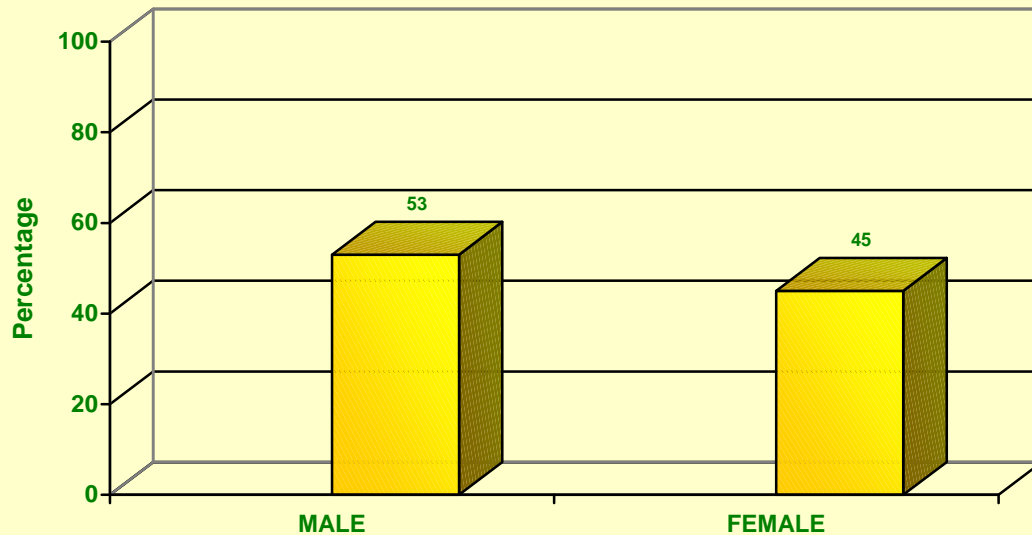
PERFORMANCE INDICATOR 1.5

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY GENDER



PERFORMANCE INDICATOR 1.5

■ 2003 ■ 3-D Column 2

BCPS SYSTEM RESULTS

IMAP GRADE 11-MATH 2003 PROFICIENT OR ADVANCED BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.6

1.6 All prekindergarten students in eligible schools will have access to a PreKindergarten Program by the 2007 - 2008 school year. (State standard)

What is measured?

Percent of prekindergarten-age students (in eligible schools) enrolled in prekindergarten programs

Results for 2002-2003

- In 2002-03, BCPS enrolled 3404 prekindergarten students, a number that is 51% of the kindergarten enrollment. In 1998-99, BCPS enrolled 3179 prekindergarten students, which was 46% of the kindergarten enrollment. The prekindergarten enrollment has been increasing along with the ratio of prekindergarten to kindergarten students, indicating that BCPS is reaching more of the population. All Title-1 schools offer their families prekindergarten programs either at the school or at another site.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.6 WILL BE IN THIS SECTION WHEN DATA IS AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.7

1.7 All elementary schools will have a full-day kindergarten by the 2007 - 2008 school year. (State standard)

What is measured?

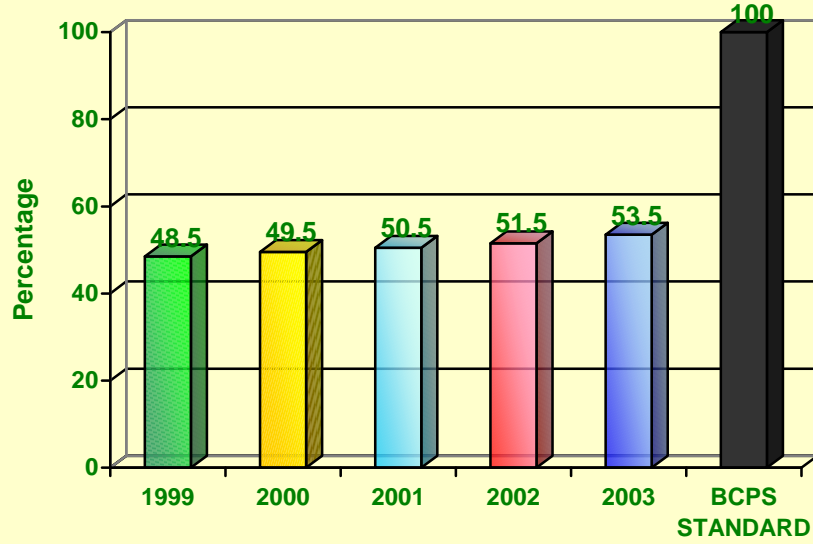
Percent of BCPS schools having full-day kindergarten classes

Results for 2002-2003

- In 2002-03, 53.5% of BCPS elementary schools had full-day kindergarten programs. The percentage has increased each of the last five years, from 48.5% in 1998-99.

INDICATORS OF STUDENT ACHIEVEMENT

FULL DAY KINDERGARTEN PERCENTAGE OF BCPS ELEMENTARY SCHOOLS



PERFORMANCE INDICATOR 1.7

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

FULL DAY KINDERGARTEN

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.8

1.8 Students in grades 2 - 6 will achieve grade level standards on the reading benchmark assessments. (BCPS standard)

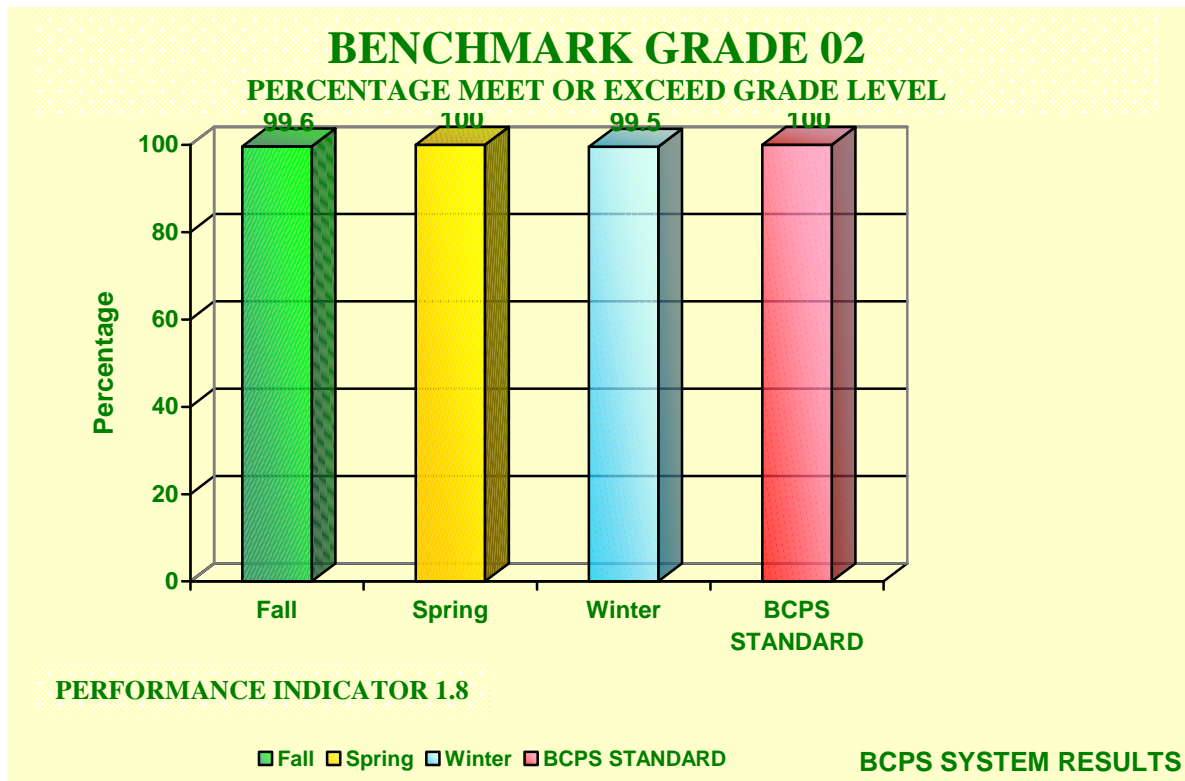
What is measured?

Percent of students in grades 2-6 reaching grade level on benchmark tests

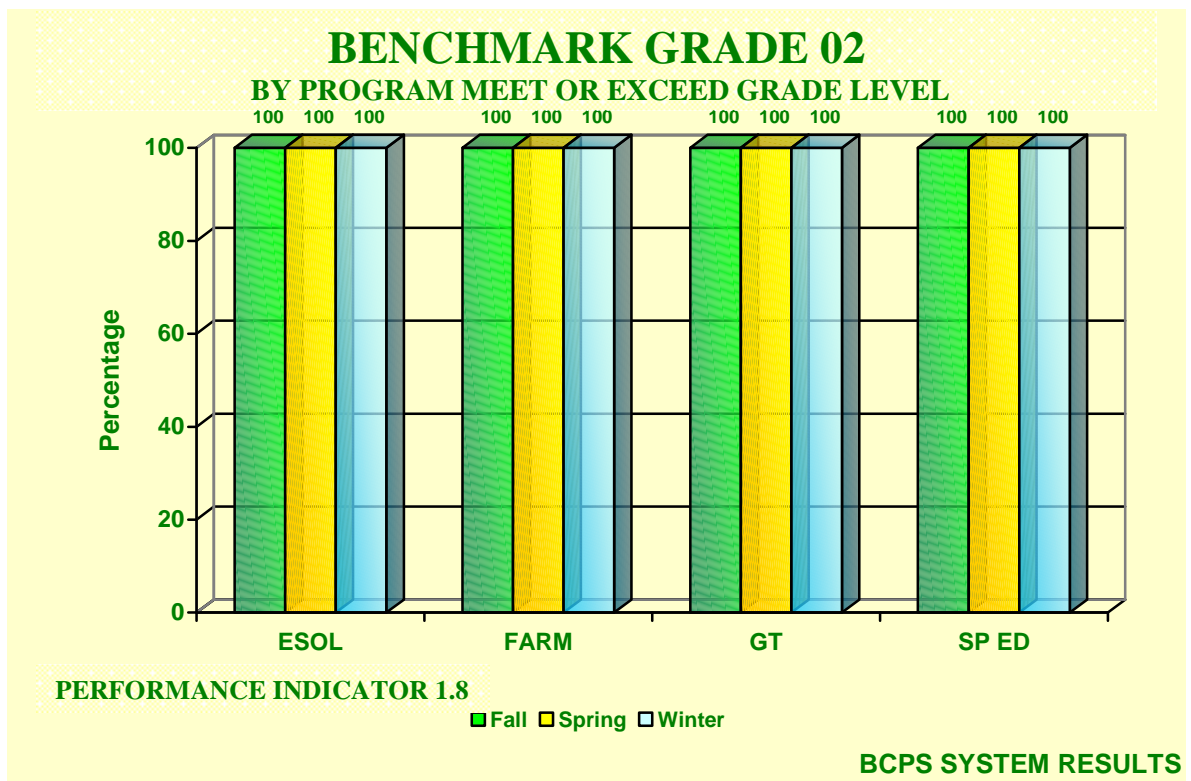
Results for 2002-2003

- 100% of BCPS grades 2-6 students met or exceeded grade level standards on the BCPS benchmark tests given in the spring of 2002-03. Nearly all BCPS grade 2-6 students met or exceeded grade level standards on the benchmark tests administered in the fall and winter of 2002-03.
- When disaggregated by subgroup, 100% of all groups in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.
- When disaggregated by race, 100% of each race in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.
- When disaggregated by gender, 100% of males and females in grades 2-6 met or exceeded grade level standards on the benchmark tests in spring 2003.

INDICATORS OF STUDENT ACHIEVEMENT

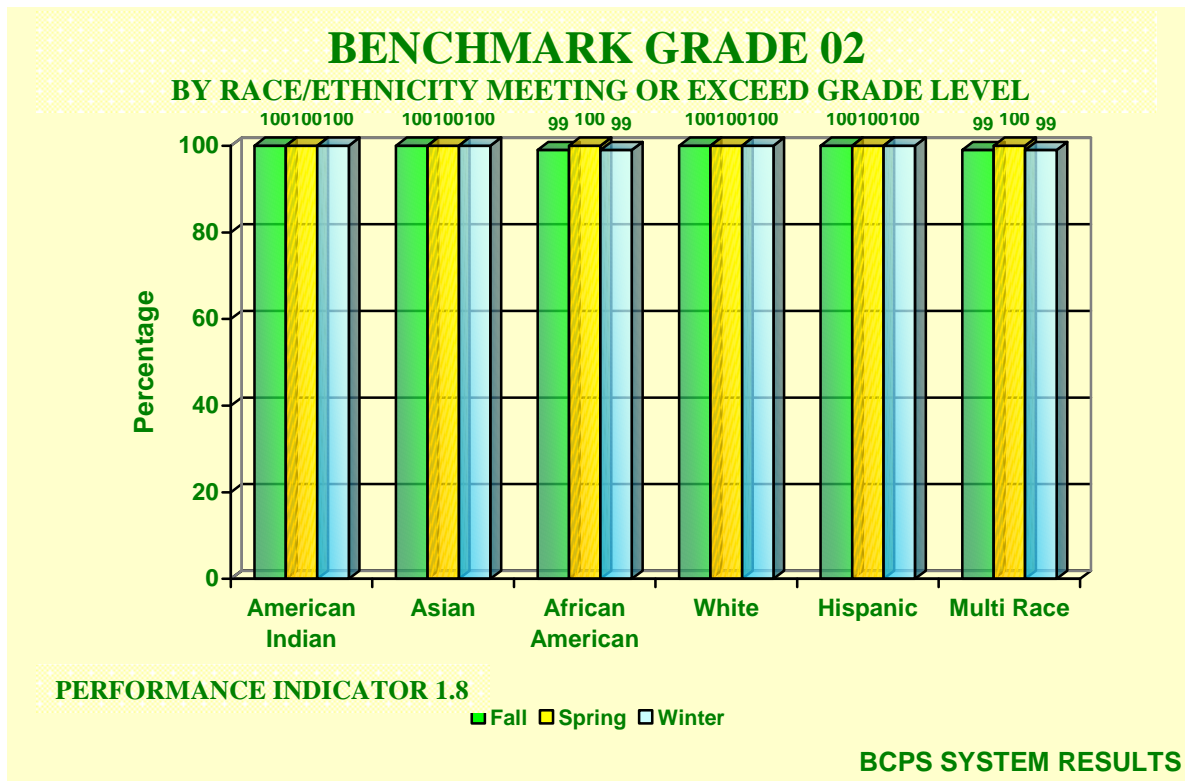


BENCHMARK GRADE 02 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

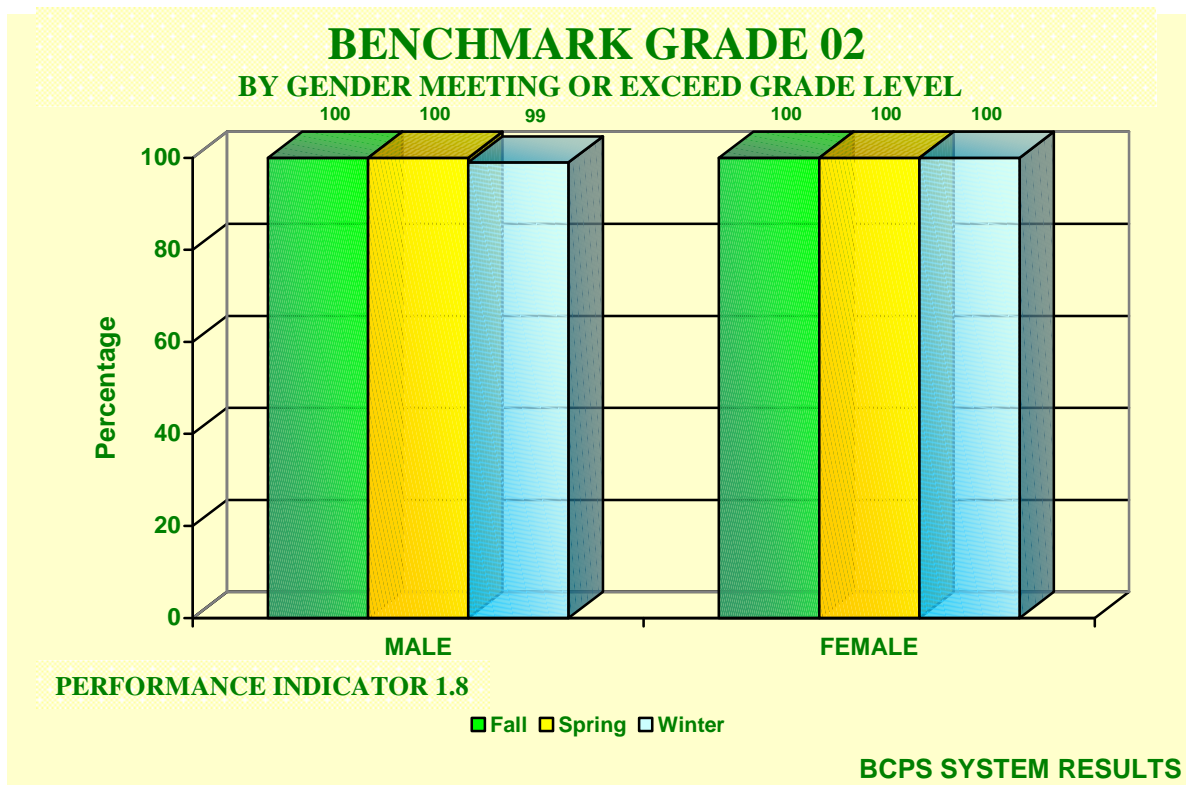


BENCHMARK GRADE 02 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

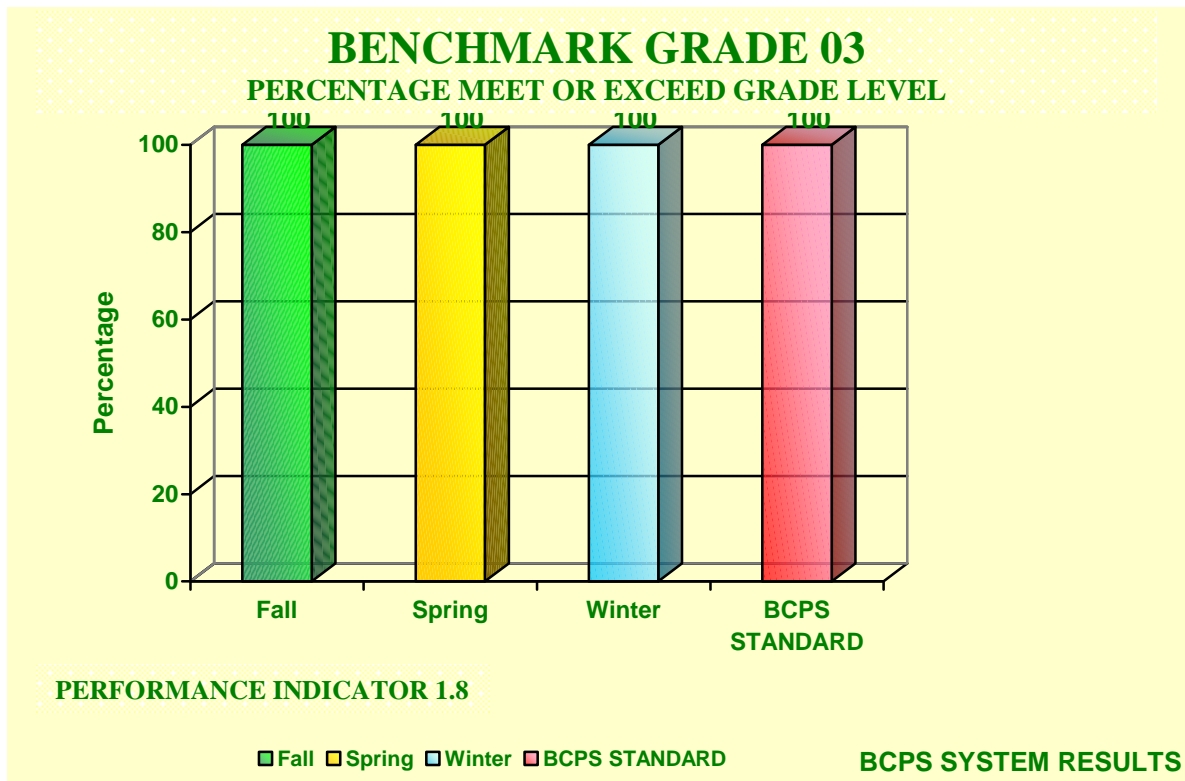


BENCHMARK GRADE 02 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

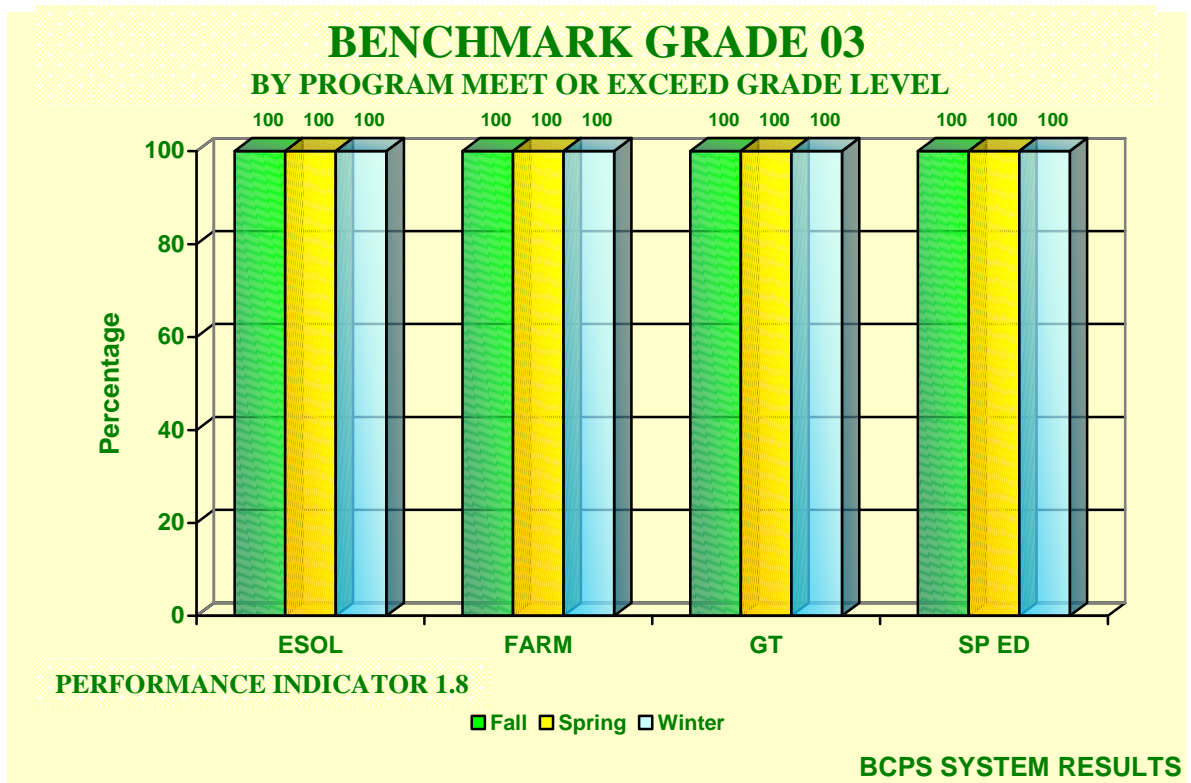


BENCHMARK GRADE 02 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT



BENCHMARK GRADE 03 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

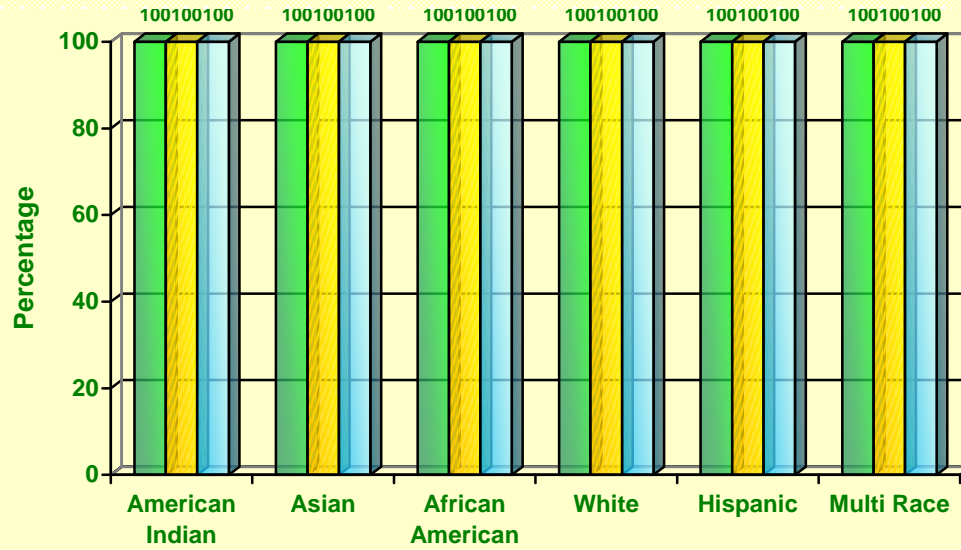


BENCHMARK GRADE 03 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 03

BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL



PERFORMANCE INDICATOR 1.8

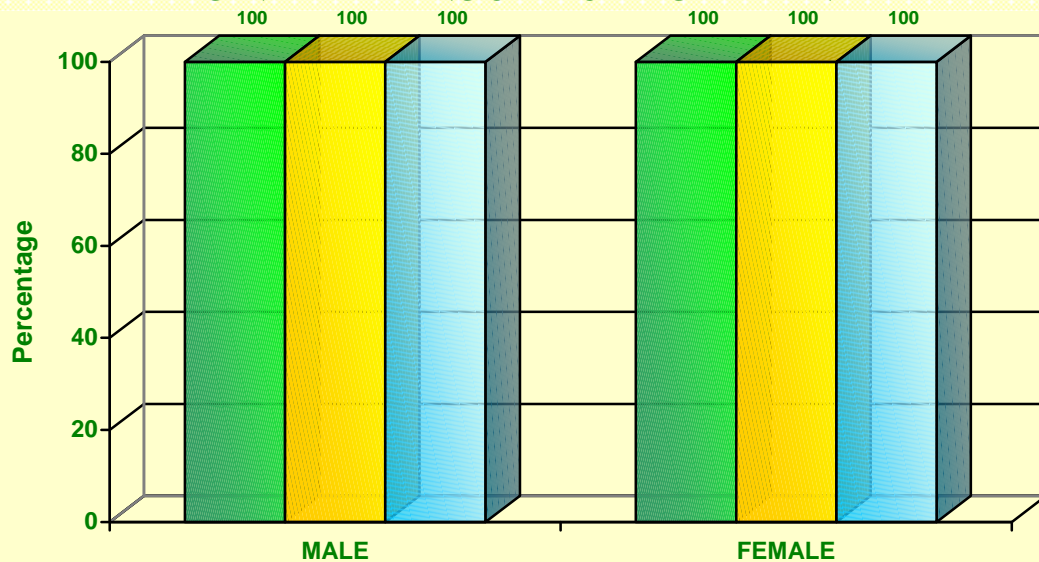
■ Fall ■ Spring ■ Winter

BCPS SYSTEM RESULTS

BENCHMARK GRADE 03 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

BENCHMARK GRADE 03

BY GENDER MEETING OR EXCEED GRADE LEVEL



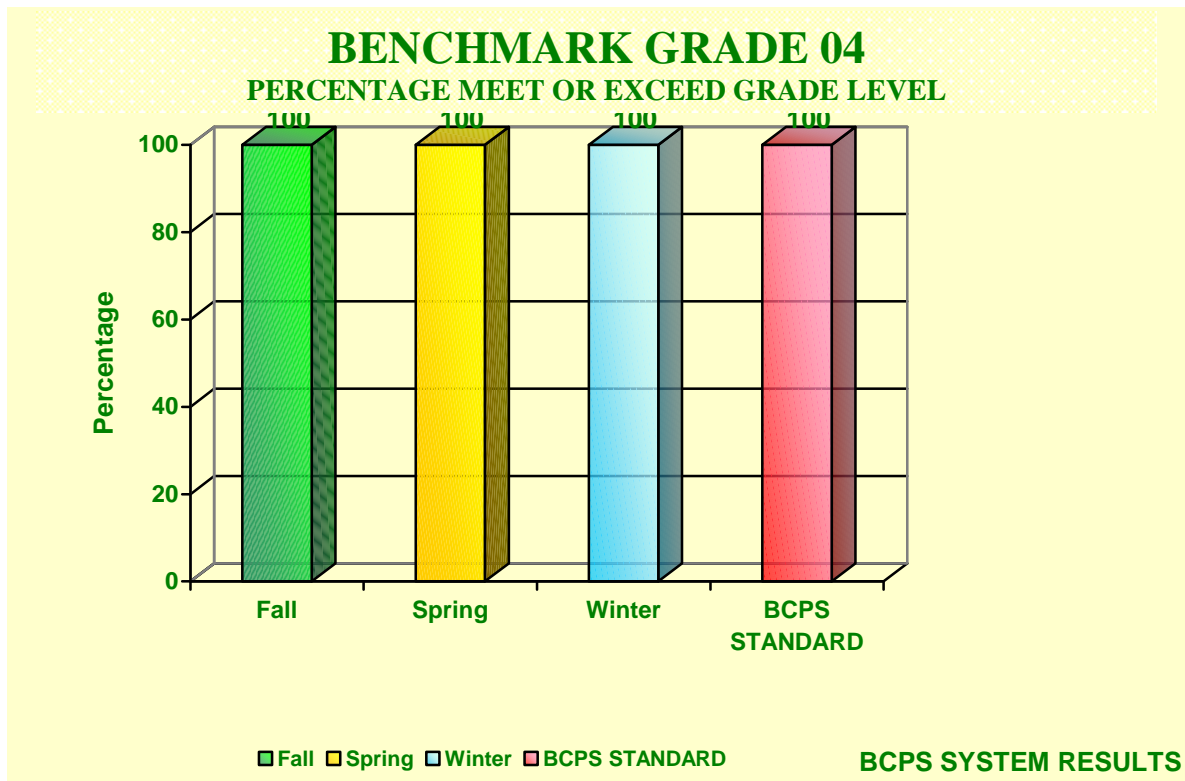
PERFORMANCE INDICATOR 1.8

■ Fall ■ Spring ■ Winter

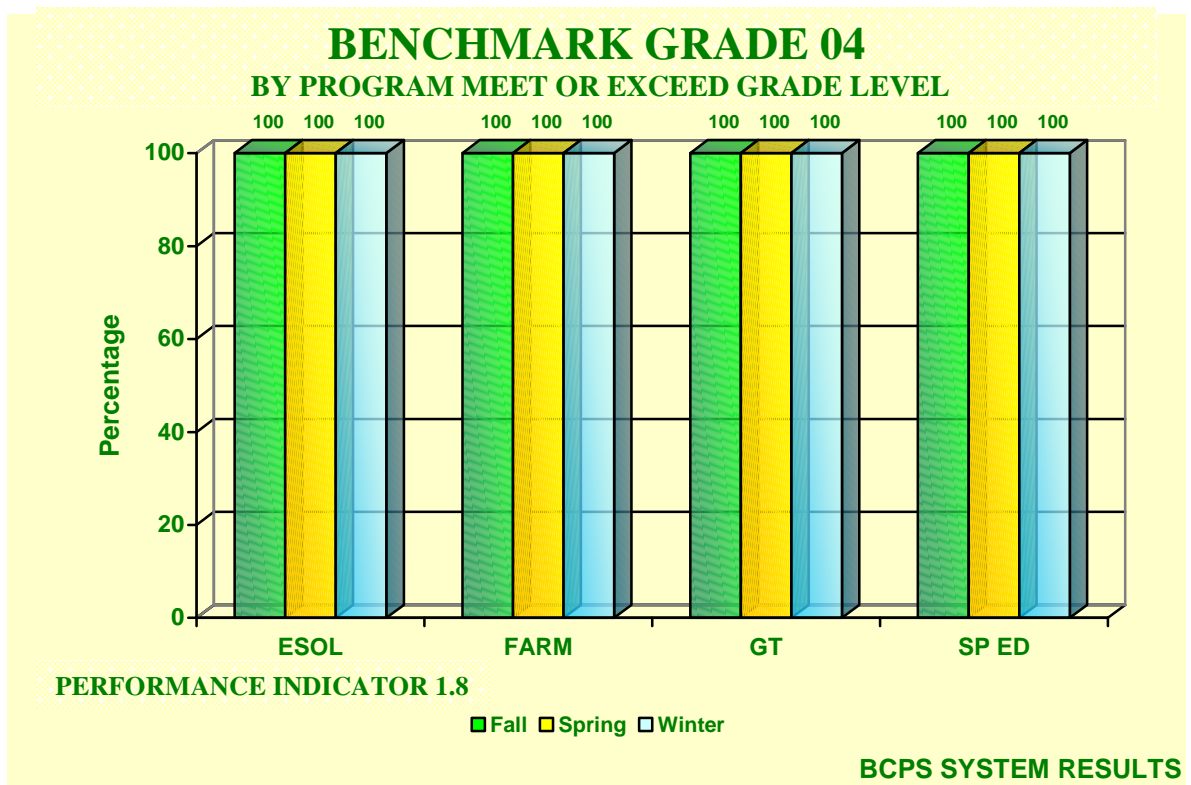
BCPS SYSTEM RESULTS

BENCHMARK GRADE 03 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT



BENCHMARK GRADE 04 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

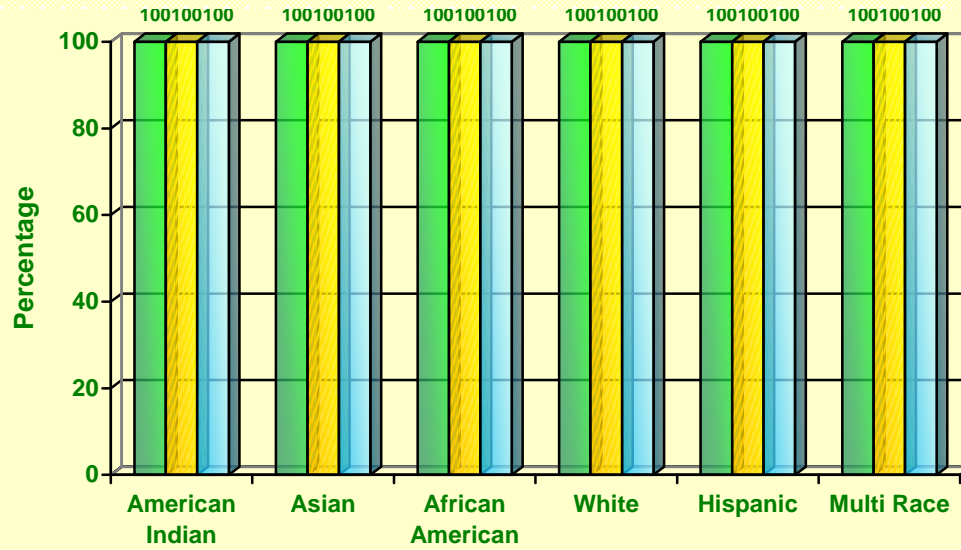


BENCHMARK GRADE 04 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 04

BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL



PERFORMANCE INDICATOR 1.8

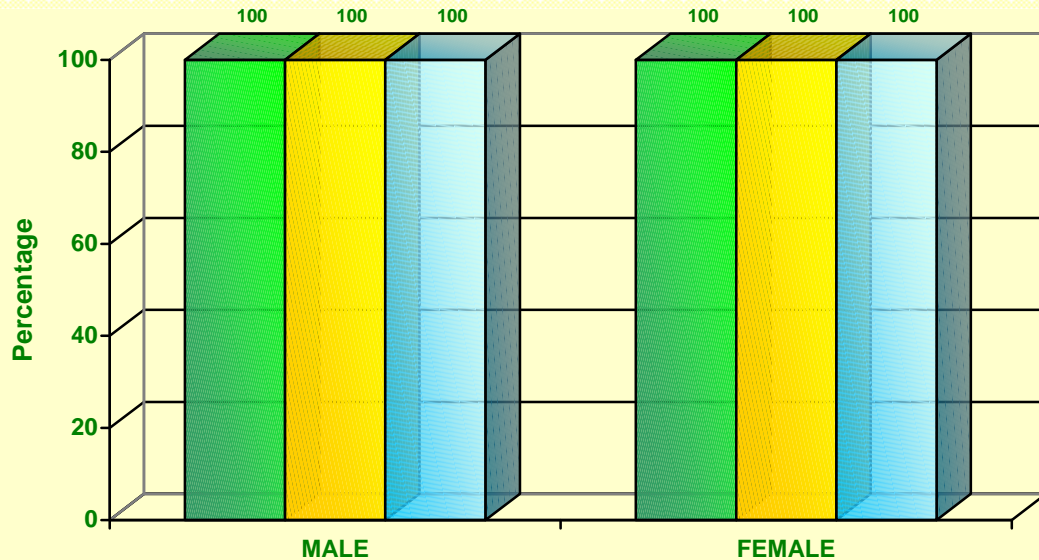
■ Fall ■ Spring ■ Winter

BCPS SYSTEM RESULTS

BENCHMARK GRADE 04 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

BENCHMARK GRADE 04

BY GENDER MEETING OR EXCEED GRADE LEVEL



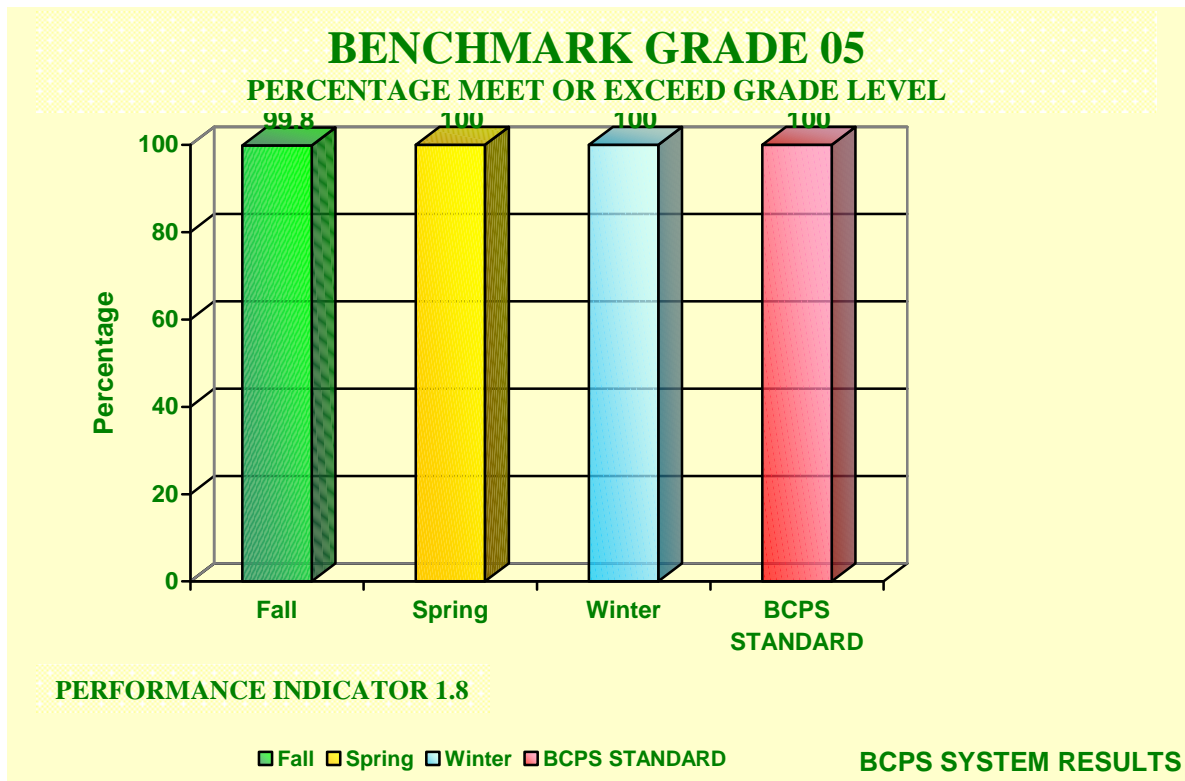
PERFORMANCE INDICATOR 1.8

■ Fall ■ Spring ■ Winter

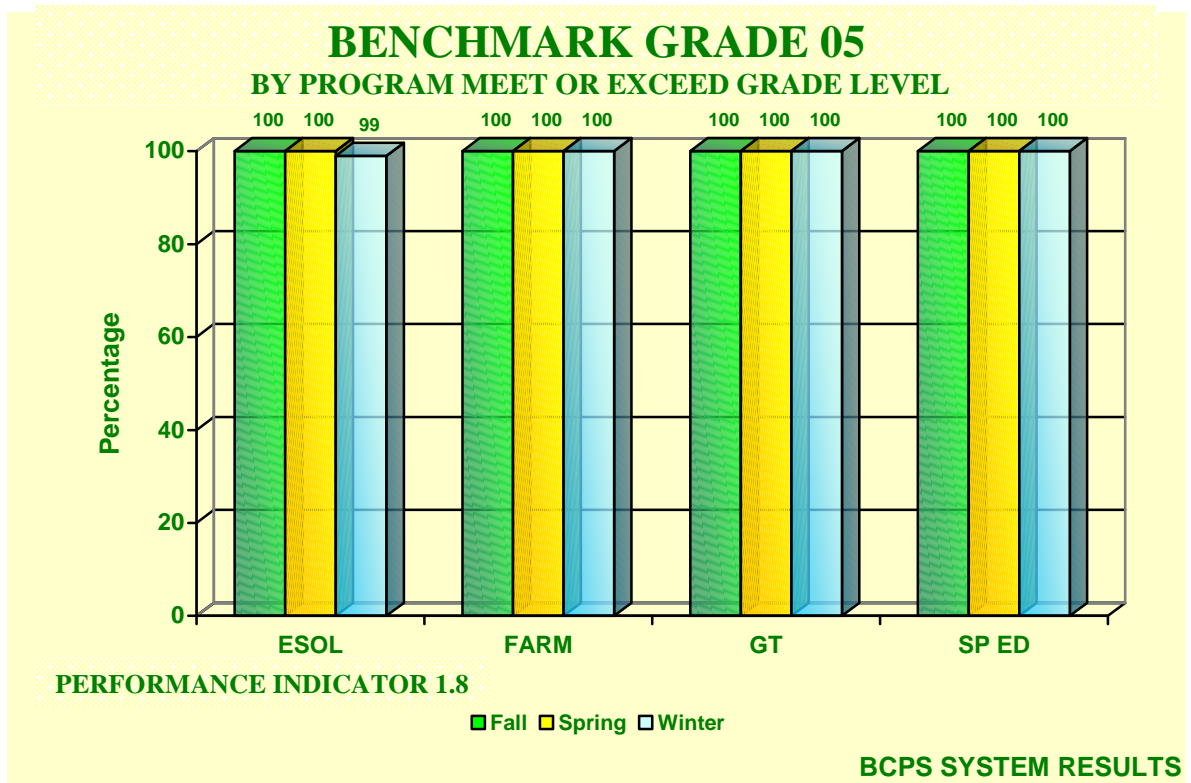
BCPS SYSTEM RESULTS

BENCHMARK GRADE 04 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT



BENCHMARK GRADE 05 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

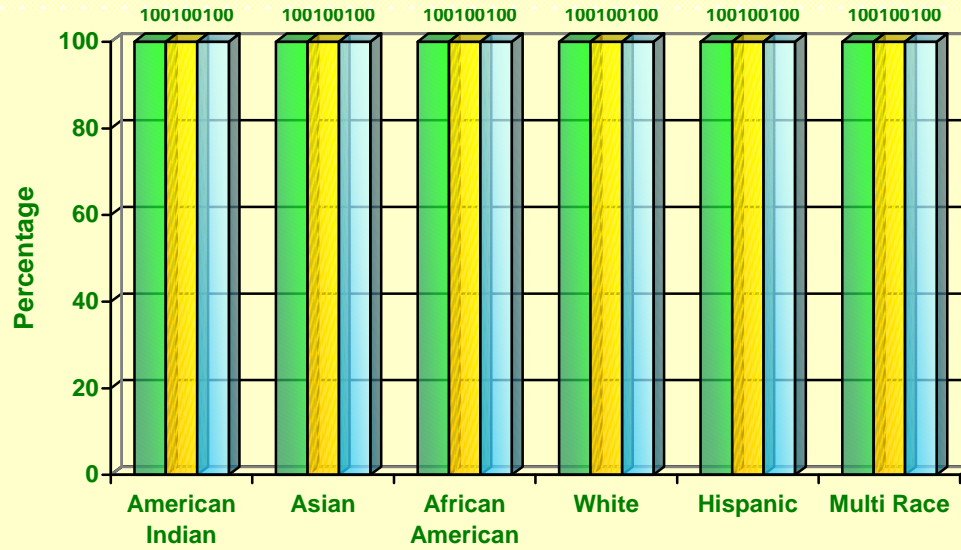


BENCHMARK GRADE 05 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

BENCHMARK GRADE 05

BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL



PERFORMANCE INDICATOR 1.8

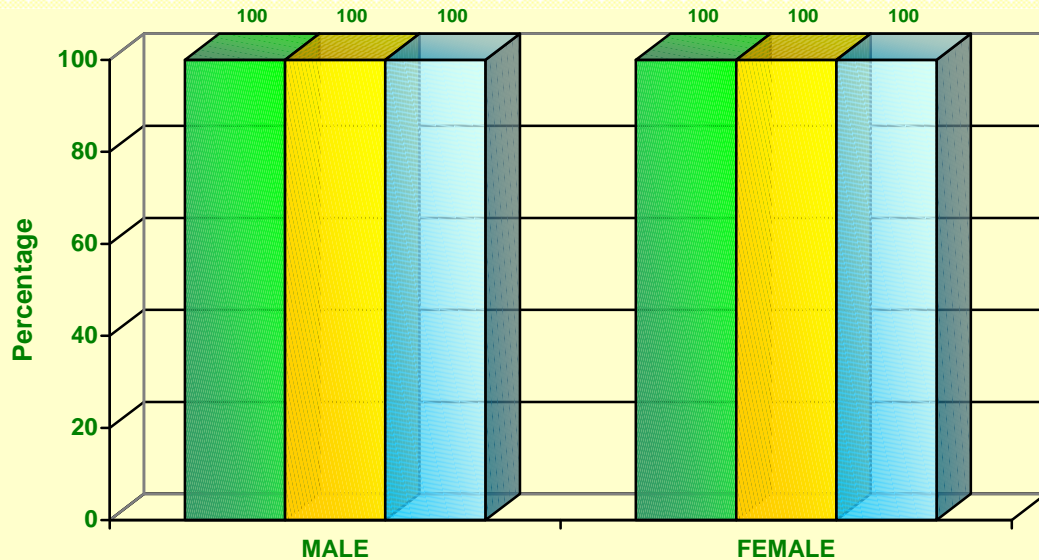
■ Fall ■ Spring ■ Winter

BCPS SYSTEM RESULTS

BENCHMARK GRADE 05 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL

BENCHMARK GRADE 05

BY GENDER MEETING OR EXCEED GRADE LEVEL



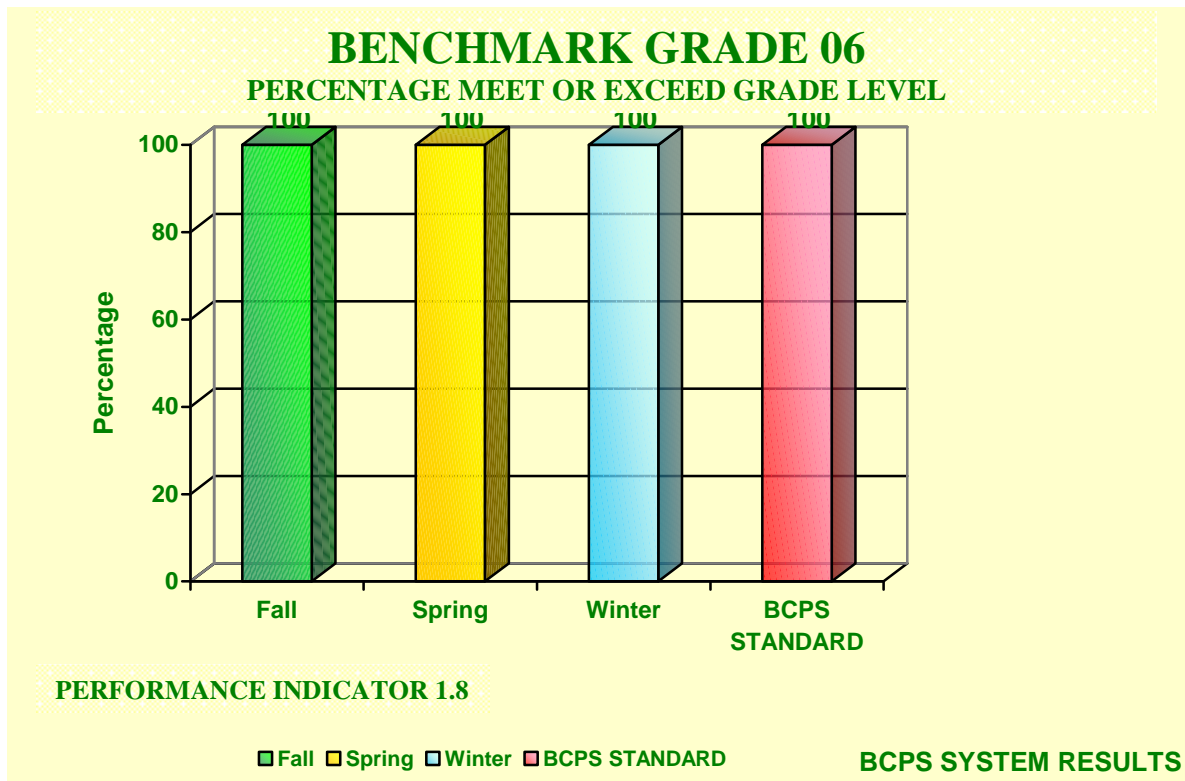
PERFORMANCE INDICATOR 1.8

■ Fall ■ Spring ■ Winter

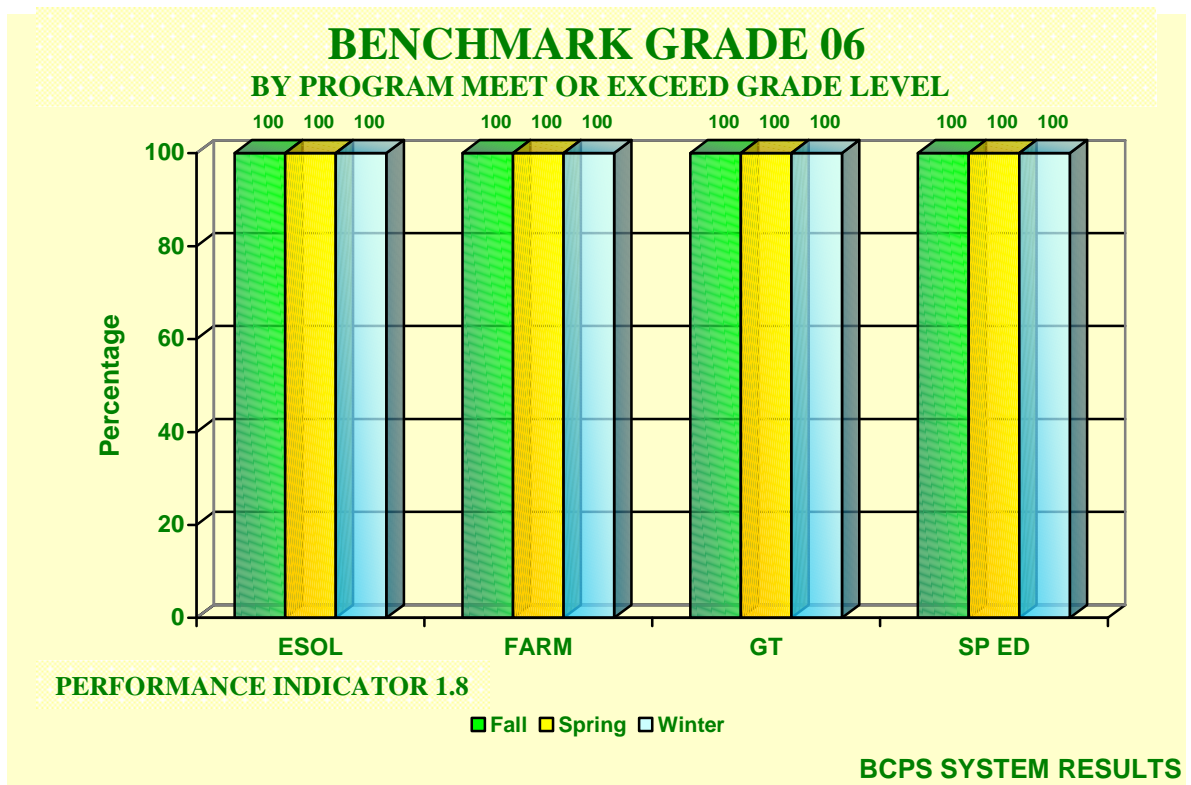
BCPS SYSTEM RESULTS

BENCHMARK GRADE 05 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

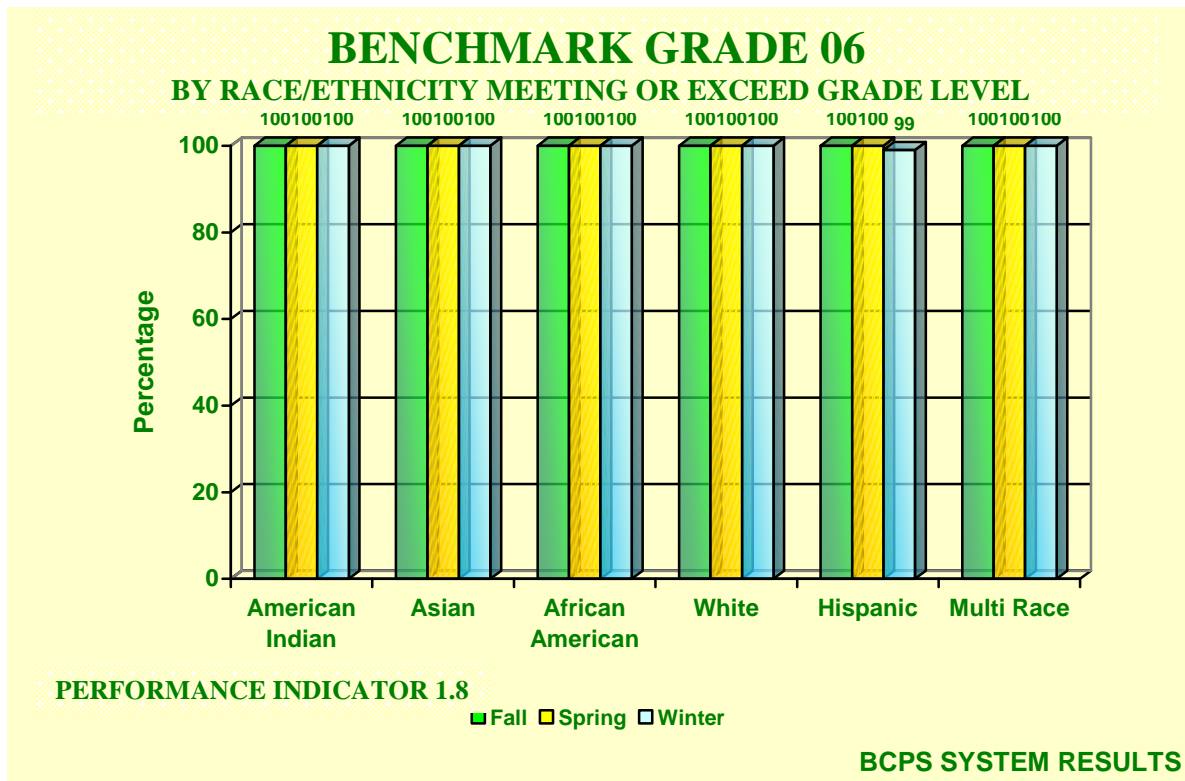


BENCHMARK GRADE 06 - PERCENTAGE MEET OR EXCEED GRADE LEVEL

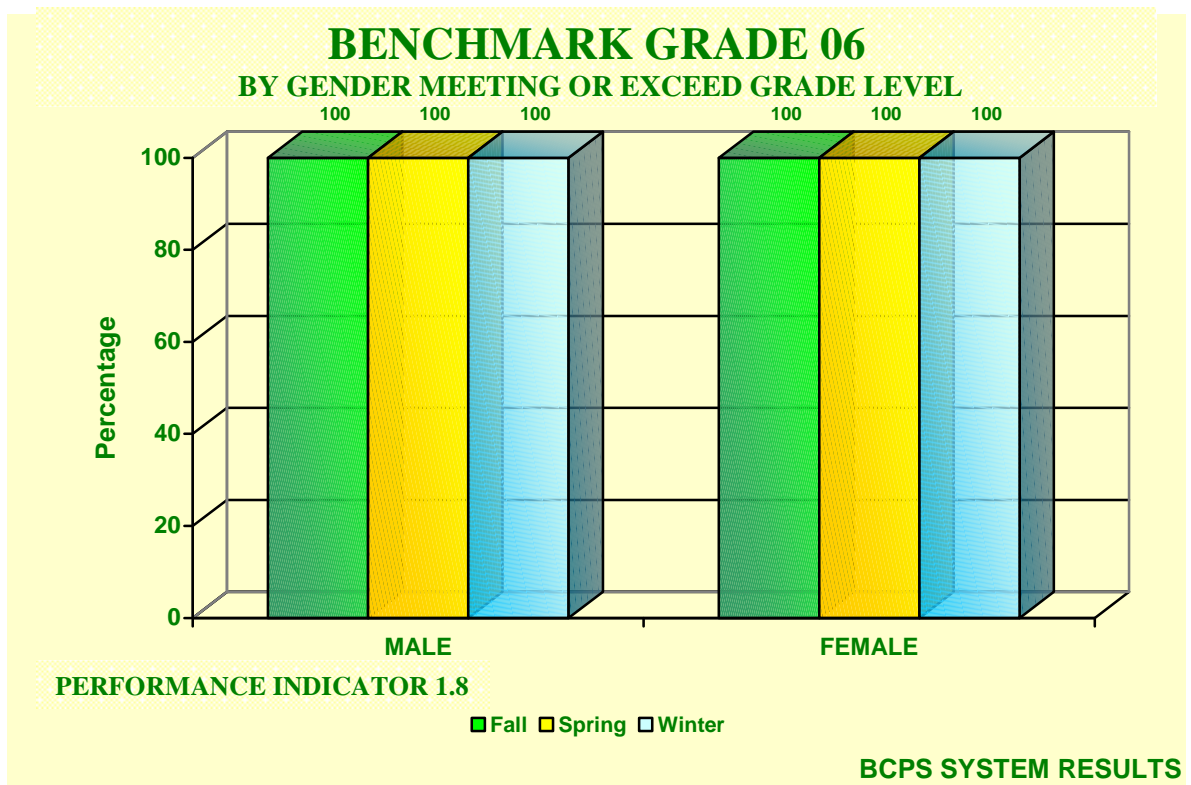


BENCHMARK GRADE 06 BY PROGRAM MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT



BENCHMARK GRADE 06 BY RACE/ETHNICITY MEETING OR EXCEED GRADE LEVEL



BENCHMARK GRADE 06 BY GENDER MEET OR EXCEED GRADE LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.9

1.9 All students will pass the Maryland Functional Math, Reading, and Writing Tests prior to the end of grade 8. (BCPS standard)

What is measured?

Percent of 8th grade students (less exemptions) passing MFRT, MFMT, and MWT by end of 8th grade

Results for 2002-2003

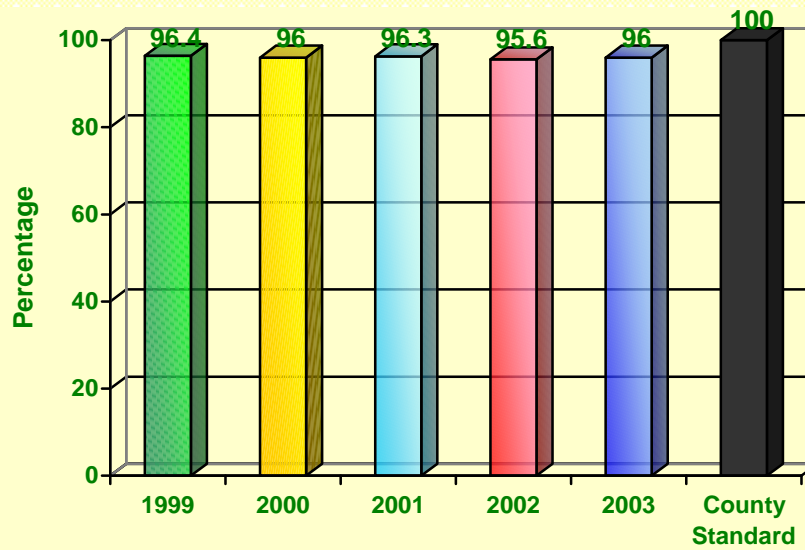
- 96% of BCPS 8th grade students in 2002-03 had passed the Maryland Functional Reading Test. The percentage has been stable for the past five years.
- When disaggregated by subgroup, GT students have the highest reading pass rates at close to 100%, followed by FARMS and ESOL with pass rates in the 80% range, and special education with pass rates in the 70% range. All subgroups increased their reading pass rates over prior years.
- When disaggregated by race, reading pass rates were similar and uniformly in the 90% range.
- When disaggregated by gender, reading pass rates were similar and in the 90% range.
- 83% of BCPS 8th grade students in 2002-03 had passed the Maryland Functional Math Test. This was an increase over 2002 (75.1%) and similar to the pass rates for 1999 through 2001.
- When disaggregated by subgroup, math pass rates for GT students (95%) exceeded those of ESOL (43.3%), FARMS (48.4%), and special education (47.9%) students. All subgroups increased their math pass rates over prior years.
- When disaggregated by race, white students generally have a pass rate in the 90% range, while African American students have passed the math test in the 70% range, and Asian students have passed the math test in the 90% range.
- When disaggregated by gender, math pass rates are similar for males and females and in the 80% range.
- 84.3% of BCPS 8th graders in 2002-03 had passed the Maryland Writing Test.
- When disaggregated by subgroup, 96% of 2002-03 GT students had passed the writing test by 8th grade, followed by 63% of FARMS, 48% of special education, and 35% of ESOL students. All groups showed marked increases during the previous five years.

INDICATORS OF STUDENT ACHIEVEMENT

- When disaggregated by race, white students have passed the writing test in the 90% range, while African American students and Asian students have passed the writing test in the 80% range.
- When disaggregated by gender, males have passed the writing test in the 80% range, females have passed the test in the 90% range.

INDICATORS OF STUDENT ACHIEVEMENT

MFT READING GRADE 08



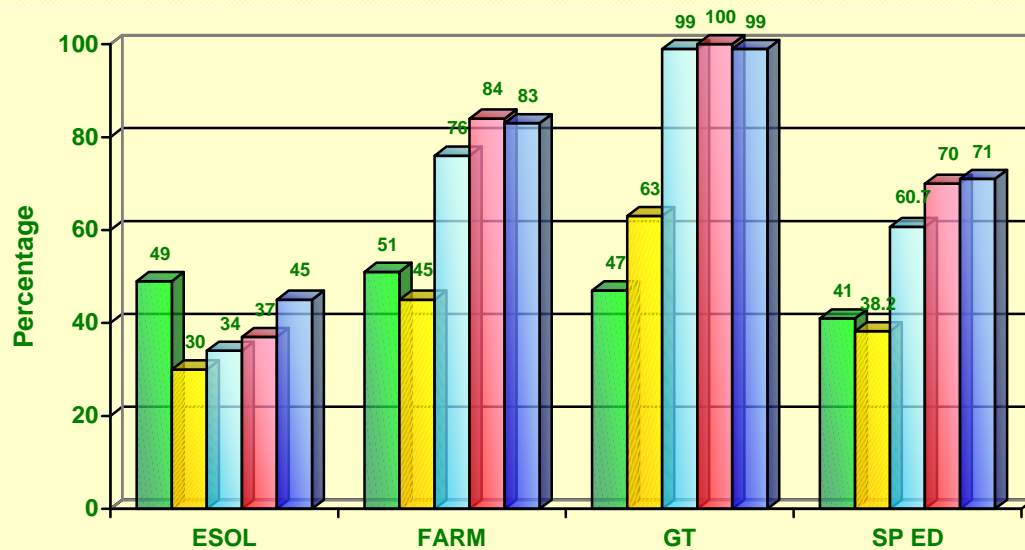
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ County Standard

BCPS SYSTEM RESULTS

MFT READING GRADE 08

MFT READING GRADE 08 BY SUB GROUP



PERFORMANCE INDICATOR 1.9

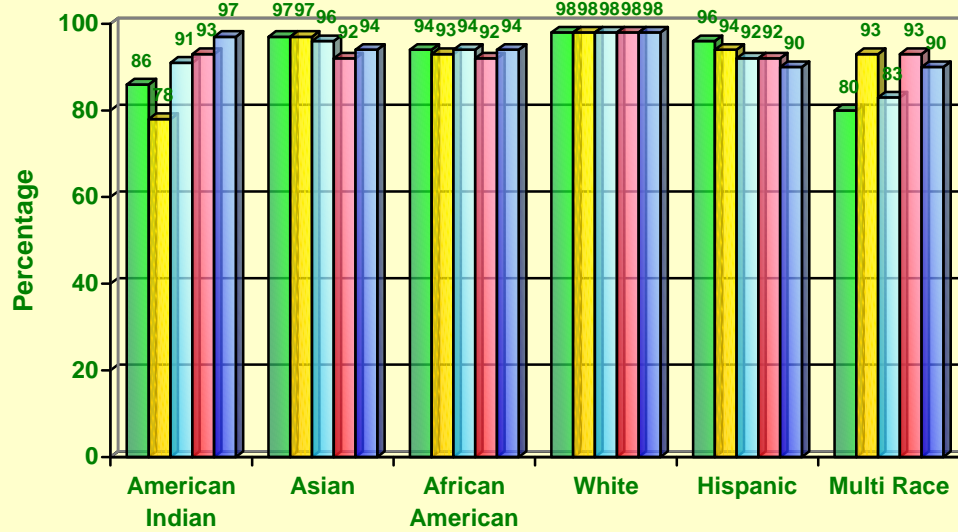
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT READING GRADE 08 BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MFT READING GRADE 08 BY RACE/ETHNICITY



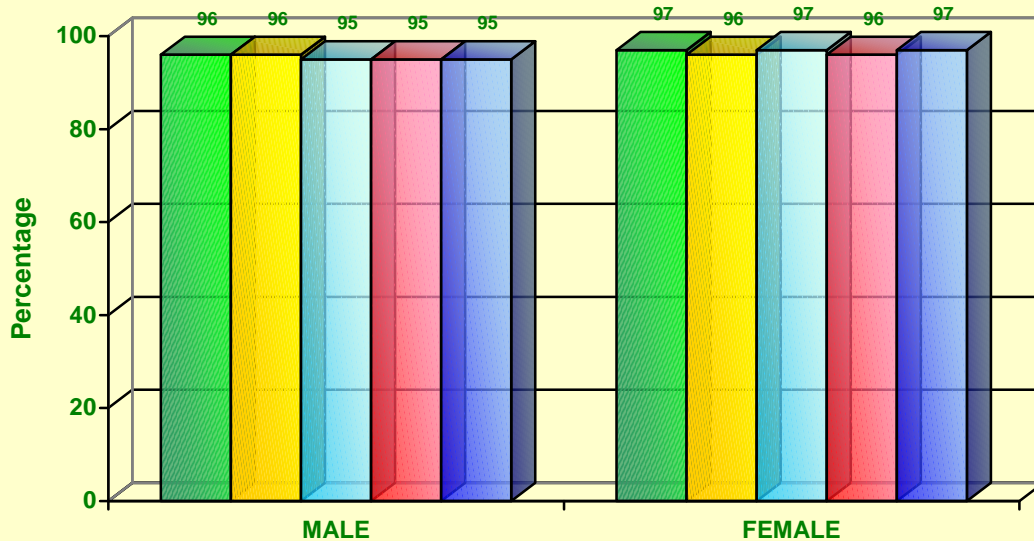
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT READING GRADE 08 BY RACE/ETHNICITY

MFT READING GRADE 08 BY GENDER



PERFORMANCE INDICATOR 1.9

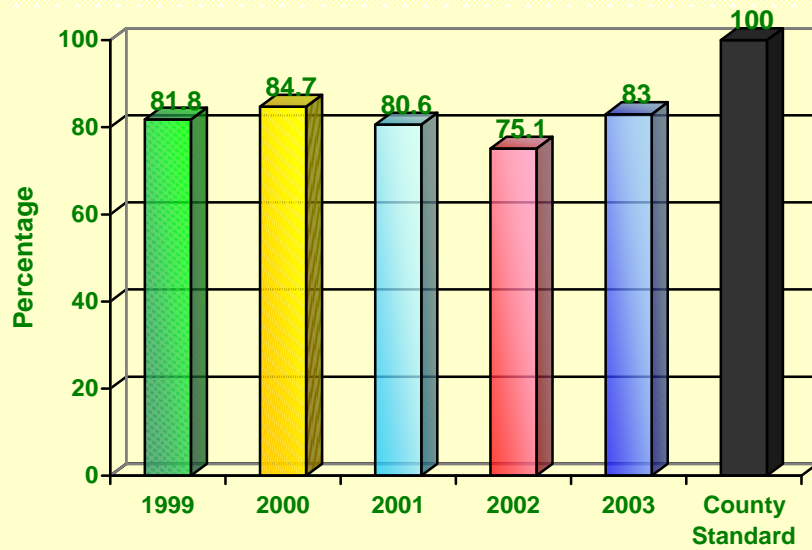
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT READING GRADE 08 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

MFT MATHEMATICS GRADE 08



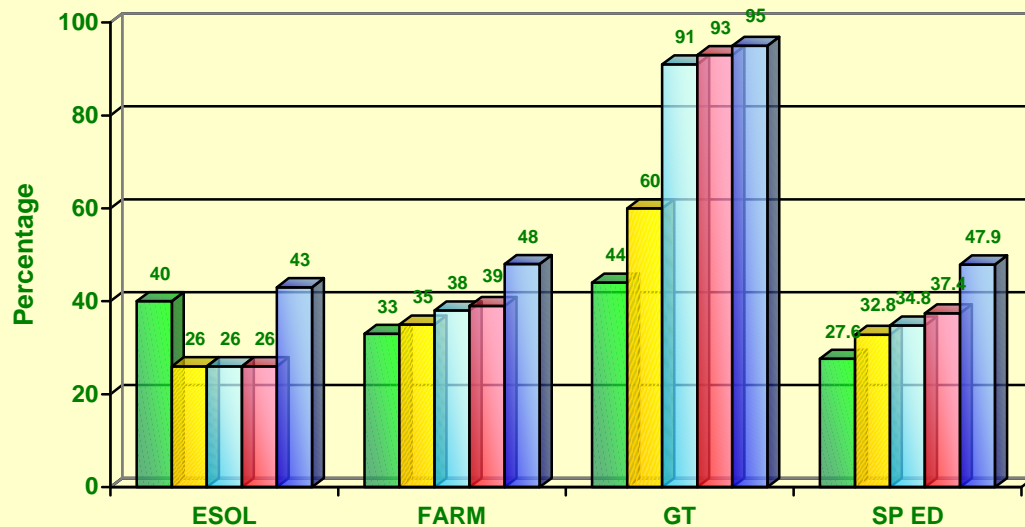
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ County Standard

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08

MFT MATHEMATICS GRADE 08 BY SUB GROUP



PERFORMANCE INDICATOR 1.9

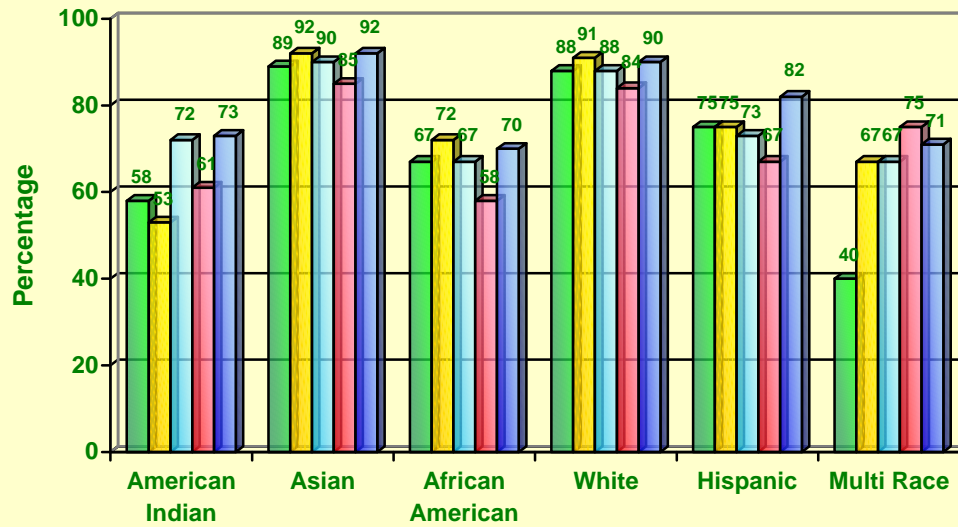
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08 BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MFT MATHEMATICS GRADE 08 BY RACE/ETHNICITY



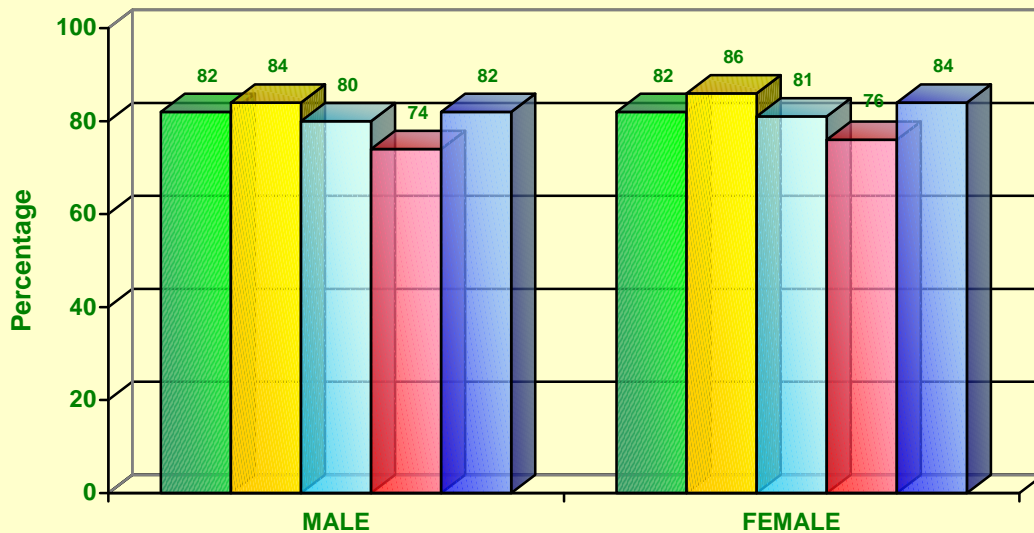
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08 BY RACE/ETHNICITY

MFT MATHEMATICS GRADE 08 BY GENDER



PERFORMANCE INDICATOR 1.9

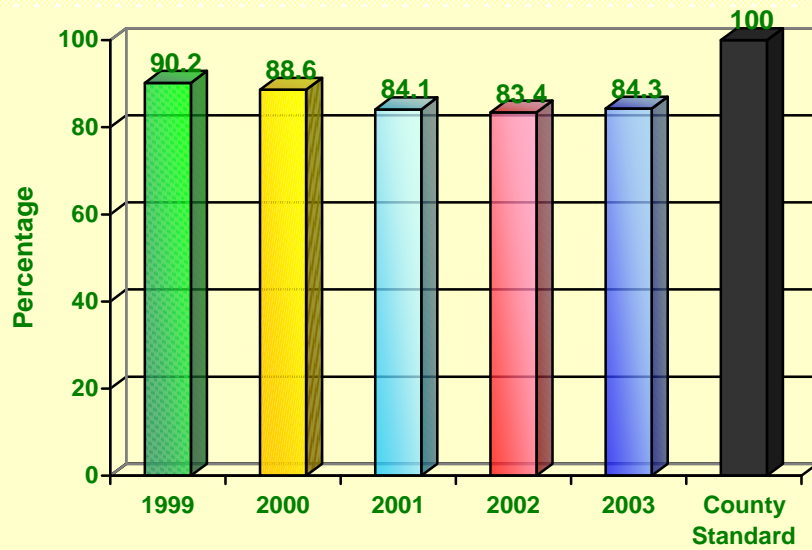
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT MATHEMATICS GRADE 08 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

MFT WRITING GRADE 08



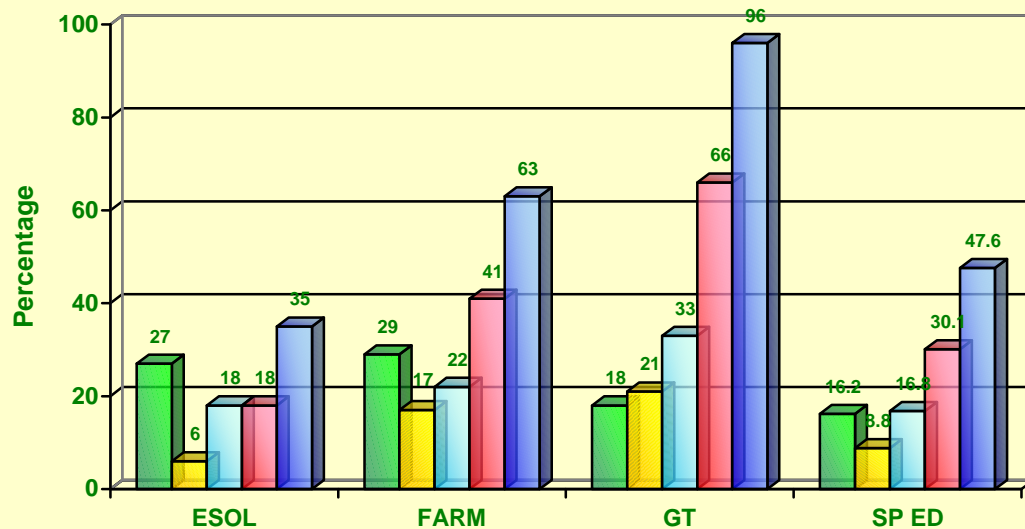
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ County Standard

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08

MFT WRITING GRADE 08 BY SUB GROUP



PERFORMANCE INDICATOR 1.9

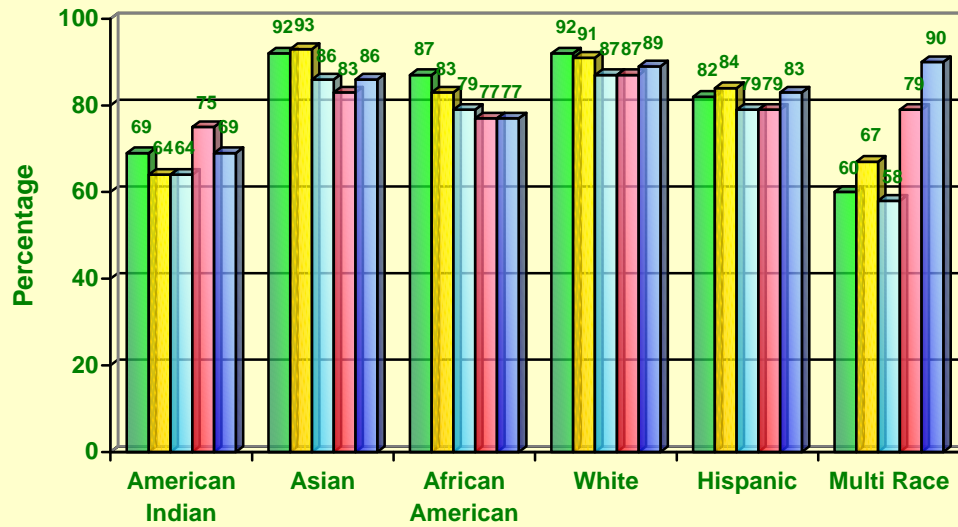
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08 BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

MFT WRITING GRADE 08 BY RACE/ETHNICITY



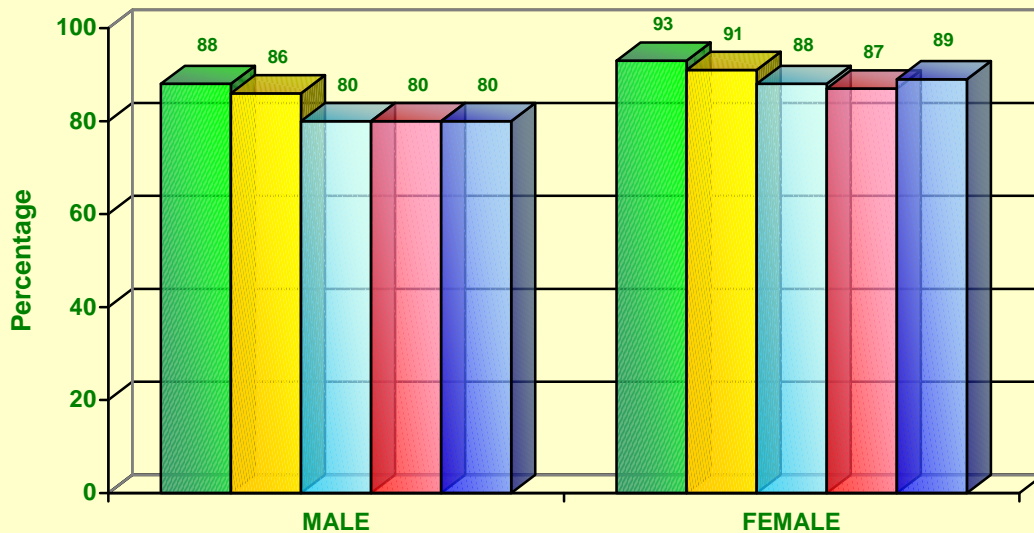
PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08 BY RACE/ETHNICITY

MFT WRITING GRADE 08 BY GENDER



PERFORMANCE INDICATOR 1.9

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

MFT WRITING GRADE 08 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.10

1.10 Each middle school will meet or exceed the State average student participation rate in Algebra I. (BCPS standard)

What is measured?

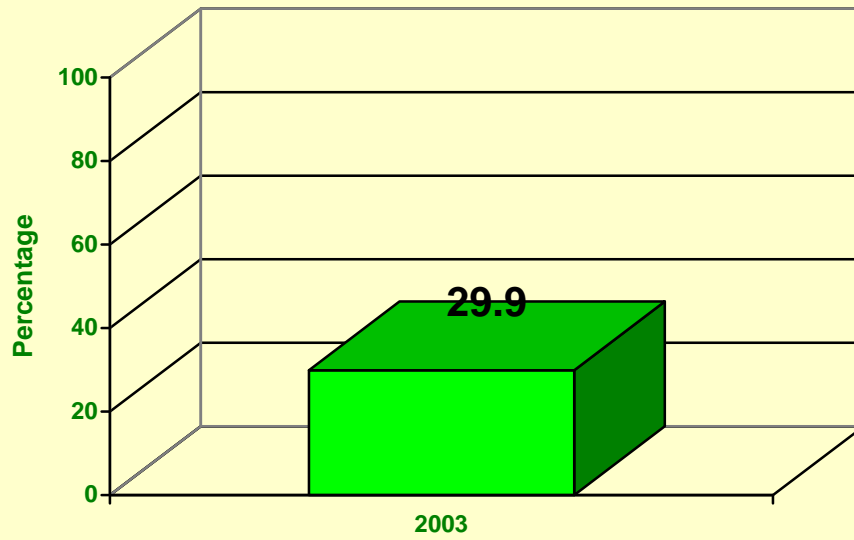
Percent of BCPS middle schools whose enrollment in Algebra I exceeds state average

Results for 2002-2003

29.9% of BCPS middle school students have enrolled in an Algebra I course. Data on statewide participation of middle school students in Algebra I are not available at this time

INDICATORS OF STUDENT ACHIEVEMENT

MIDDLE SCHOOL ALGEBRA 1 ENROLLMENT PERCENTAGE OF BCPS SYSTEM



PERFORMANCE INDICATOR 1.10

■ 2003

BCPS SYSTEM RESULTS

PERCENTAGE OF BCPS MIDDLE SCHOOL ALGEBRA 1 ENROLLMENT

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.11

1.11 All students will pass the Algebra I Maryland High School Assessment (HSA) by the end of grade 9. (BCPS standard)

What is measured?

Percent of BCPS 9th graders (less exemptions) passing HSA Algebra I by end of grade 9

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.11 WILL BE IN THIS SECTION WHEN DATA IS AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.12

1.12 All students will acquire one fine arts credit by passing a course that is driven by the Maryland Content Standards. (State standard)

What is measured?

Percent of 12th graders who have at least one fine arts credit by end of 12th grade

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 1.12 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.13

1.13 All students successfully completing Algebra I, biology, English 9, geometry, and government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)

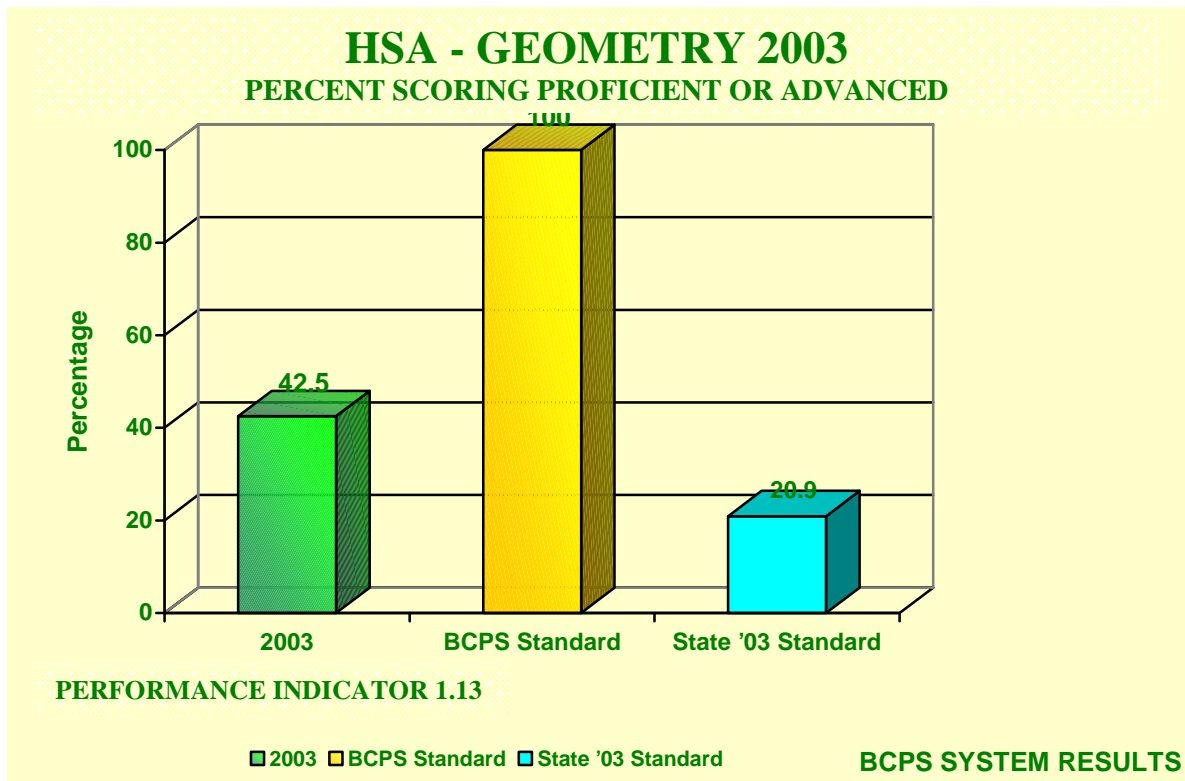
What is measured?

Percent of students earning credit in the 5 HSA courses, who pass the corresponding HSA tests on their first try

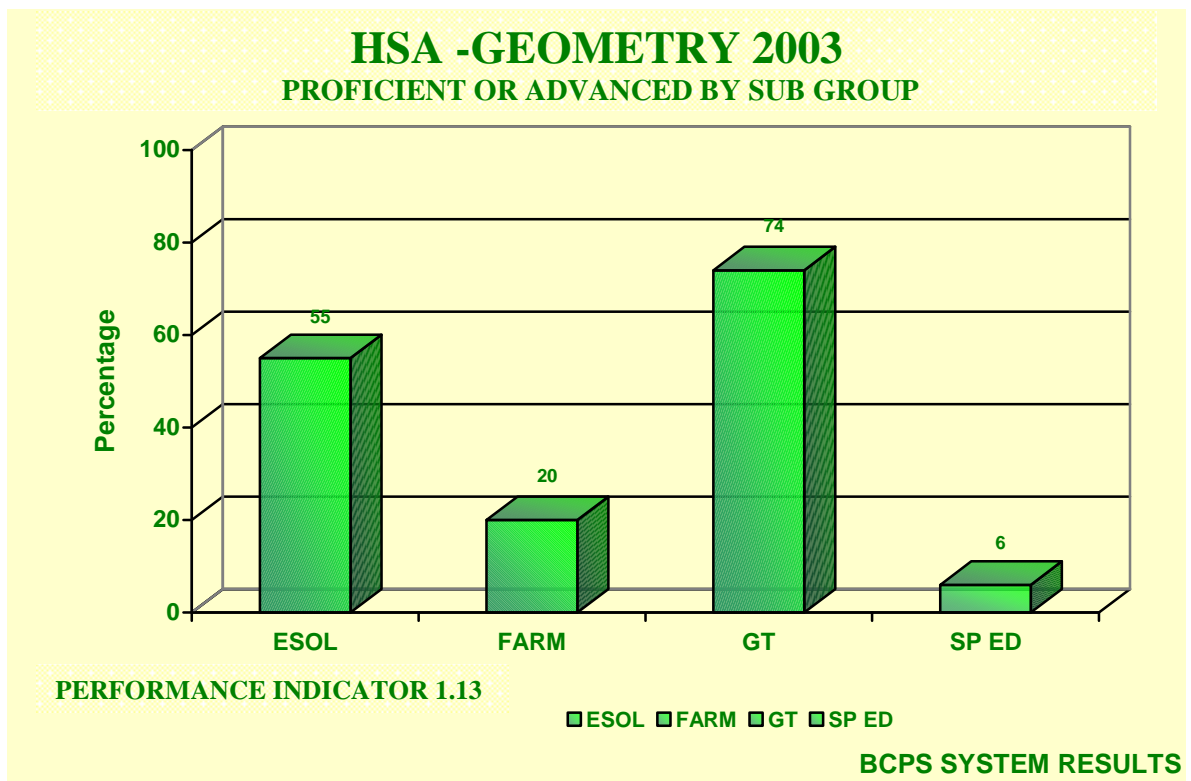
Results for 2002-2003

- 42.5% of BCPS grade 10 students passed the 2002-03 HSA Geometry test.
- When disaggregated by subgroup, 74% of GT, 55% of ESOL, 20% of FARMS, and 6% of special education students passed the Geometry test.
- When disaggregated by race, 59% of Asian students passed the Geometry test, 54% white, 45% Hispanic, and 16% African American students.
- When disaggregated by gender, 44% of female students and 41% of male students passed the Geometry test.
- Data for the other HSA tests (Algebra I, biology, English 9, and government) are forthcoming. In the previous year (2001-2002), BCPS substituted the BCPS High School exam pass rates for the MSDE High School Assessments, which were still under development.

INDICATORS OF STUDENT ACHIEVEMENT



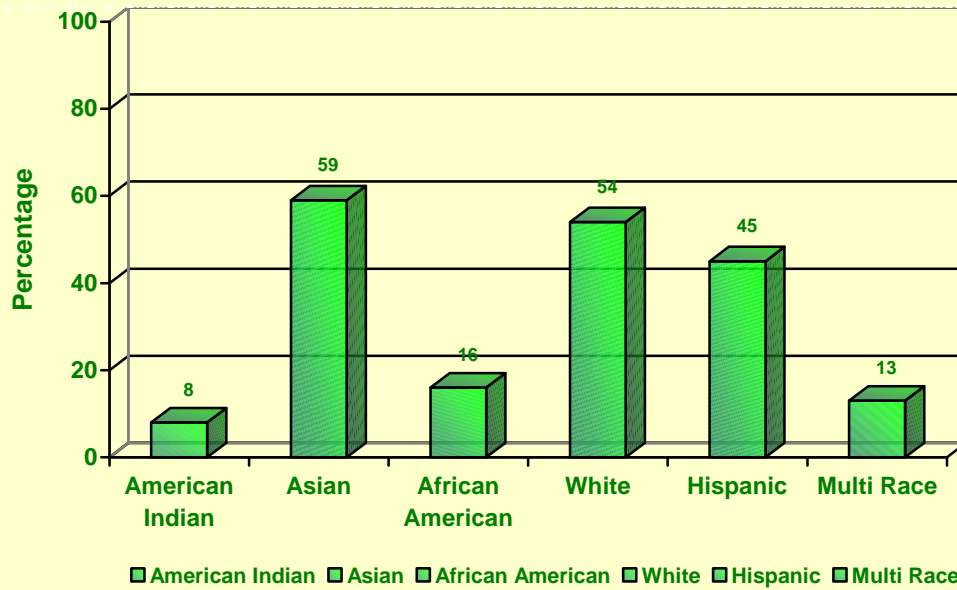
HSA - GEOMETRY 2003 PERCENT SCORING PROFICIENT OR ADVANCED



HSA -GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

HSA -GEOMETRY BY RACE/ETHNICITY

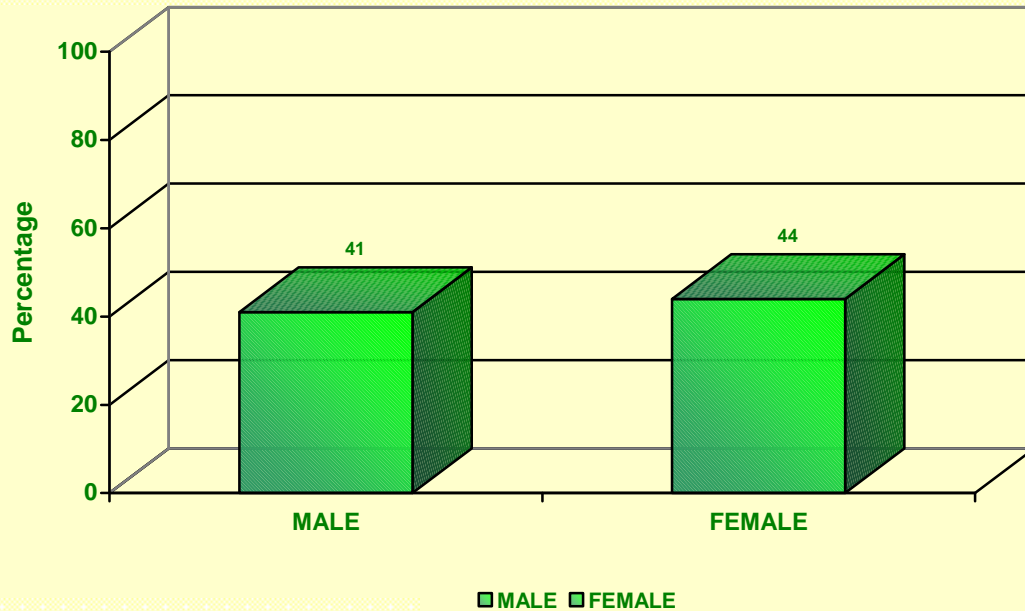


PERFORMANCE INDICATOR 1.13

BCPS SYSTEM RESULTS

HSA -GEOMETRY 2003 BY RACE/ETHNICITY

HSA - GEOMETRY 2003 BY GENDER



PERFORMANCE INDICATOR 1.13

BCPS SYSTEM RESULTS

HSA -GEOMETRY 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.14

1.14 All high schools will meet or exceed the national average of a 7% participation rate on the Advanced Placement (AP) examination. (BCPS standard)

What is measured?

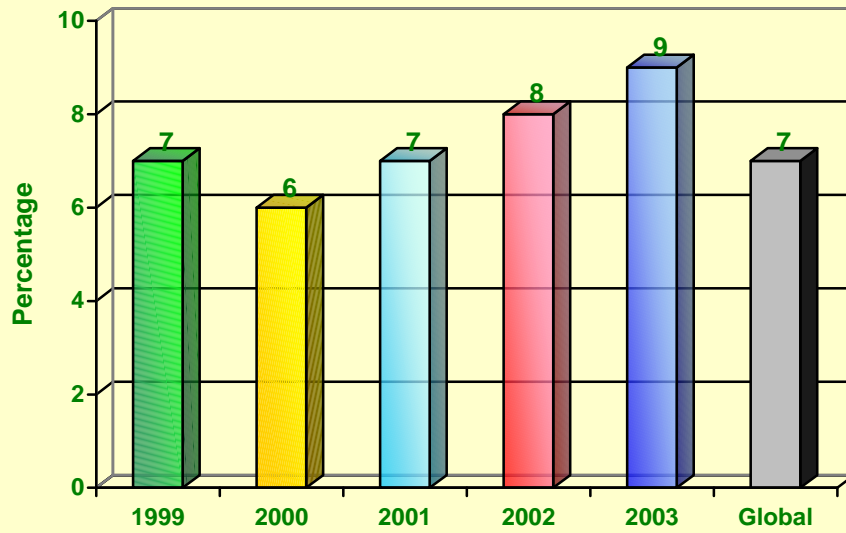
Percent of high schools with at least a 7% participation rate

Results for 2002-2003

- 11 out of 23 (47.8%) BCPS high schools had Advanced Placement (AP) Test participation rates of at least 7% in 2003. The number of BCPS high schools with at least a 7% participation rate has been relatively stable (range: 9-11 schools) since 2000 and is greater than 1999 (8 out of 23 schools, or 34.8%). In 2002-03, 2688 BCPS high school students took 5433 AP exams, compared with 1998-99 when 1689 students took 2863 exams.

INDICATORS OF STUDENT ACHIEVEMENT

AP PARTICIPATION RATE



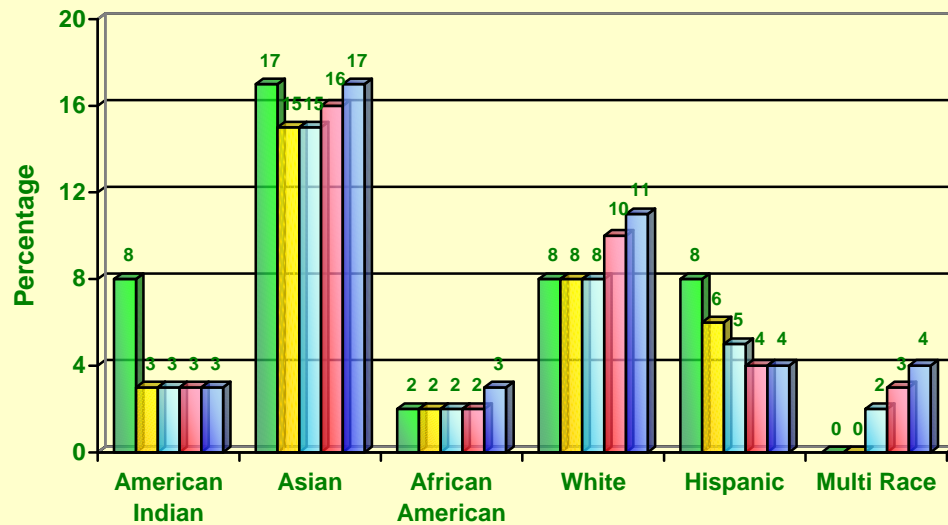
PERFORMANCE INDICATOR 1.14

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ Global

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE

AP PARTICIPATION RATE BY RACE/ETHNICITY



PERFORMANCE INDICATOR 1.14

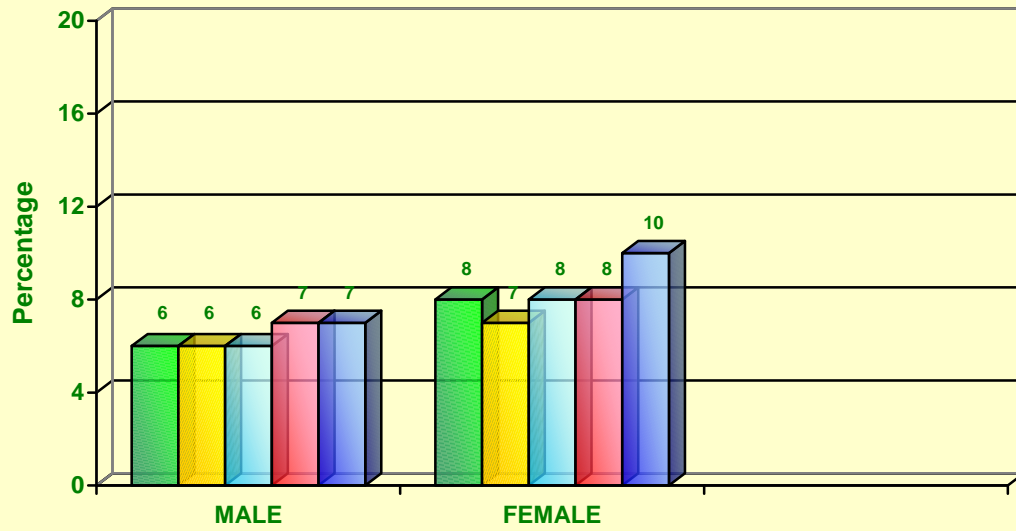
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

AP PARTICIPATION RATE BY GENDER



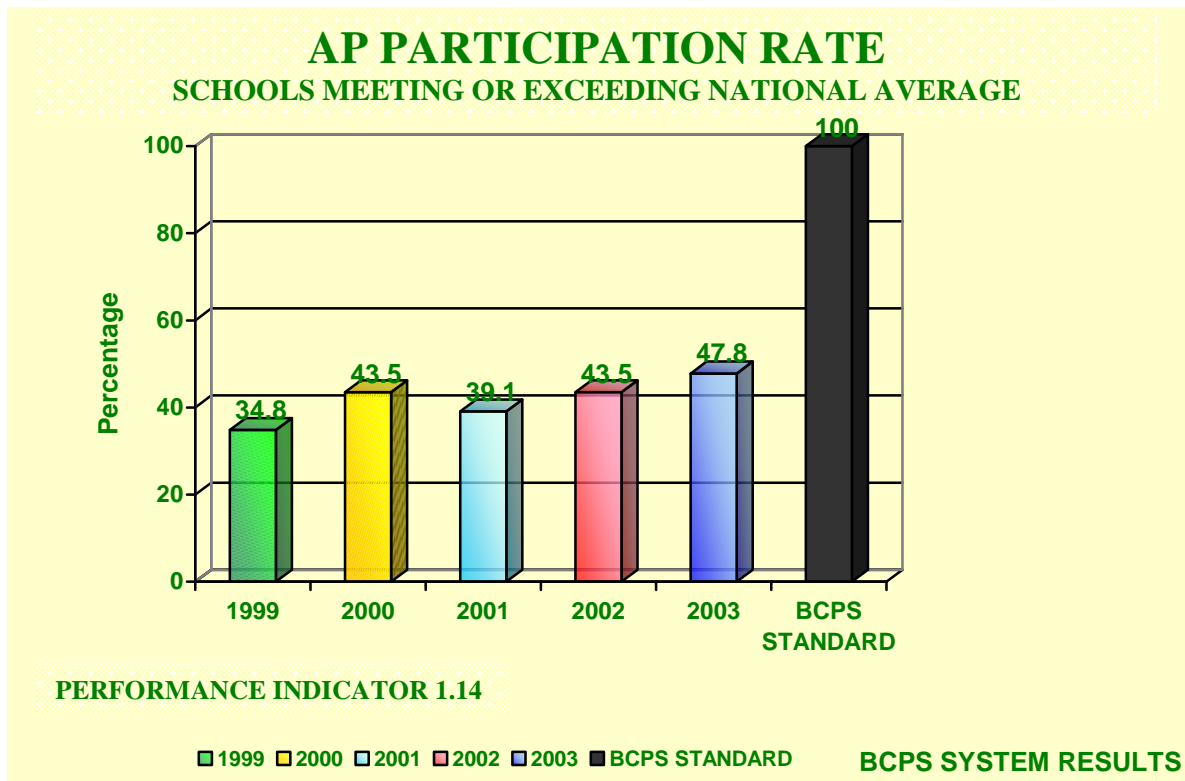
PERFORMANCE INDICATOR 1.14

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

AP PARTICIPATION RATE BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



AP PARTICIPATION RATE EXCEEDING OR MEETING NATIONAL AVERAGE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.15

1.15 All high schools will have at least 70% of their students who take AP examinations achieve passing scores. (BCPS standard)

What is measured?

Percent of high schools with at least a 70% AP pass rate (scores of 3, 4, or 5)

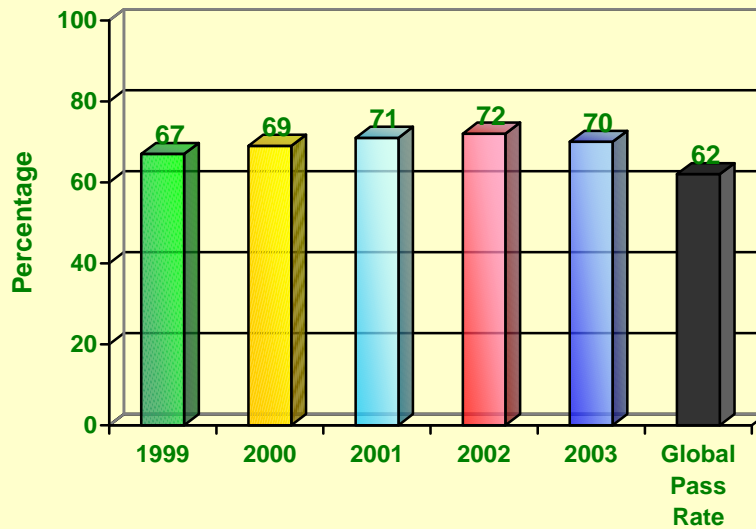
Results for 2002-2003

- 10 out of 23 (43.5%) BCPS high schools had at least 70% of their AP exams passed in 2003. The pass rates have been relatively stable (range 9-11 schools) since 1999, even with a 90% increase in the number of AP exams taken.
- In 2002-03, BCPS students passed 70% of AP exams. The BCPS percentage exceeds the AP global pass rate of 62%. The BCPS pass rate (70%) represents an increase over the 1999 pass rate of 67%.

INDICATORS OF STUDENT ACHIEVEMENT

INDICATORS OF STUDENT ACHIEVEMENT

AP PASS RATE



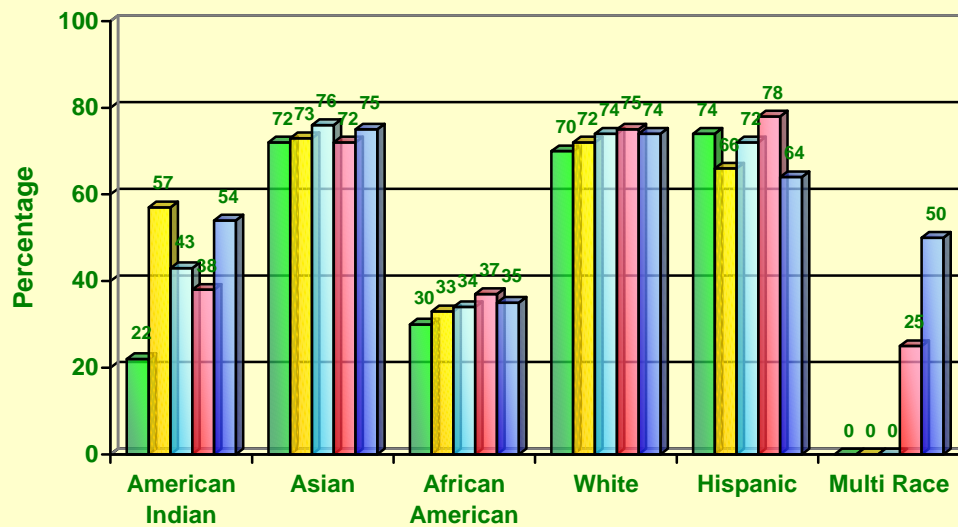
PERFORMANCE INDICATOR 1.15

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ Global Pass Rate

BCPS SYSTEM RESULTS

AP PASS RATE

AP PASS RATE BY RACE/ETHNICITY



PERFORMANCE INDICATOR 1.15

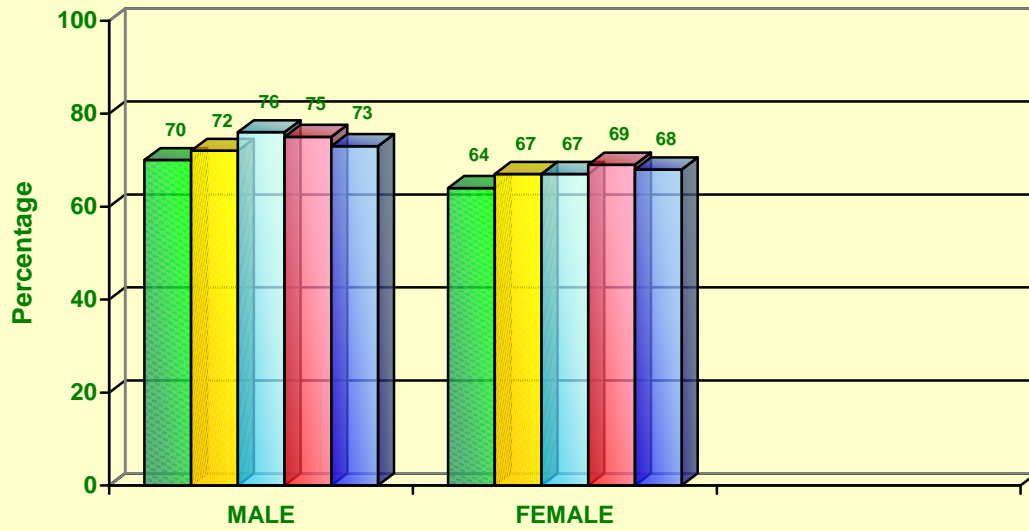
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

AP PASS RATE BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

AP PASS RATE BY GENDER



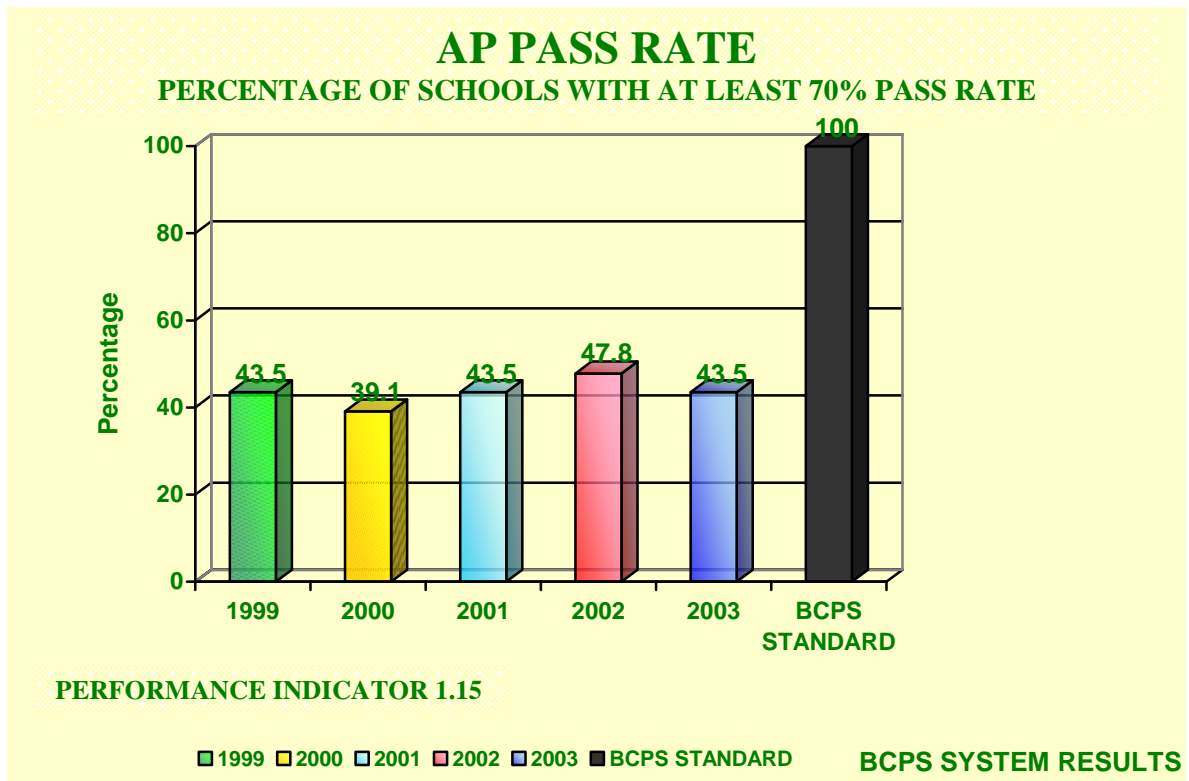
PERFORMANCE INDICATOR 1.15

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

AP PASS BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



AP PASS RATE-PERCENTAGE OF SCHOOLS WITH ATLEAST 70% PASS RATE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.16

1.16 All International Baccalaureate (IB) schools will have 100% participation rate for the IB diploma-bound students. (BCPS standard)

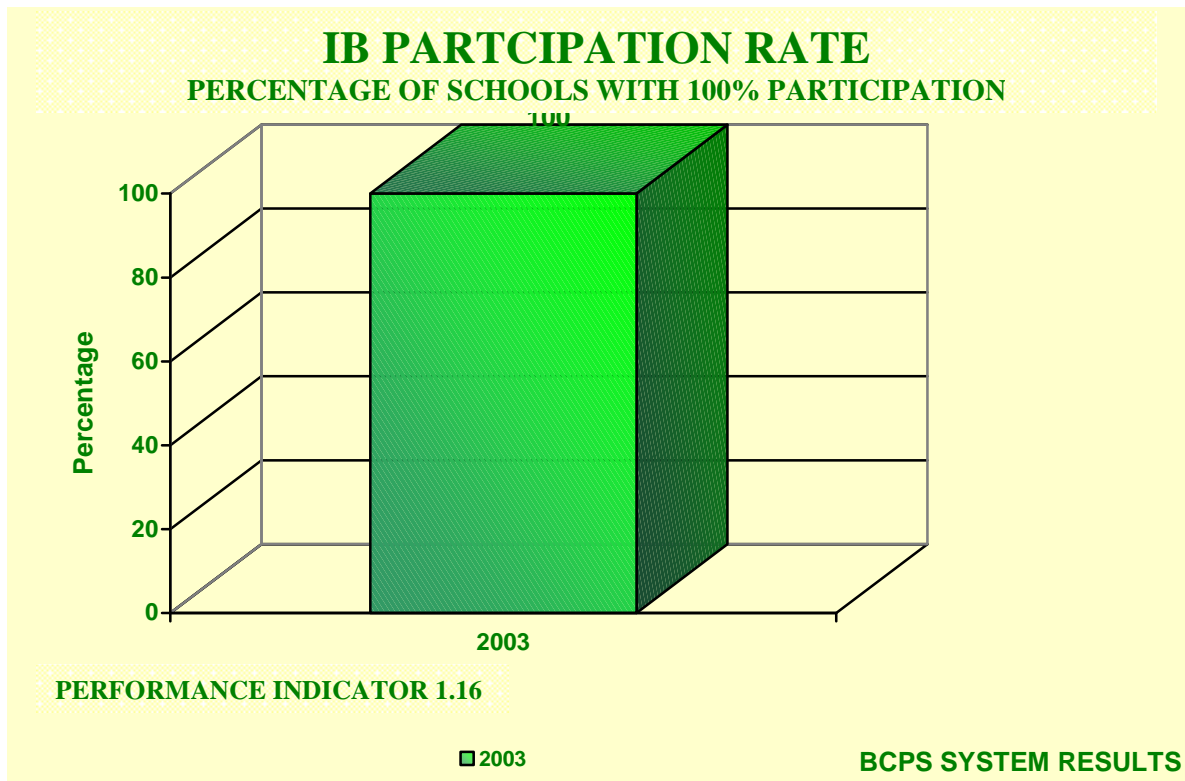
What is measured?

Percent of IB schools with 100% participation rates for IB diploma students

Results for 2002-2003

Two out of two BCPS high schools with IB programs had 100% of their IB students pursuing an IB diploma

INDICATORS OF STUDENT ACHIEVEMENT



IB PARTICIPATION RATE PERCENTAGE OF SCHOOLS WITH 100% PARTICIPATION

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.17

1.17 All IB schools will have at least a 75% pass rate on IB examinations. (BCPS standard)

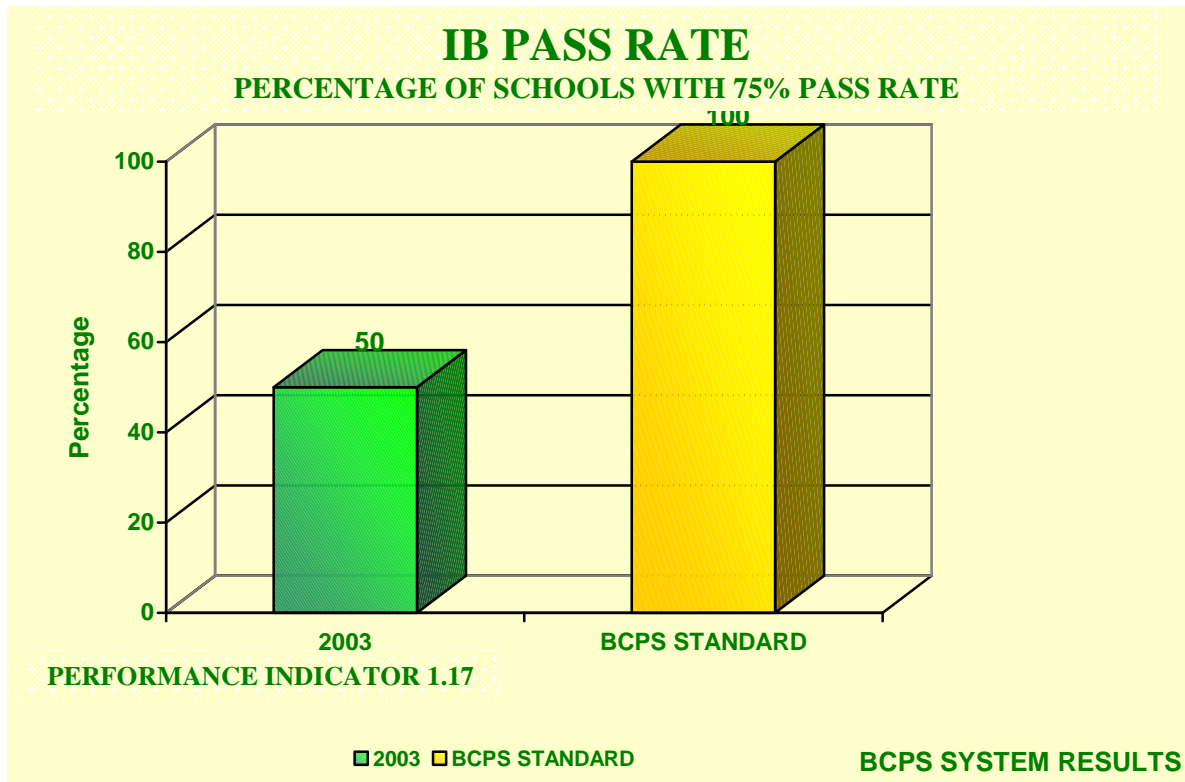
What is measured?

Percent of IB schools with 75% pass rate (scores of 4, 5, 7, or 7) on IB exams

Results for 2002-2003

One out of two BCPS high schools with IB programs had at least a 75% pass rate on IB exams.

INDICATORS OF STUDENT ACHIEVEMENT



IB PASS RATE PERCENTAGE OF SCHOOLS WITH 75% PASS RATE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.18

1.18 All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)

What is measured?

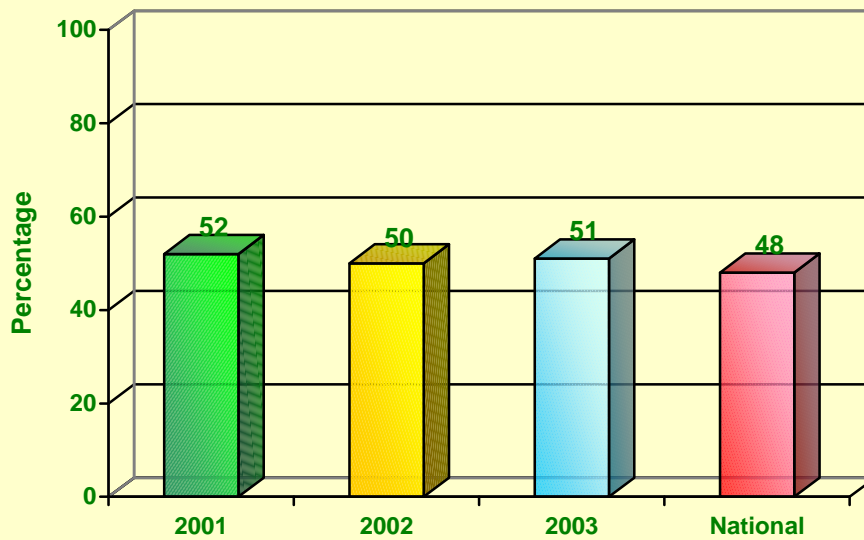
Percent of high schools whose SAT or ACT participation rates exceed national average

Results for 2002-2003

11 out of 23 BCPS high schools (47.8%) in 2003 exceeded the national SAT participation rate (48%). For the BCPS class of 2003, 3675 students took the SAT (51% of the graduates). The BCPS student participation rate exceeds the national rate. Typically about half of the BCPS graduates take the SAT. The percent of BCPS schools exceeding the national student participation rate was lower in 2003 than in prior years, partially because the national SAT participation rate has increased recently.

INDICATORS OF STUDENT ACHIEVEMENT

SAT PARTICIPATION RATE



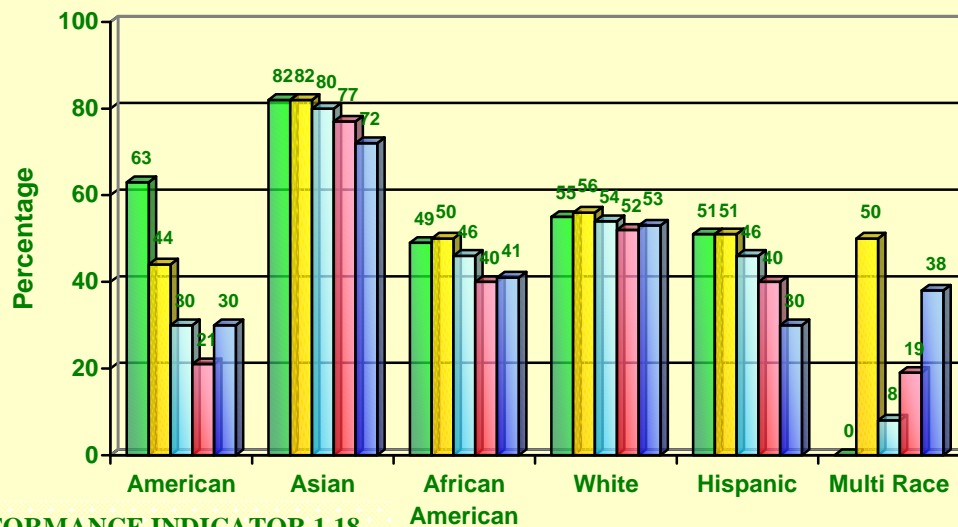
PERFORMANCE INDICATOR 1.18

■ 2001 ■ 2002 ■ 2003 ■ National

BCPS SYSTEM RESULTS

SAT PARTICIPATION RATE

SAT PARTICIPATION RATE BY RACE/ETHNICITY



PERFORMANCE INDICATOR 1.18

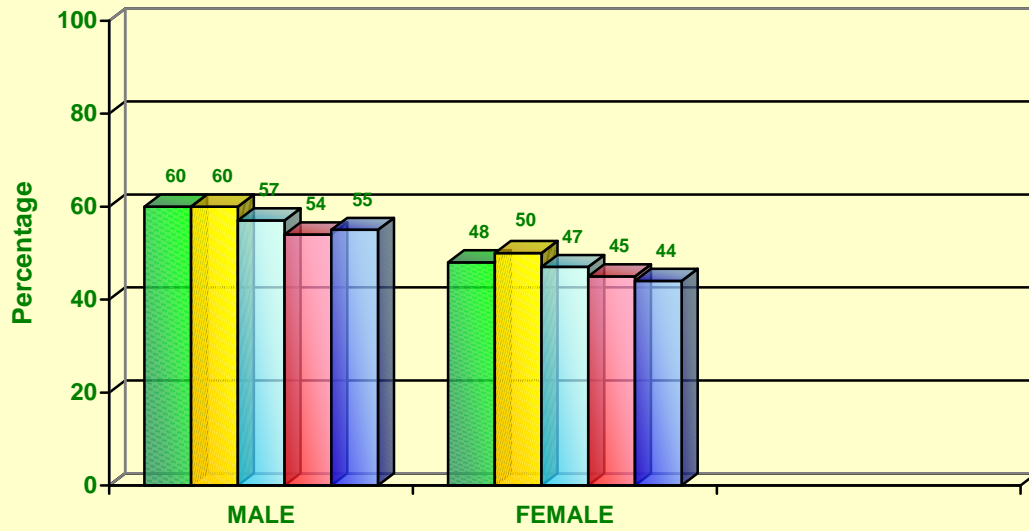
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

SAT PARTICIPATION RATE BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

SAT PARTICIPATION RATE BY GENDER



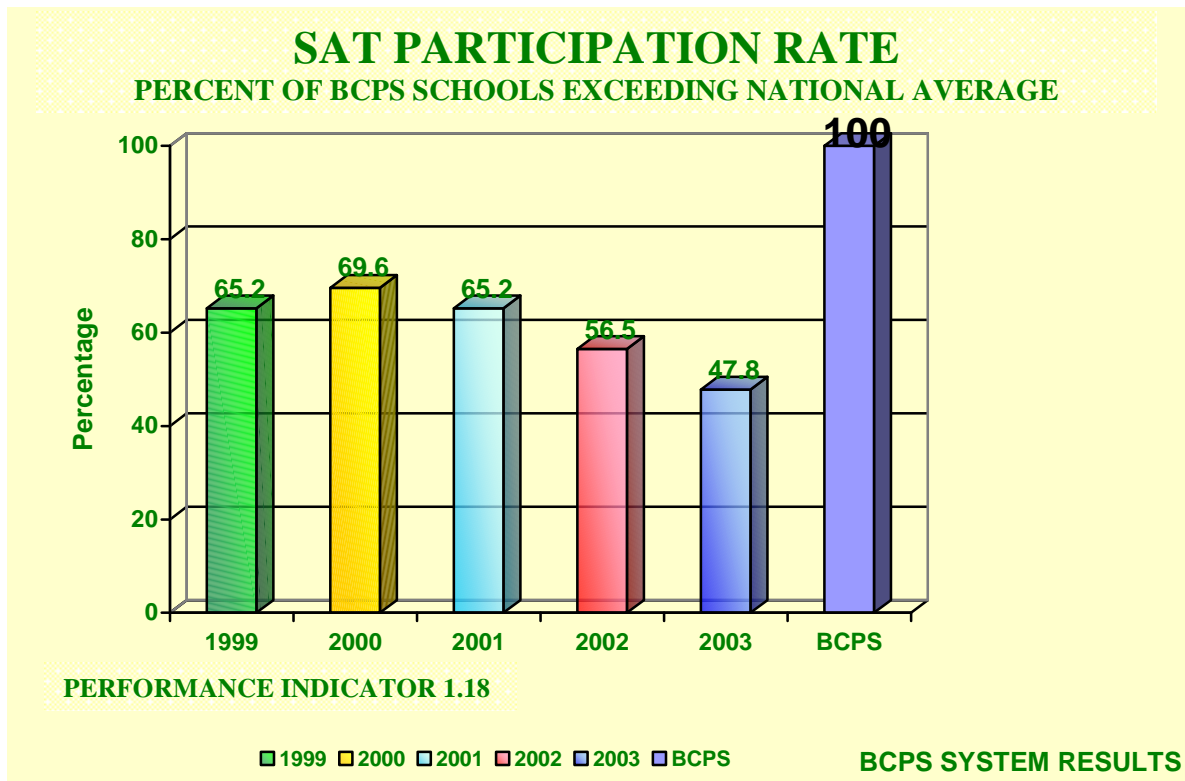
PERFORMANCE INDICATOR 1.18

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

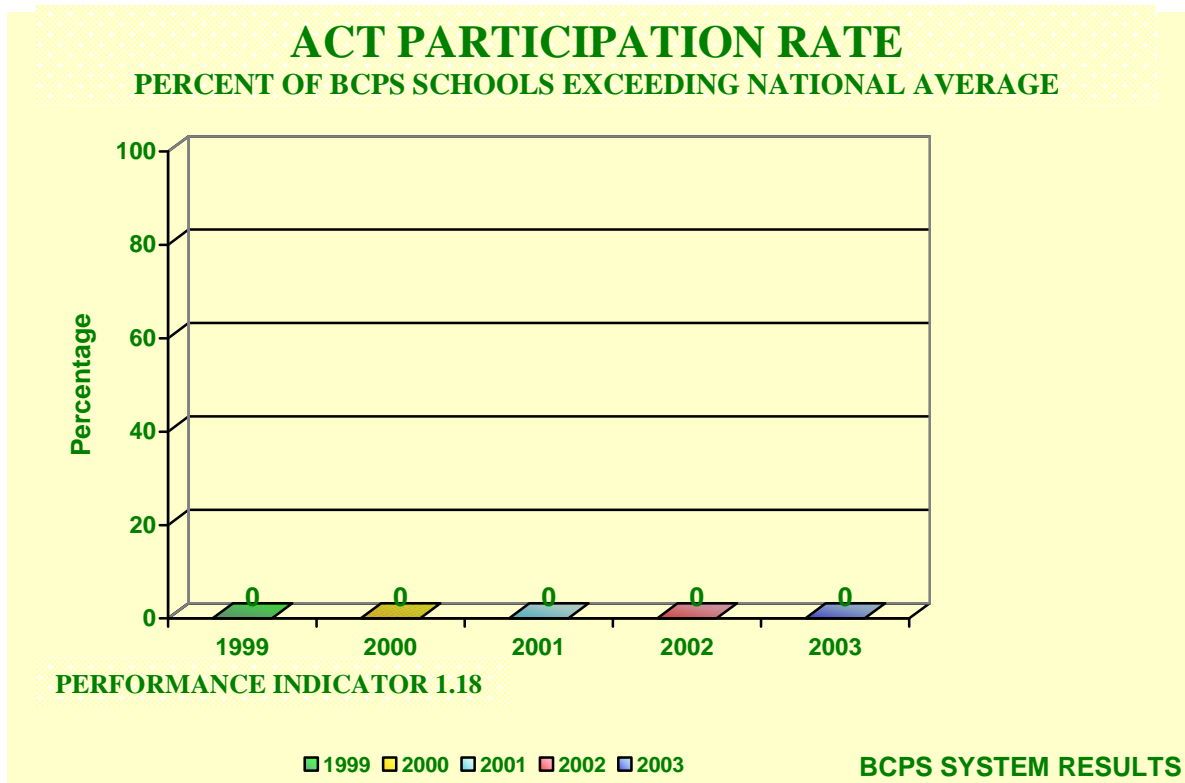
BCPS SYSTEM RESULTS

SAT PARTICIPATION RATE BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



SAT PARTICIPATION RATE- PERCENTAGE OF SCHOOLS EXCEEDING NATIONAL AVERAGE



ACT PARTICIPATION RATE- PERCENTAGE OF SCHOOLS EXCEEDING NATIONAL AVERAGE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.19

1.19 All high schools will meet or exceed the national average for combined verbal and mathematics scores on the SAT or the ACT. (BCPS standard)

What is measured?

Percent of high schools whose verbal and math SAT or combined ACT scores meet/exceed national average

Results for 2002-2003

11 out of 23 BCPS high schools (47.8%) in 2003 exceeded the SAT national average for verbal and math combined (1026). The BCPS combined SAT average for the class of 2003 was 1034, a five-year increase of 26 points. In 1999, BCPS trailed the state by 6 points and the nation by 8 points. In 2003, by contrast, BCPS exceeded the state by 10 points and the nation by 8 points. The number of high schools exceeding the national SAT average was higher than in 1999 or 2000, although lower than in 2001 and 2002, partially because the national SAT score has increased by 10 points since 1999.

INDICATORS OF STUDENT ACHIEVEMENT

SAT COMBINED SCORES



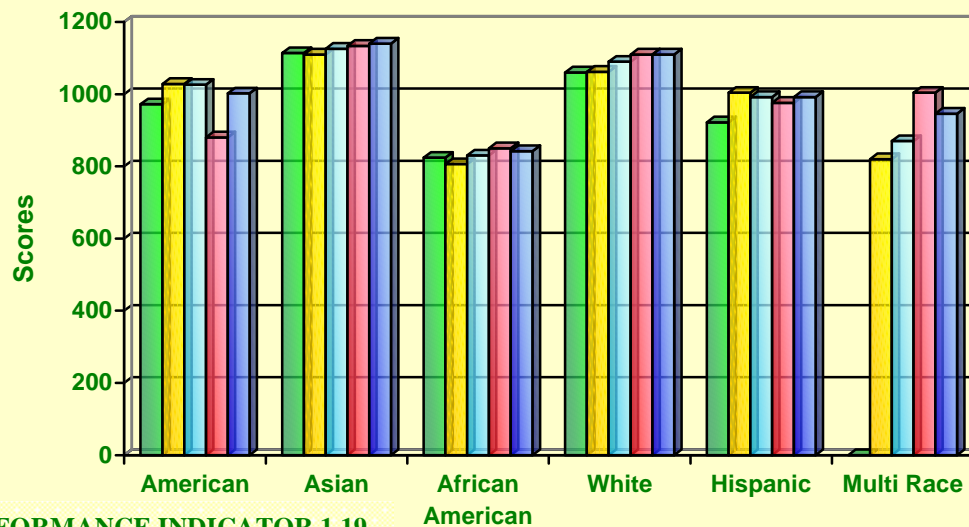
PERFORMANCE INDICATOR 1.19

■ 2001 ■ 2002 ■ 2003 ■ National

BCPS SYSTEM RESULTS

SAT COMBINED SCORES

SAT COMBINED SCORES BY RACE/ETHNICITY



PERFORMANCE INDICATOR 1.19

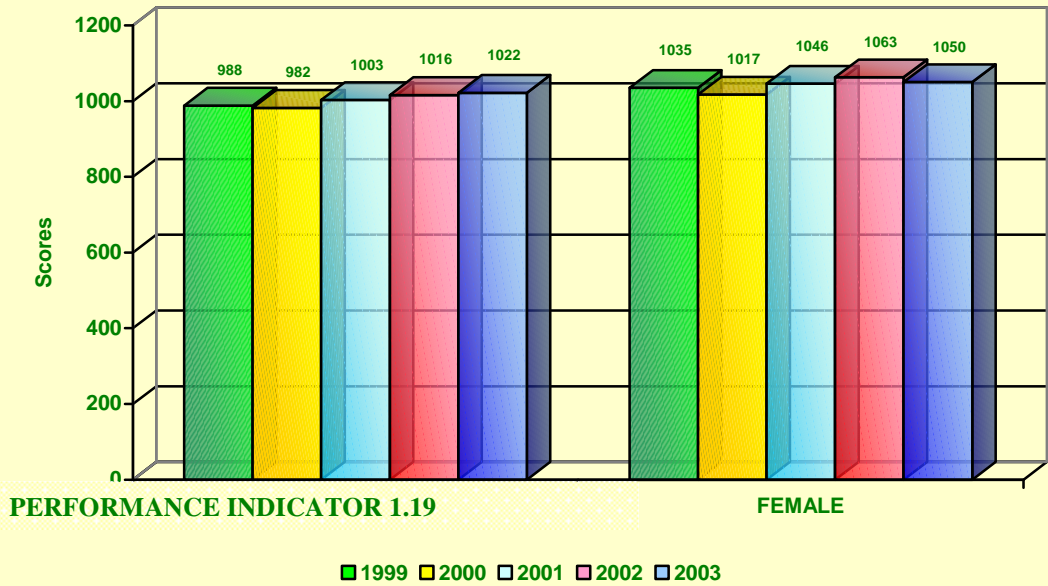
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

SAT COMBINED SCORES BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

SAT COMBINED SCORES BY GENDER



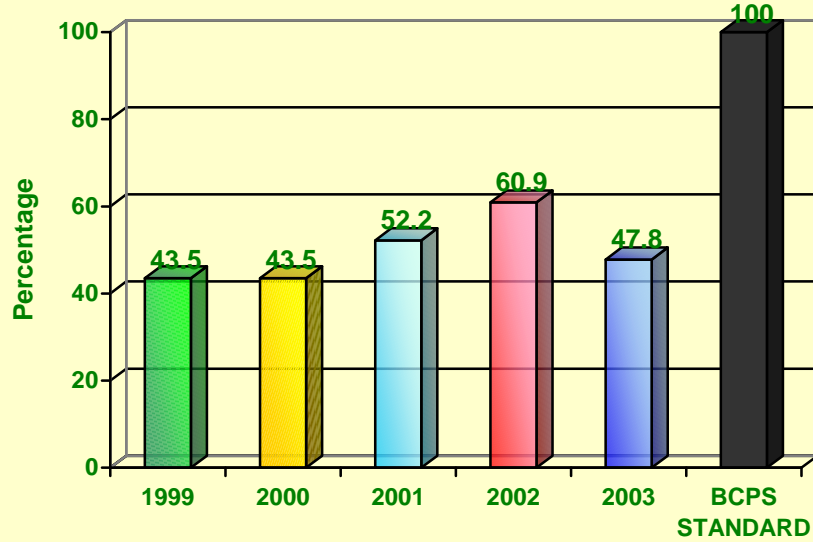
BCPS SYSTEM RESULTS

SAT COMBINED SCORES BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

SAT COMBINED SCORES

PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE



PERFORMANCE INDICATOR 1.19

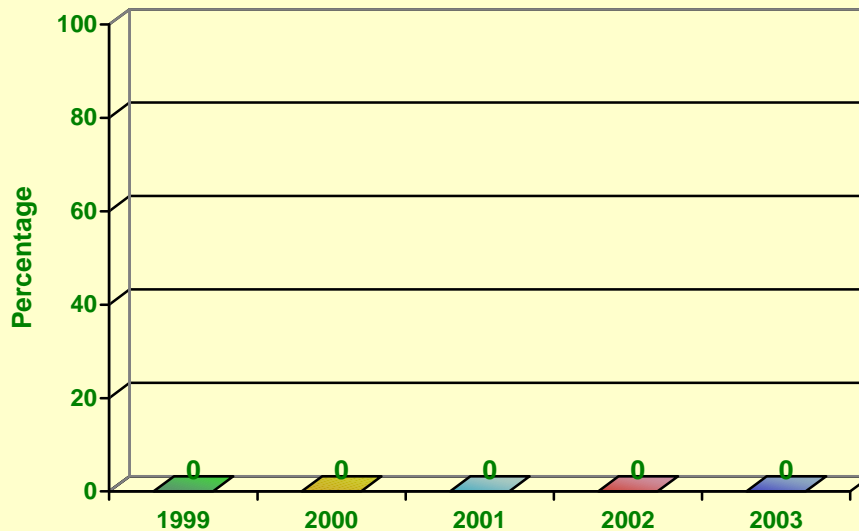
1999 2000 2001 2002 2003 BCPS STANDARD

BCPS SYSTEM RESULTS

SAT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

ACT COMBINED SCORES

PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE



PERFORMANCE INDICATOR 1.19

1999 2000 2001 2002 2003

BCPS SYSTEM RESULTS

ACT COMBINED SCORES PERCENT OF BCPS SCHOOLS EXCEEDING NATIONAL AVERAGE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.20

1.20 All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enables students to enroll in college level courses at two-year colleges. (BCPS standard)

What is Measured

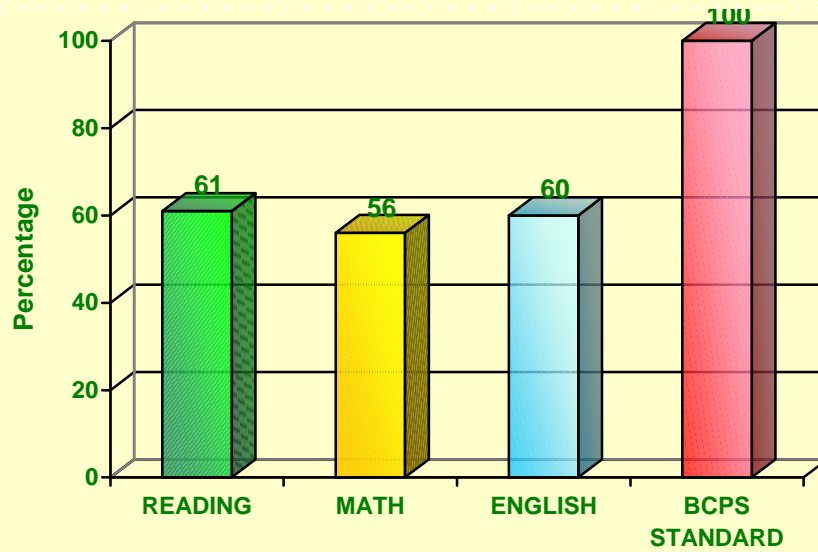
Percent of high schools whose students' "accuplacer" scores exceed the threshold for 2-year college course enrollments

Results for 2002-2003

- 61% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in reading according to the college assessment program.
- 56% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in mathematics according to the college assessment program.
- 60% of the incoming freshmen from BCPS high schools attending the Community Colleges of Baltimore County (CCBC) did not require remediation in English according to the college assessment program.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENT NOT NEEDING REMEDIATION



PERFORMANCE INDICATOR 1.20

■ READING ■ MATH ■ ENGLISH ■ BCPS STANDARD

BCPS SYSTEM RESULTS

ASSESSED REMEDIAL NOT NEEDED

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.21

1.21 All high school students identified as career and technology education concentrators will meet or exceed State standards for both cumulative and technical Grade Point Averages (GPA). (State standard)

What is measured?

Percent of career and technology students with cumulative and technical GPAs that meet or exceed state standards

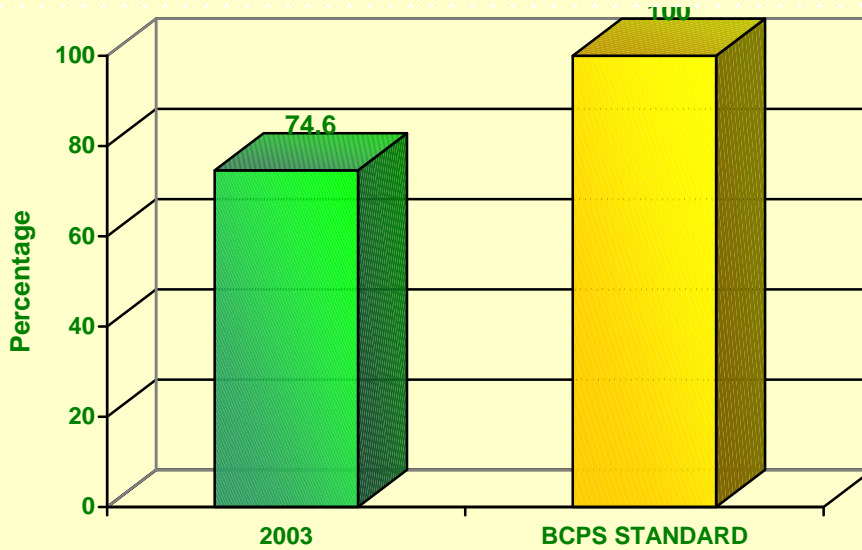
Results for 2002-2003

- 74.6% of 2002-03 BCPS high school students identified as career and technology education (CTE) concentrators had an overall Grade Point Average (GPA) that met or exceeded the state standard (2.0).
- When disaggregated by subgroup, 89% of ESOL CTE students had an overall GPA that met or exceeded the state standard, followed by 64% of disadvantaged CTE students, and 59% of disabled CTE students.
- When disaggregated by race, 81.3% of Asian CTE students met or exceeded the state standard for overall GPA, followed by 78.2% of white CTE students, and 67.1% of African American students.
- When disaggregated by gender, 67.5% of males and 80.9% of females met or exceeded the state standard for overall GPA.
- 78.6% of 2002-03 BCPS high school CTE concentrators met or exceeded the state standard for technology GPA.
- When disaggregated by subgroup, 68% of disadvantaged CTE students, 67% of ESOL CTE students, and 63% of disabled CTE students met or exceeded the state standard for technology GPA.
- When disaggregated by race, 81.3% of Asian CTE students, 78.2% of white CTE students, and 67.1% of African American CTE students met or exceeded the state standard for technology GPA.
- When disaggregated by gender, 67.5% of male CTE students and 80.9% of female CTE students met or exceeded the state standard for technology GPA.

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY- OVERALL GPA

PERCENTAGE MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

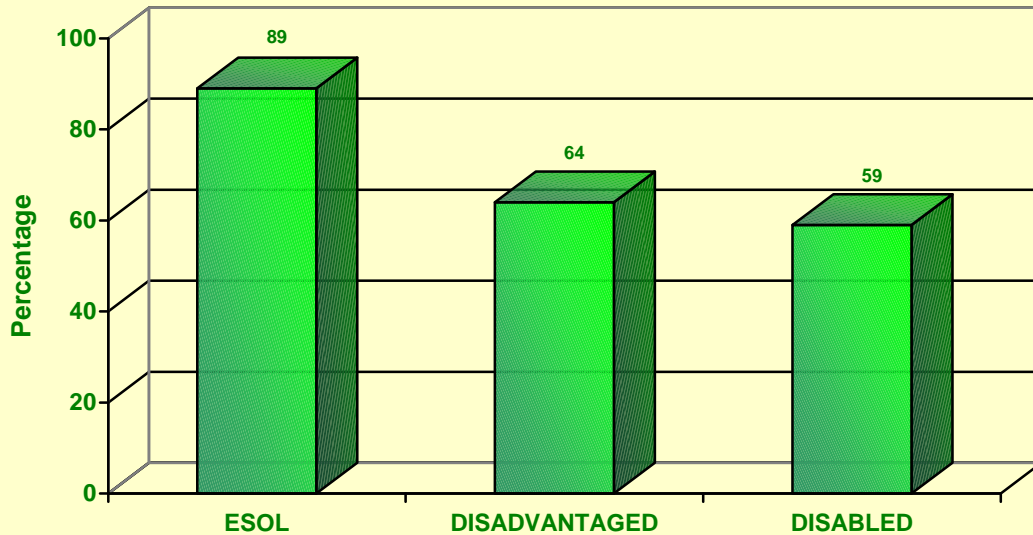
■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY OVERALL GPA MEETING OR EXCEED STATE STANDARDS

CAREER AND TECHNOLOGY- OVERALL GPA

BY SUB GROUP MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

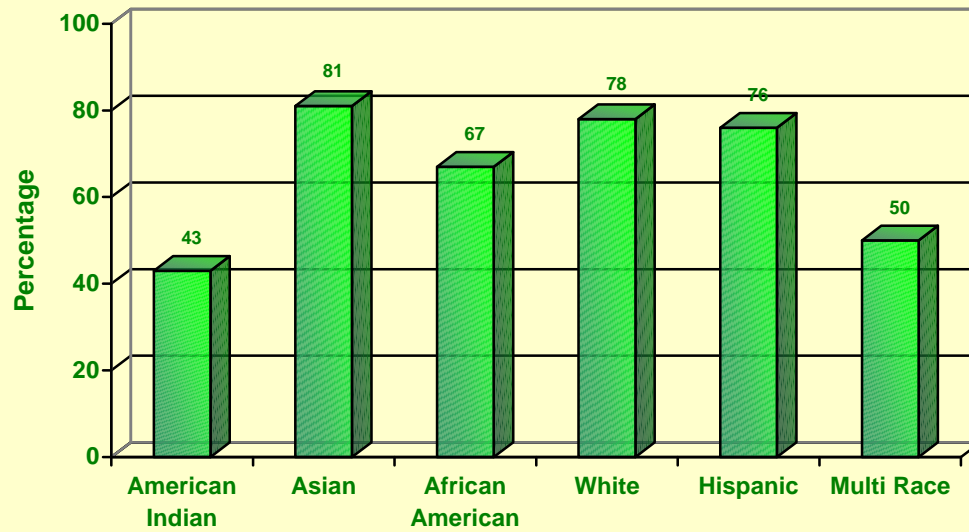
■ ESOL ■ DISADVANTAGED ■ DISABLED

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY OVERALL GPA BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY- OVERALL GPA BY RACE/ETHNICITY MEET OR EXCEED STATE STANDARDS



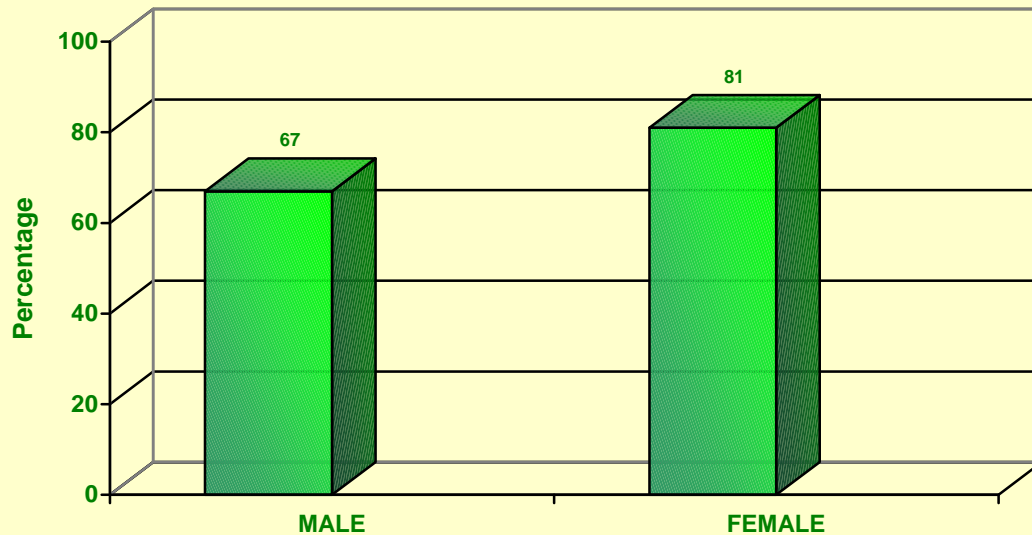
PERFORMANCE INDICATOR 1.21

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY OVERALL GPA BY RACE

CAREER AND TECHNOLOGY- OVERALL GPA BY GENDER MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

■ 2003 ■ 2

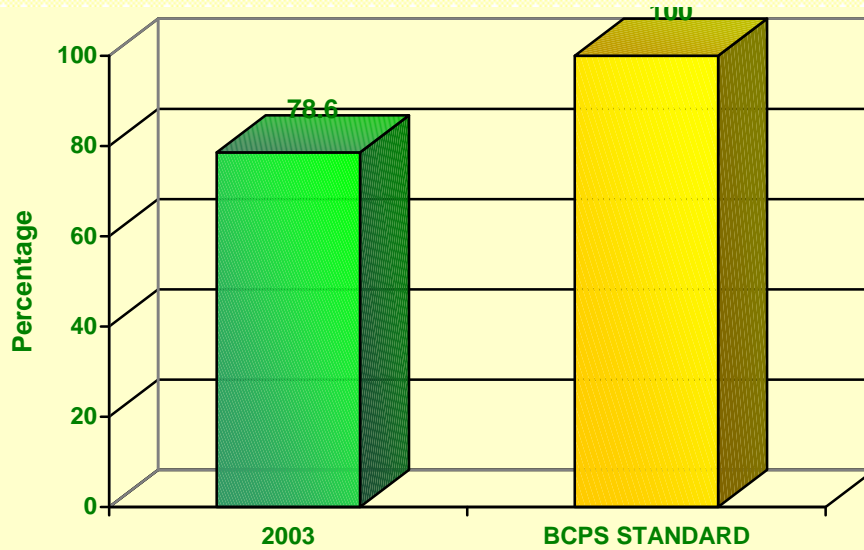
BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY- OVERALL GPA - BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY- TECHNICAL GPA

PERCENTAGE MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

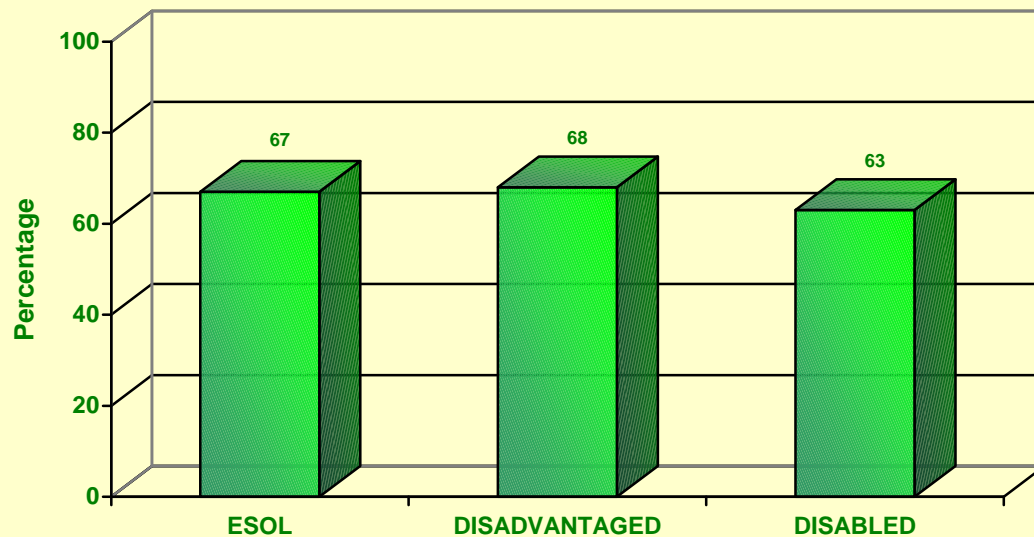
■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY OVERALL GPA MEETING OR EXCEED STATE STANDARDS

CAREER AND TECHNOLOGY- TECHNICAL GPA

BY SUB GROUP MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

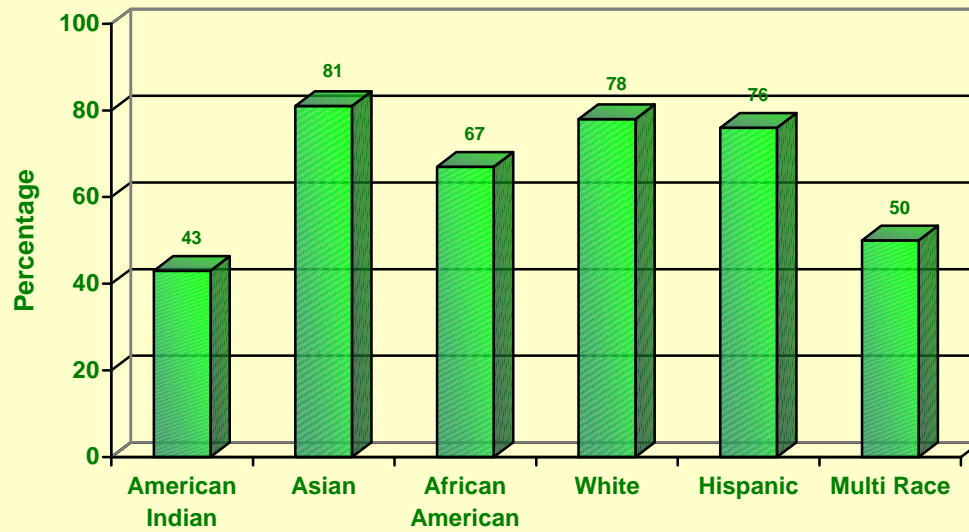
■ ESOL ■ DISADVANTAGED ■ DISABLED

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY TECHNICAL GPA BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY- TECHNICAL GPA BY RACE/ETHNICITY MEET OR EXCEED STATE STANDARDS



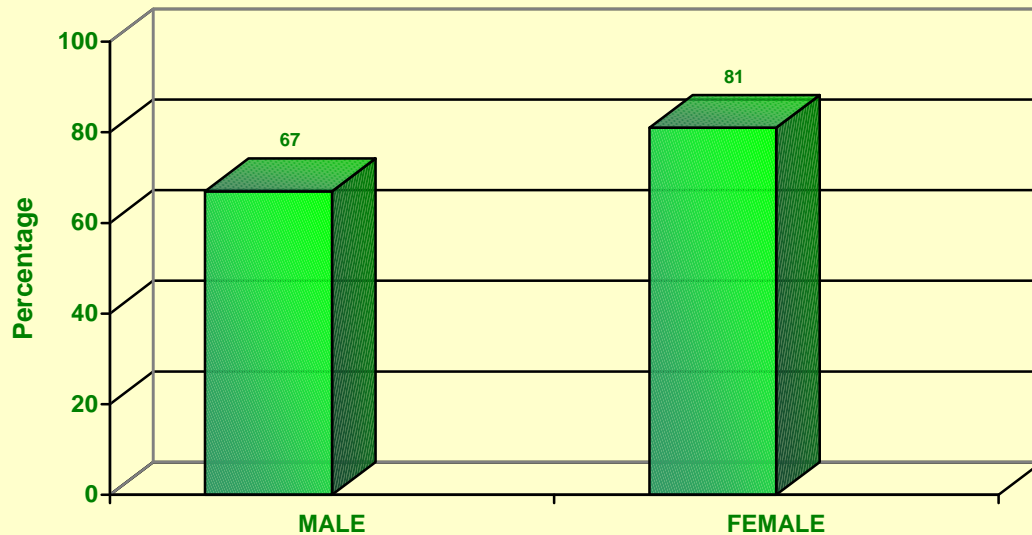
PERFORMANCE INDICATOR 1.21

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY TECHNICAL GPA BY RACE/ETHNICITY

CAREER AND TECHNOLOGY- TECHNICAL GPA BY GENDER MEET OR EXCEED STATE STANDARDS



PERFORMANCE INDICATOR 1.21

■ 2003 ■ 2

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY- TECHNICAL GPA - BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 1

By 2007, all students will reach high standards, as established by the Baltimore County Public Schools and State proficiency levels in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 1.22

1.22 All schools will achieve an attendance rate of at least 94%. (State standard)

What is measured?

Average daily attendance for each school

Results for 2002-2003

- 95.3% was the 2002-03 average daily attendance (ADA) for BCPS elementary schools, exceeding the state standard of 94%. BCPS elementary attendance has been stable for the past five years.
- When disaggregated by subgroup, all groups had similar attendance and exceeded the state standard. All groups have had stable attendance over the recent five-year period.
- When disaggregated by race, all groups exceeded the state standard and were similar and stable over time.
- When disaggregated by gender, males and females had similar attendance, exceeded the state standard, and have been stable over time.
- 94.4% was the 2002-03 average daily attendance for BCPS middle schools, exceeding the state standard of 94%. BCPS middle school attendance has been stable over the past five years.
- When disaggregated by subgroup, GT and ESOL elementary students exceed the state standard with 96% attendance, which has been stable over time. FARMS and special education middle school students did not meet the state standard of 94% and have generally been lower than the state standard for the past five years.
- When disaggregated by race, all middle school groups except American Indians have met the state standard and generally have had stable attendance for the past five years.
- When disaggregated by gender, males and females have met the state standard and have had similar and stable attendance for the past five years.
- 93.6% was the 2002-03 average daily attendance for BCPS high schools, not meeting the state standard of 94%. BCPS high school attendance has been stable over the past five years and has usually not met the state standard.
- When disaggregated by subgroup, GT high school students, with 96.6% attendance and ESOL high school students with 94.1% attendance, have exceeded the state standard. These program groups' attendance has been stable and has met the state standard over the past five years. FARMS and special education students

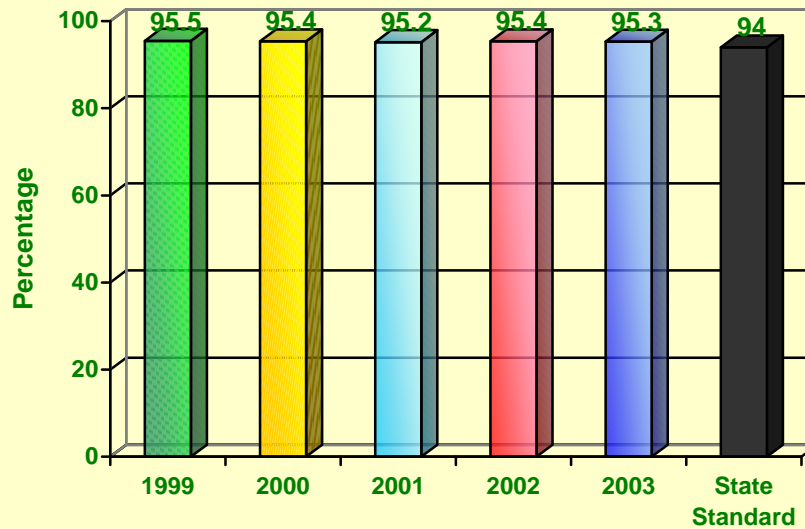
INDICATORS OF STUDENT ACHIEVEMENT

have not met the state standard and have had slightly lower attendance rates each year since 1999.

- When disaggregated by race, white (94%) and Asian students (96%) have met or exceeded the state standard and have had relatively stable attendance for the past five years. The other races have not met the state standard and have had stable attendance over the past five years.
- When disaggregated by gender, males and females have similar and stable attendance.

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -ELEMENTARY



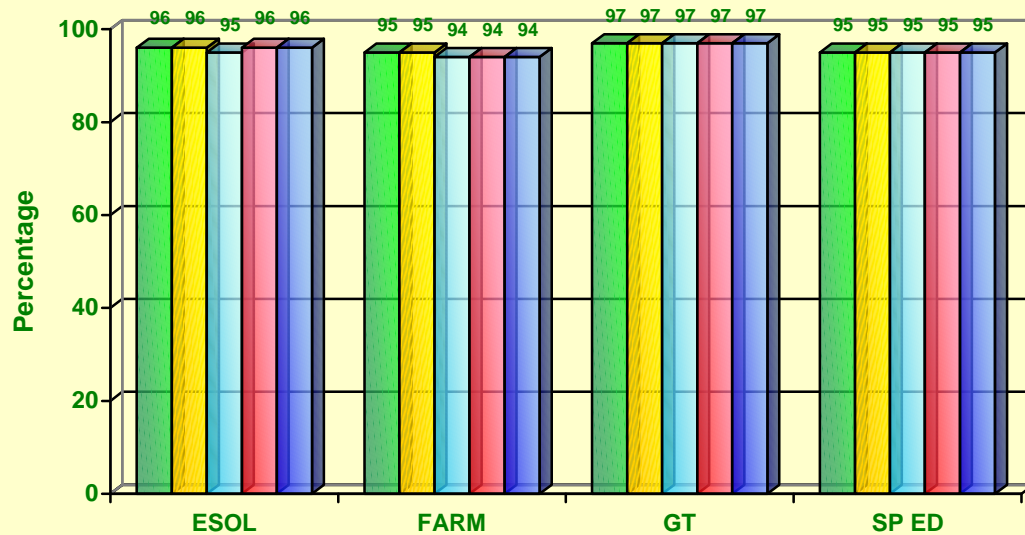
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ State Standard

BCPS SYSTEM RESULTS

ATTENDANCE -ELEMENTARY

ATTENDANCE -ELEMENTARY BY SUB GROUPS



PERFORMANCE INDICATOR 1.22

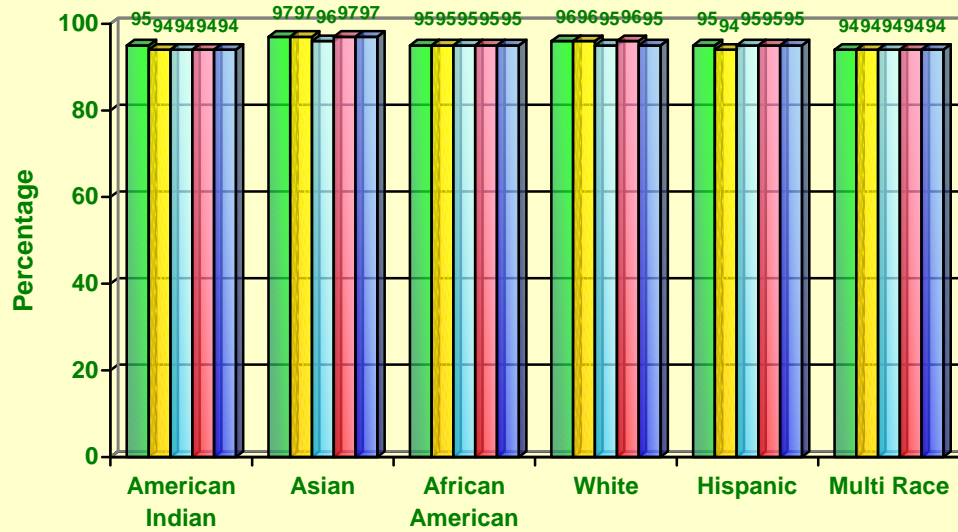
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -ELEMENTARY BY SUB GROUPS

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -ELEMENTARY BY RACE/ETHNICITY



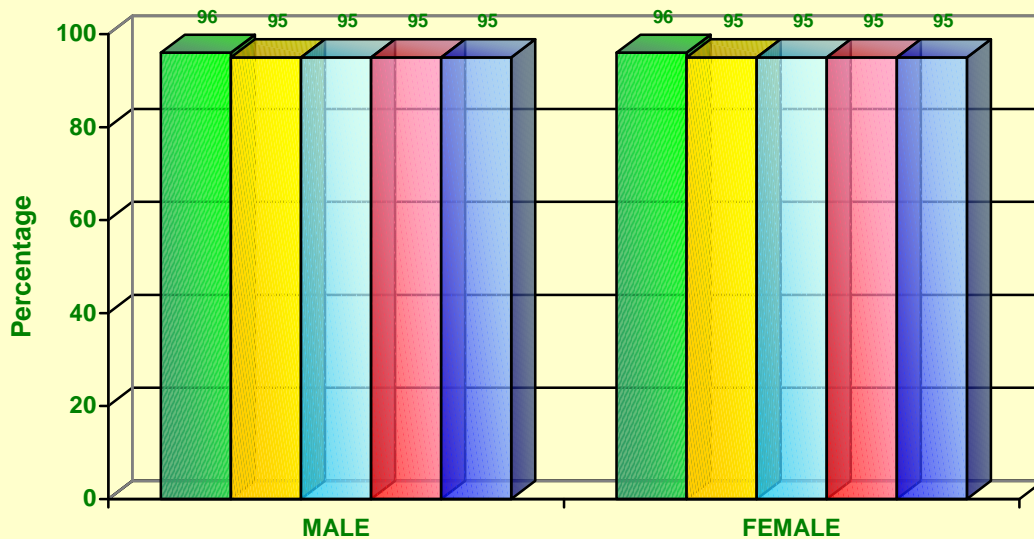
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -ELEMENTARY BY RACE/ETHNICITY

ATTENDANCE -ELEMENTARY BY GENDER



PERFORMANCE INDICATOR 1.22

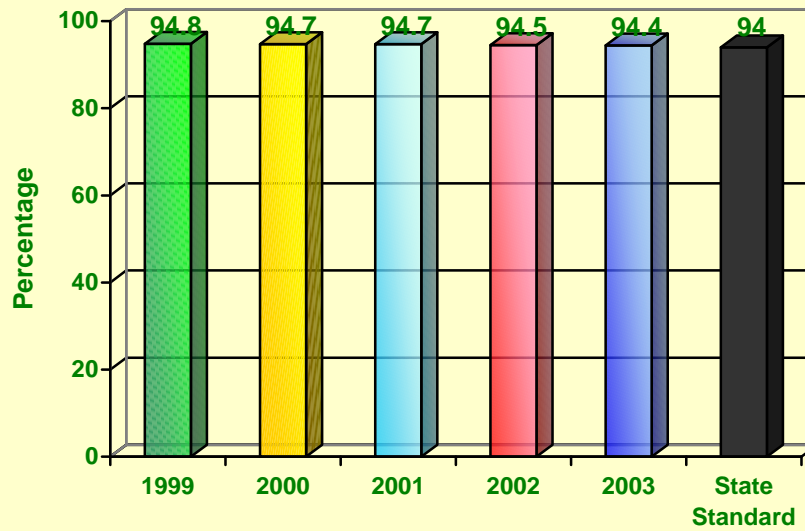
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -ELEMENTARY BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -MIDDLE



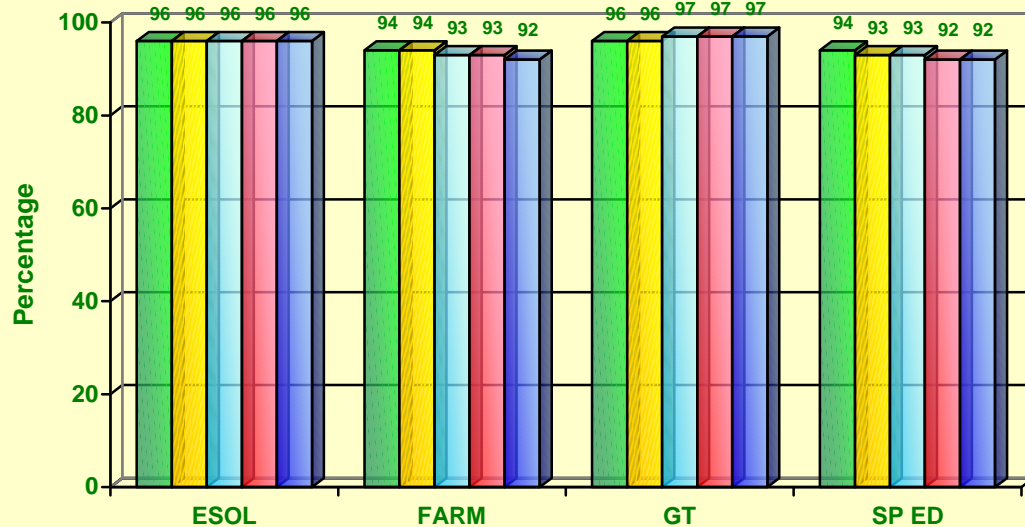
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ State Standard

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE

ATTENDANCE -MIDDLE BY SUB GROUPS



PERFORMANCE INDICATOR 1.22

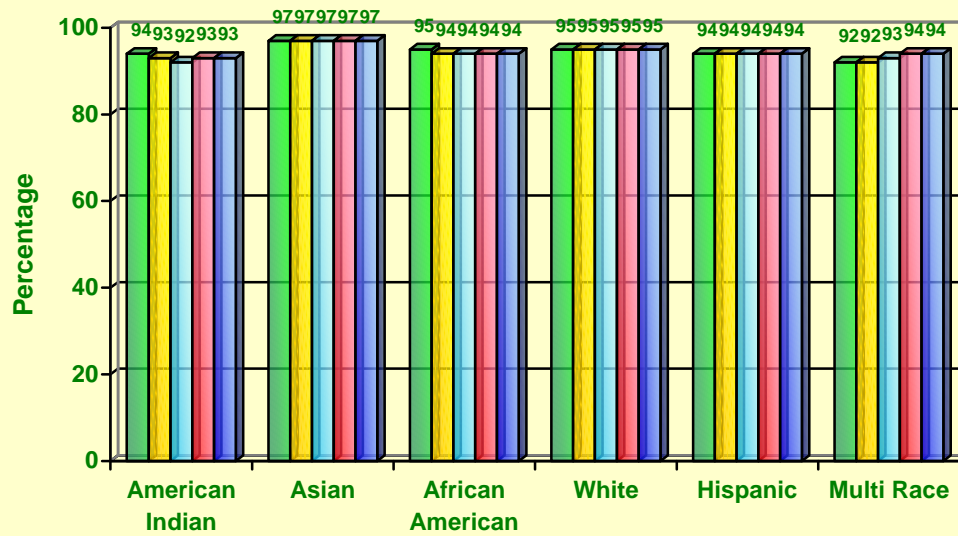
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE BY SUB GROUPS

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -MIDDLE BY RACE/ETHNICITY



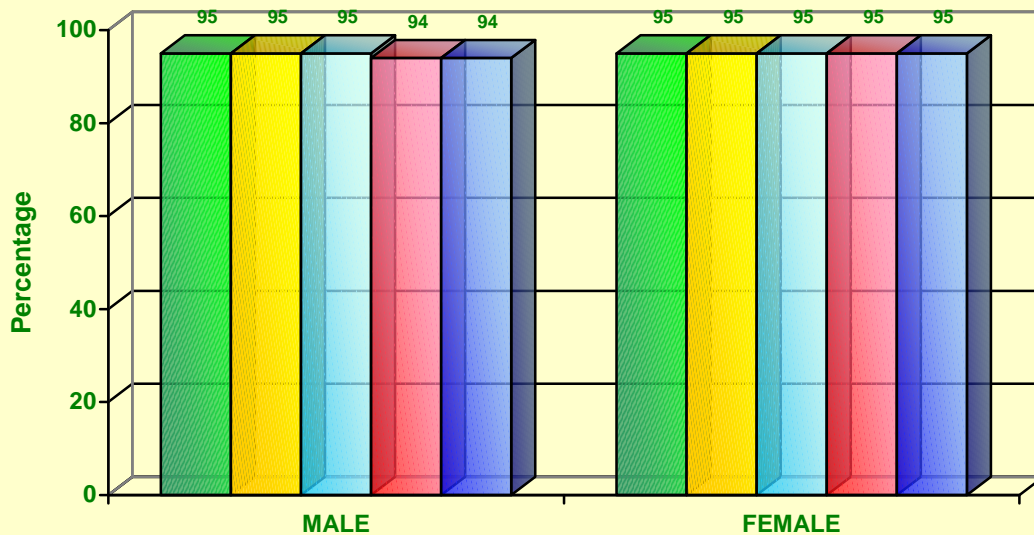
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE BY RACE/ETHNICITY

ATTENDANCE -MIDDLE BY GENDER



PERFORMANCE INDICATOR 1.22

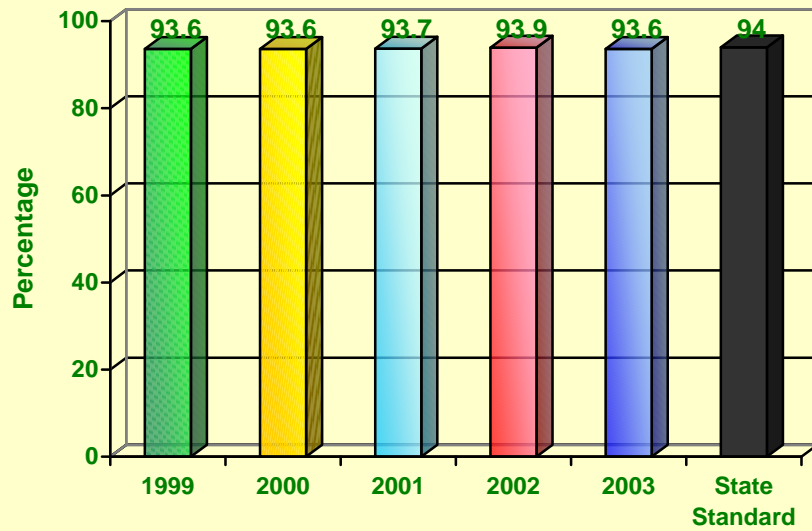
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -MIDDLE BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -HIGH



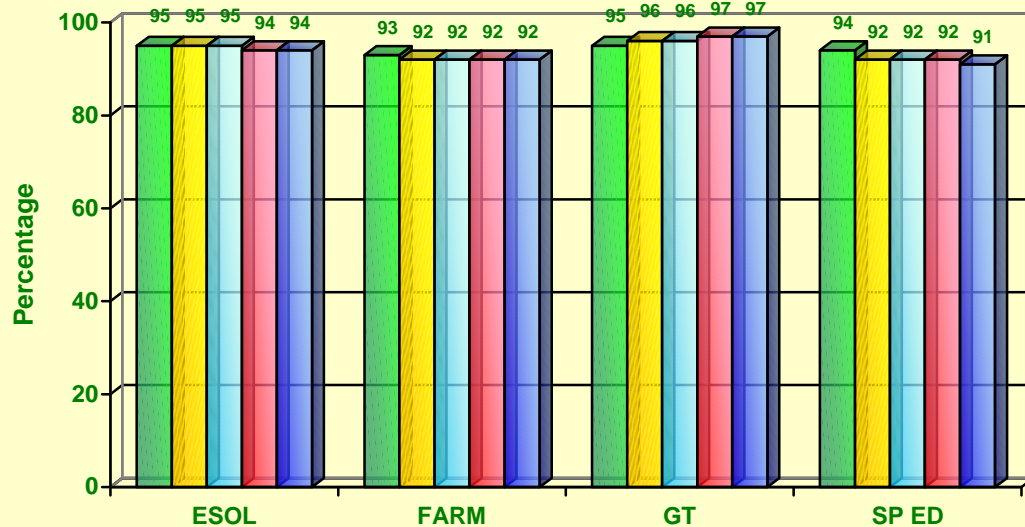
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ State Standard

BCPS SYSTEM RESULTS

ATTENDANCE -HIGH

ATTENDANCE -HIGH BY SUB GROUPS



PERFORMANCE INDICATOR 1.22

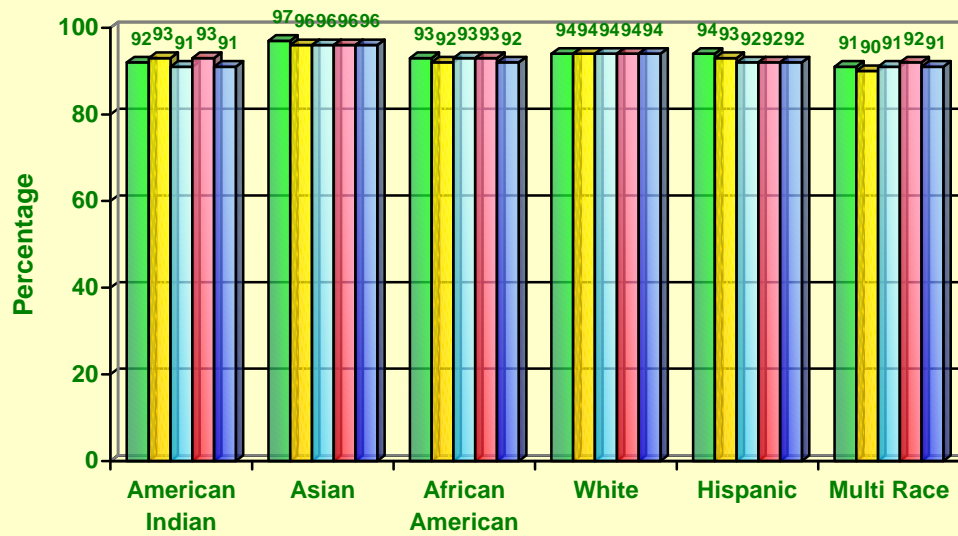
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -HIGH BY SUB GROUPS

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -HIGH BY RACE/ETHNICITY



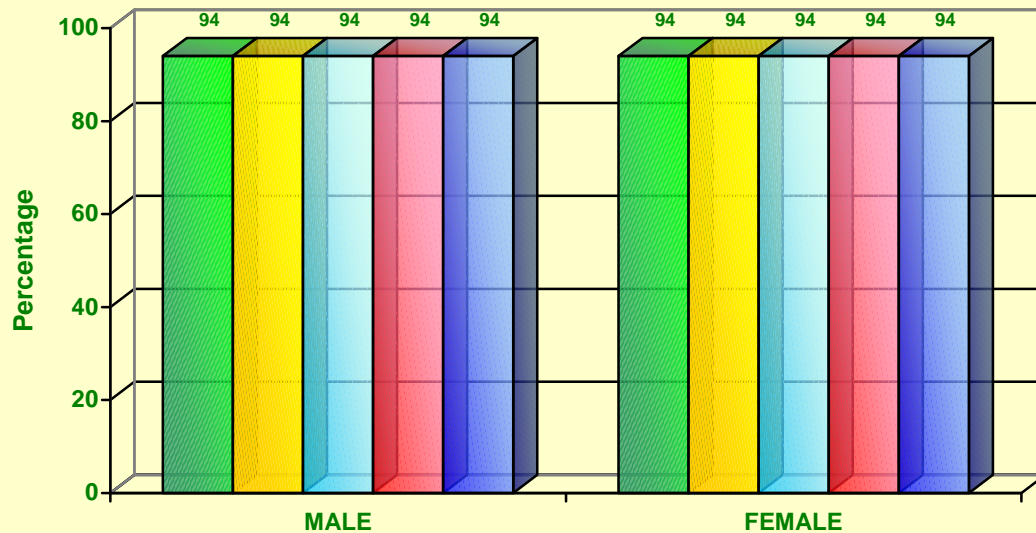
PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

ATTENDANCE -HIGH BY RACE/ETHNICITY

ATTENDANCE -HIGH BY GENDER



PERFORMANCE INDICATOR 1.22

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

INDICATORS OF STUDENT ACHIEVEMENT

ATTENDANCE -HIGH BY GENDER

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 2.1

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year. (BCPS standard)

What is measured?

Percent of ESOL students reaching English proficiency on the test by the end of their third school year

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 2.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR FOR GOAL 2.2

2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science. (BCPS standard)

What is measured?

Percent of ESOL students, having between 1 and 3 years of service, reaching state standards for MSA reading, math, and science

Results for 2002-2003

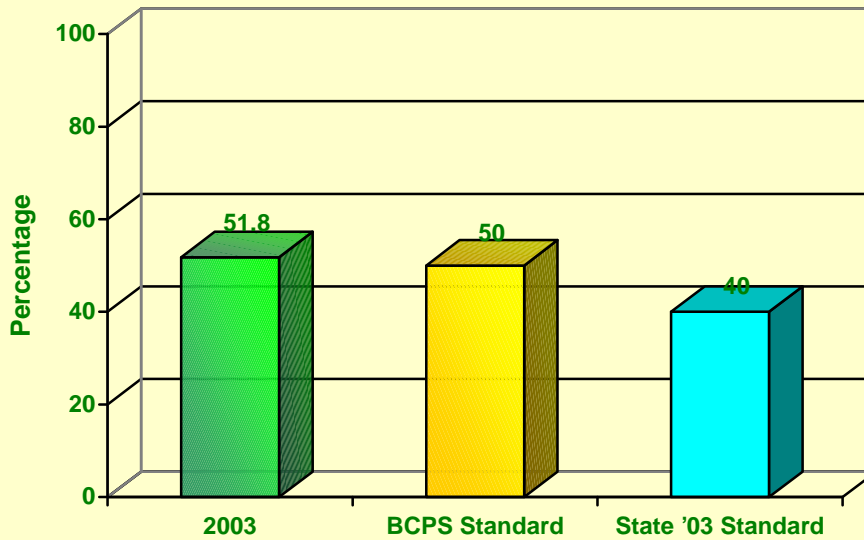
- 51.8% of students receiving ESOL services between one and three years scored proficient or advanced on the 3rd grade MSA reading test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 40.0%.
- 63.9% of students receiving ESOL services between one and three years scored proficient or advanced on the 3rd grade MSA math test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 47.4%.
- 62.2% of students receiving ESOL services between one and three years scored proficient or advanced on the 5th grade MSA reading test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 47.5%.
- 55.7% of students receiving ESOL services between one and three years scored proficient or advanced on the 5th grade MSA math test, higher than the BCPS standard of 50% and higher than the 2003 state standard of 35.4%.
- 42.1% of students receiving ESOL services between one and three years scored proficient or advanced on the 8th grade MSA reading test, lower than the BCPS standard of 50% and lower than the 2003 state standard of 43.0%.
- 41.4% of students receiving ESOL services between one and three years scored proficient or advanced on the 8th grade MSA math test, lower than the BCPS standard of 50% and higher than the 2003 state standard of 19.0%.
- 47% of students receiving ESOL services between one and three years scored proficient or advanced on the 10th grade MSA reading test, lower than the BCPS standard of 50% and higher than the 2003 state standard of 42.9%.
- 56.4% of students receiving ESOL services between one and three years scored proficient or advanced on the 10th grade MSA math test (High School Assessment-Geometry test), higher than the BCPS standard of 50% and higher than the 2003 state standard of 20.9%.
- At all grade levels, a higher percentage of females receiving ESOL services than males scored proficient or advanced on the reading and math MSA. The

INDICATORS OF STUDENT ACHIEVEMENT

differences in reading range from 8 to 17 percentage points, compared with only 2 to 5 percentage points in math.

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



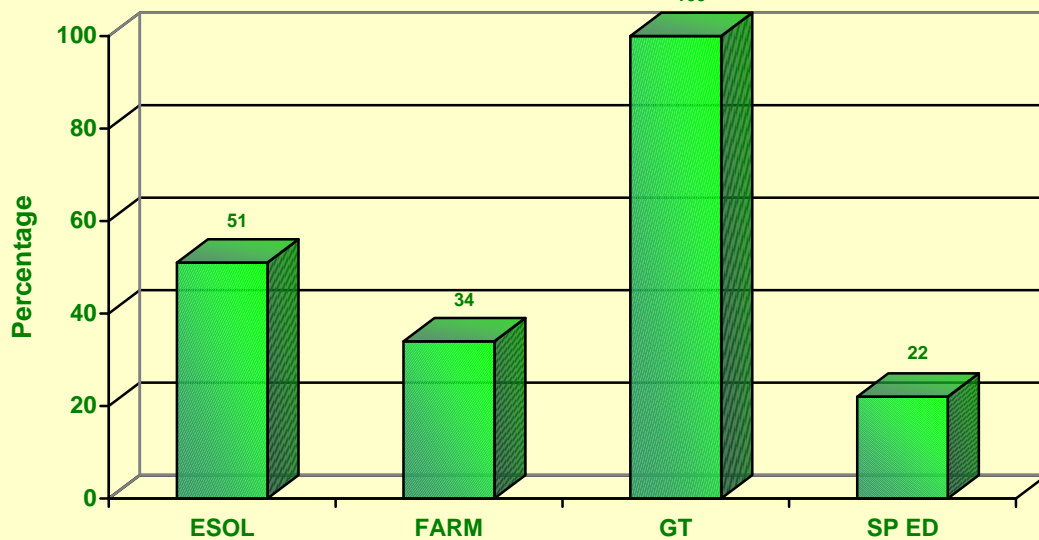
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 03 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

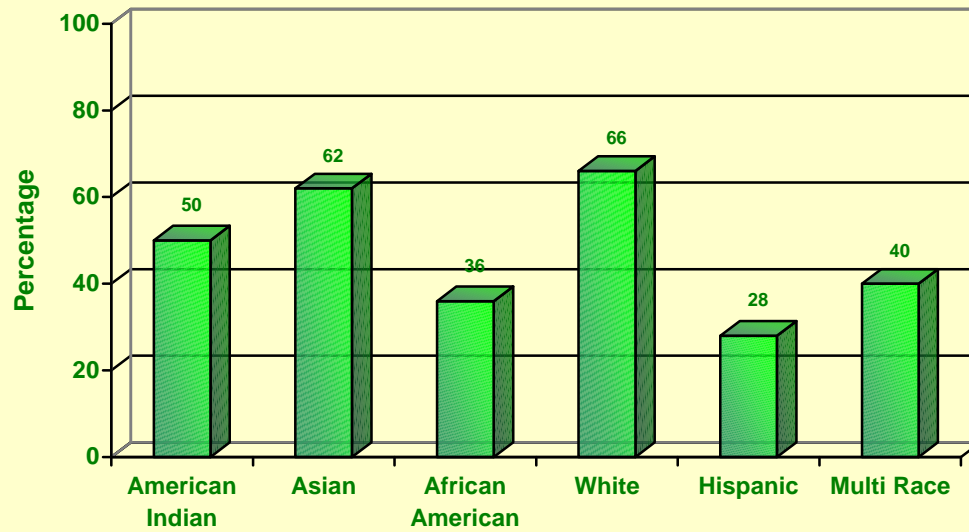
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



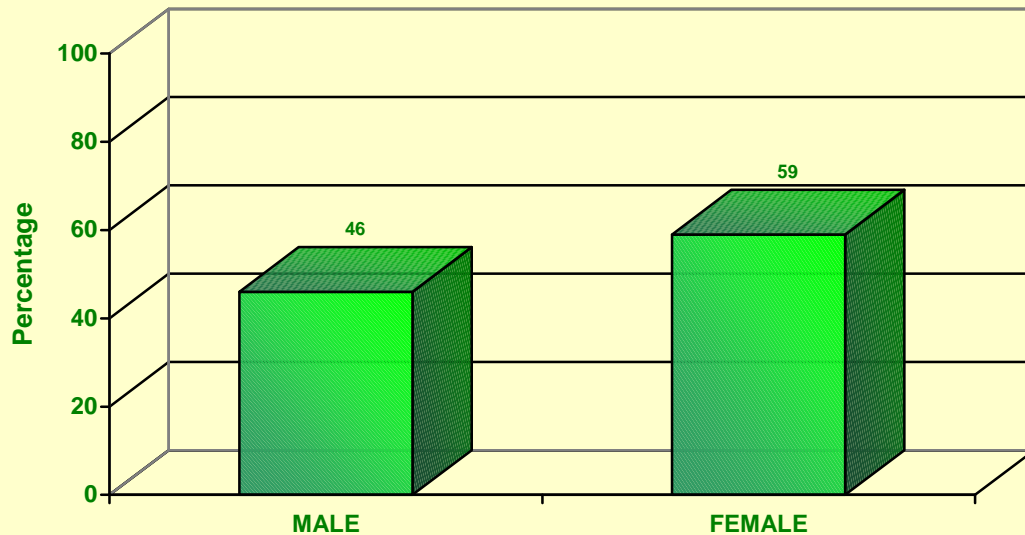
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 03-READING 2003 BY GENDER



PERFORMANCE INDICATOR 2.2

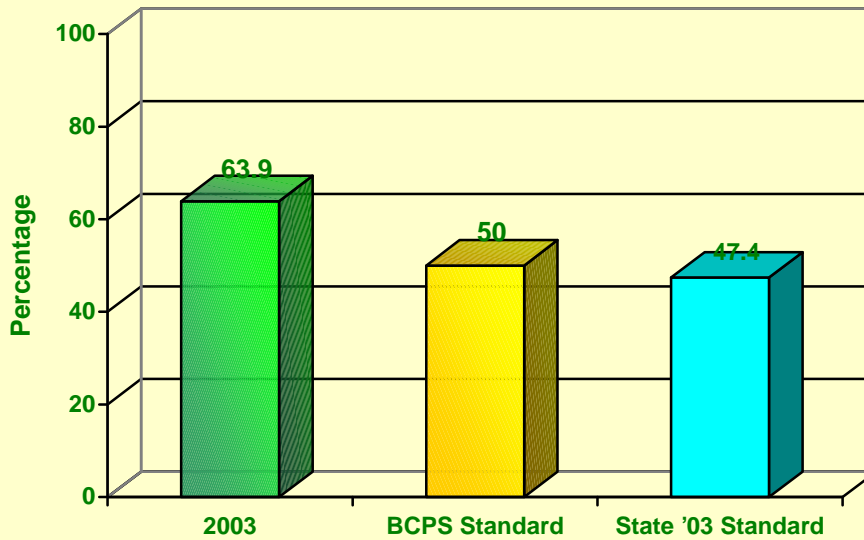
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL GRADE 03-READING 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



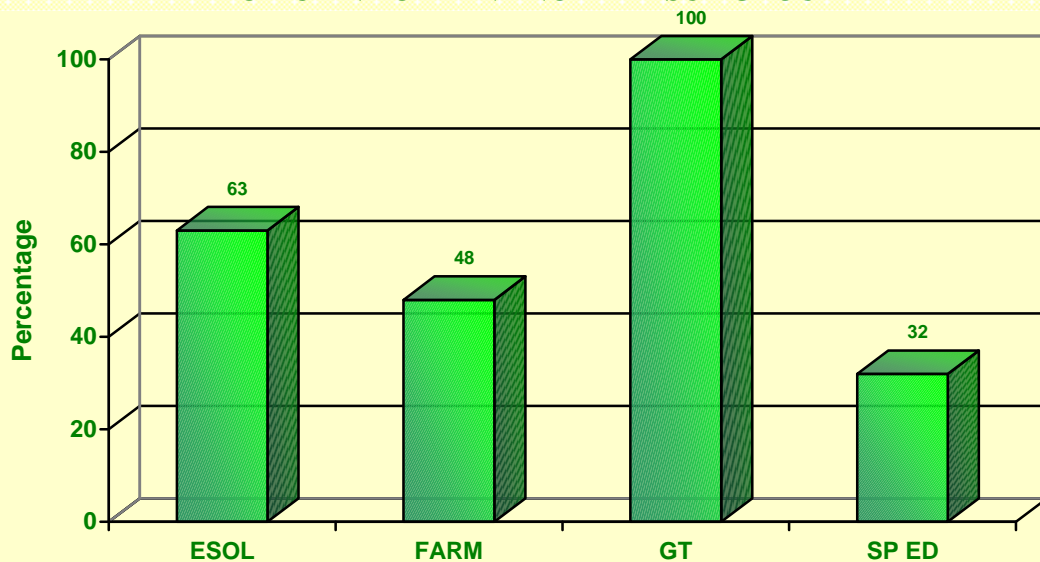
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 03 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

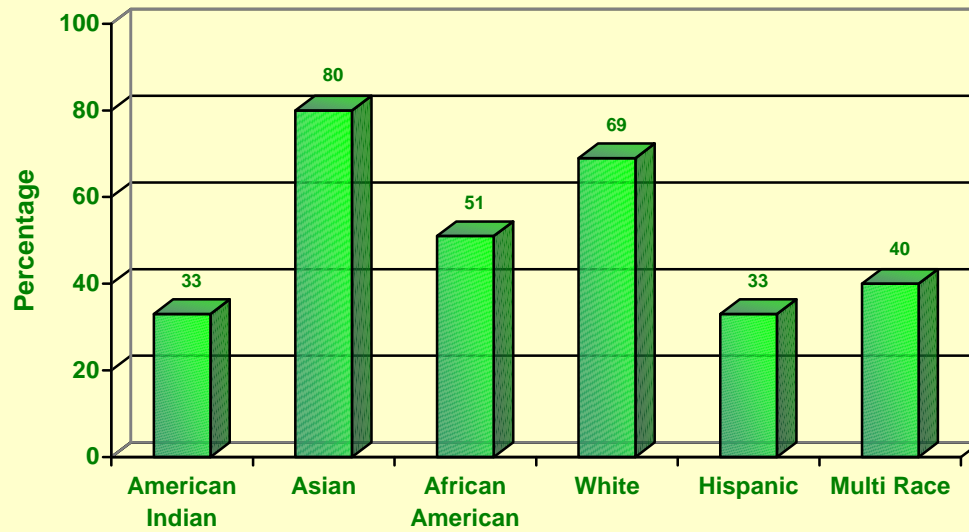
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



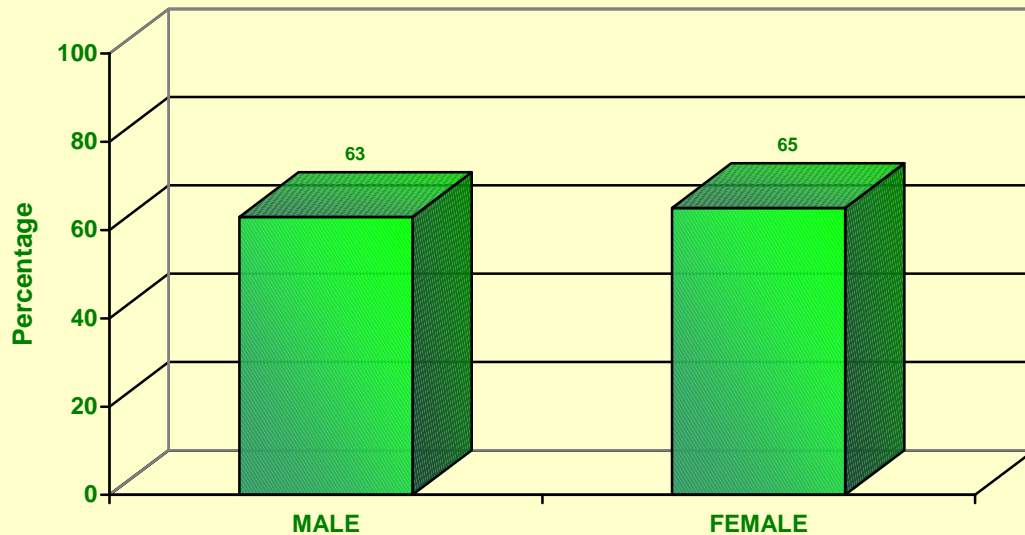
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 03-MATH 2003 BY GENDER



PERFORMANCE INDICATOR 2.2

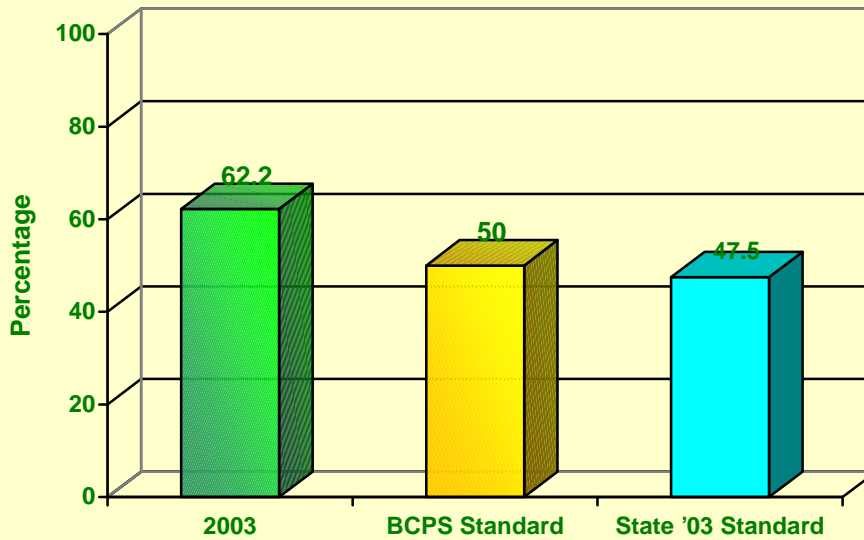
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL GRADE 03-MATH 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



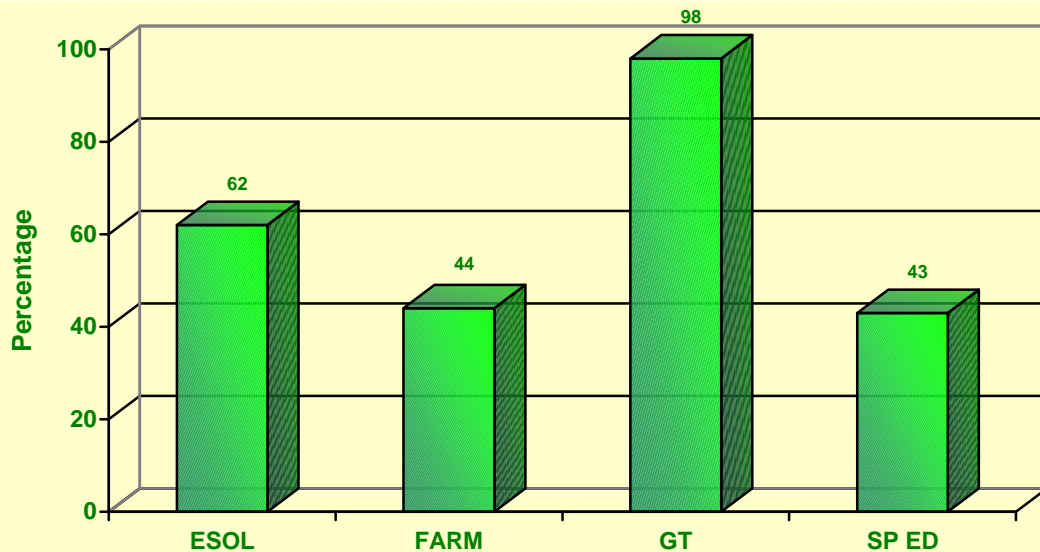
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 05 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

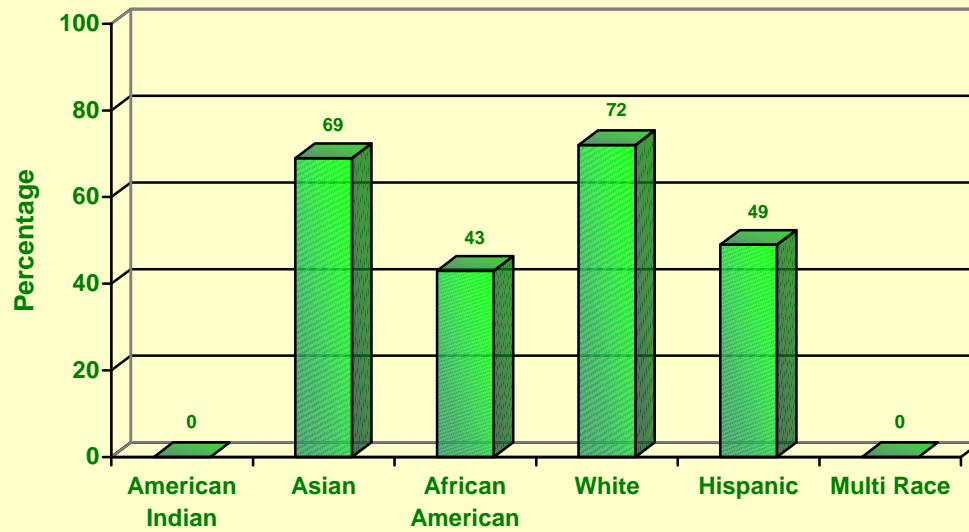
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



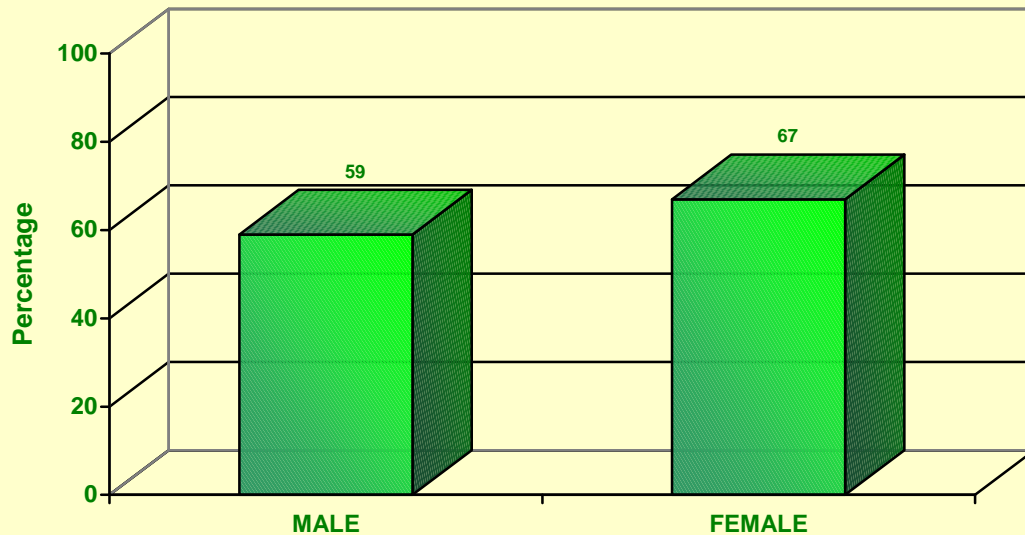
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 05-READING 2003 BY GENDER



PERFORMANCE INDICATOR 2.2

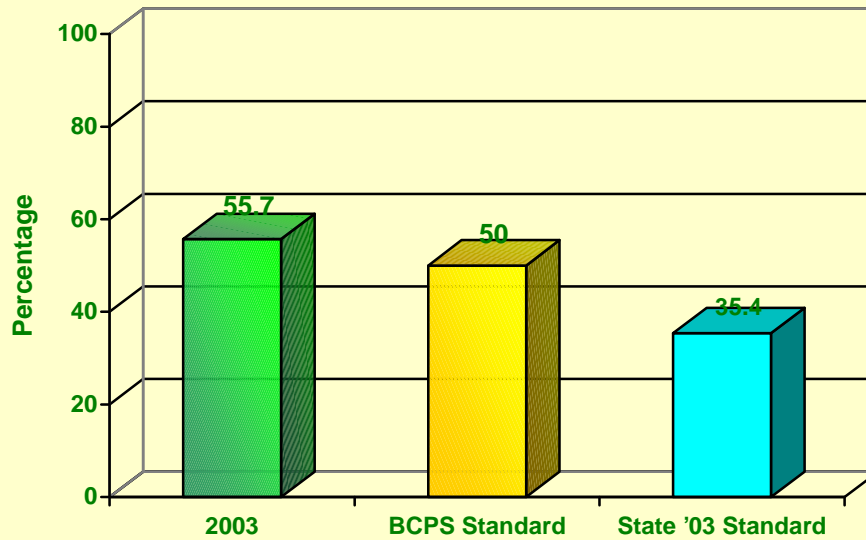
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL GRADE 05-READING 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



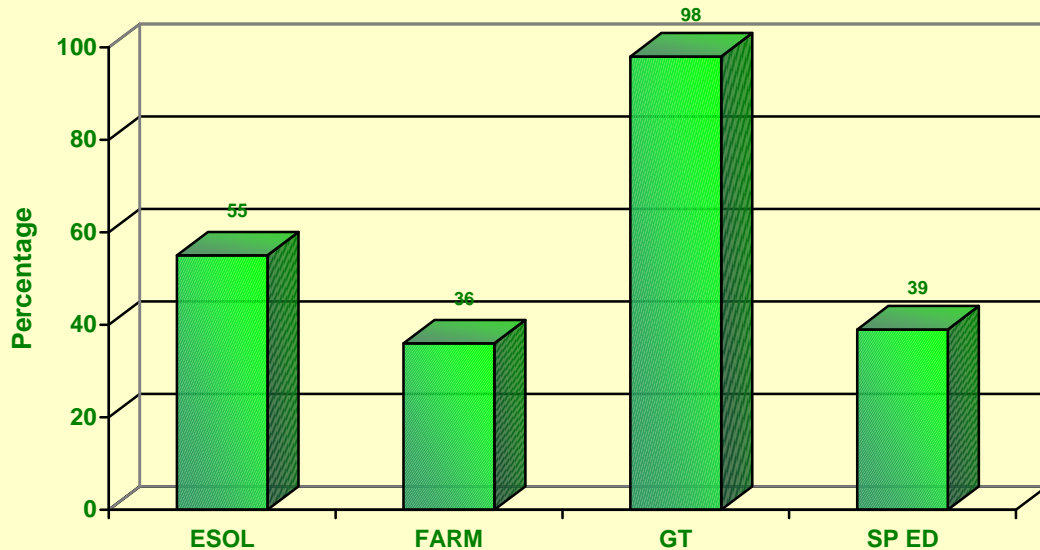
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 05 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

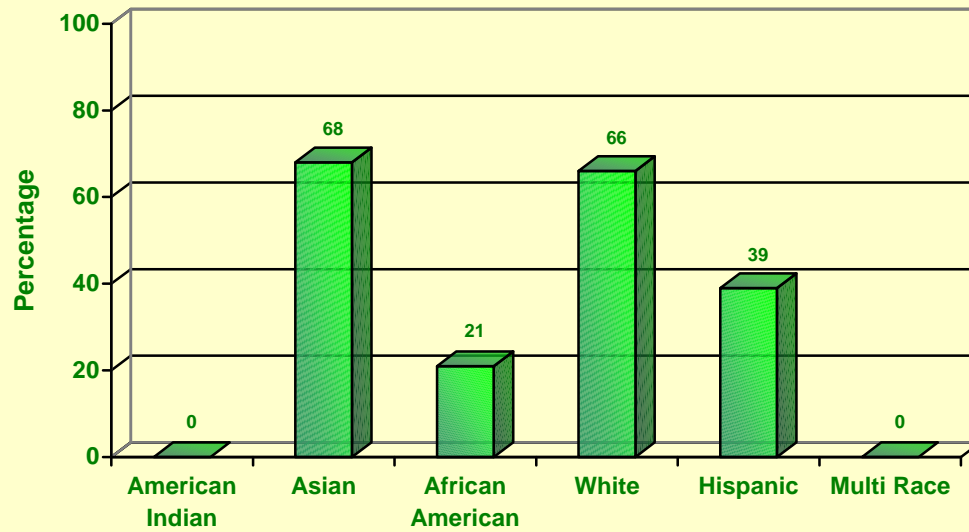
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



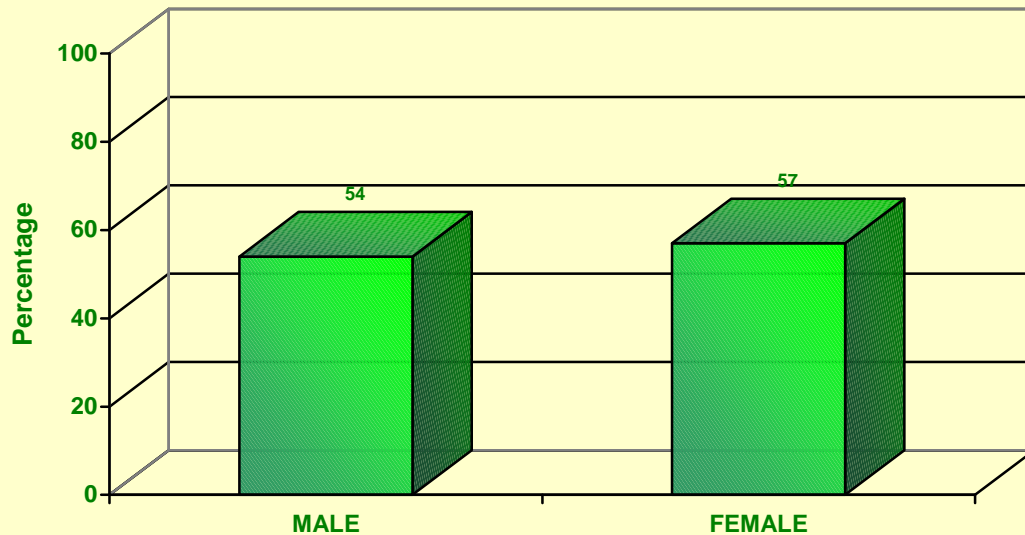
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 05-MATH 2003 BY GENDER



PERFORMANCE INDICATOR 2.2

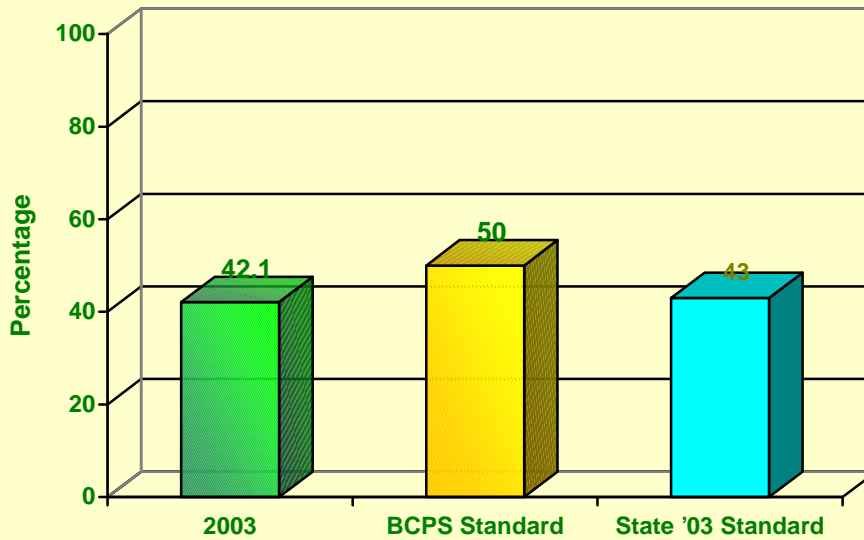
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL GRADE 05-MATH 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



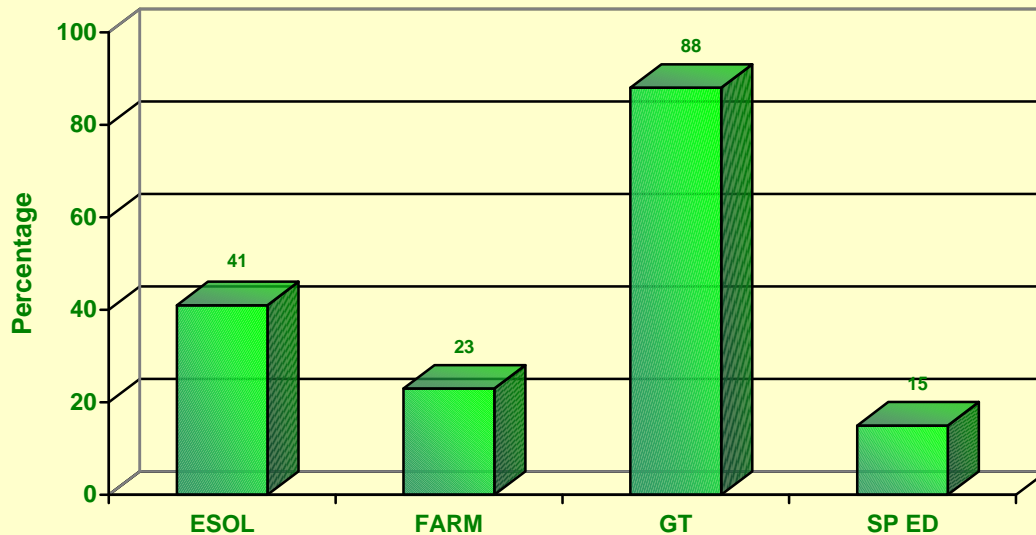
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

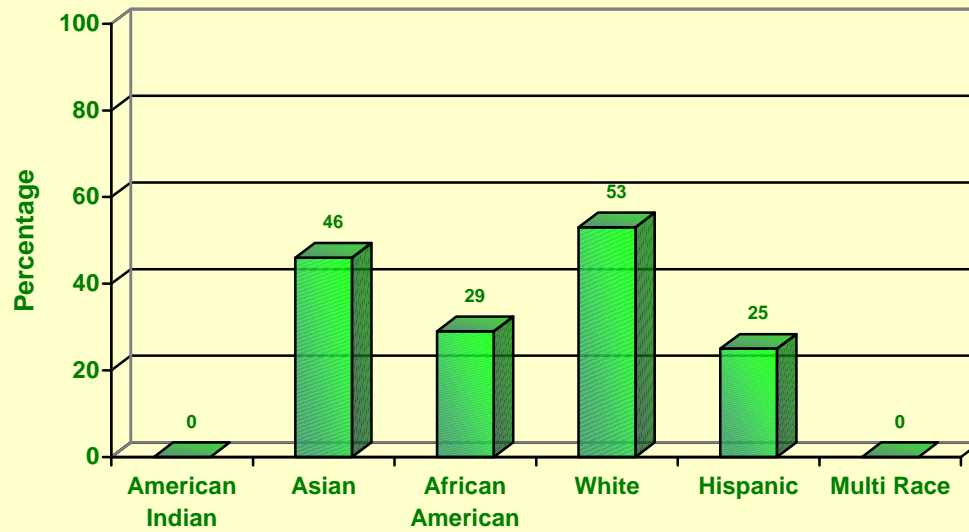
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



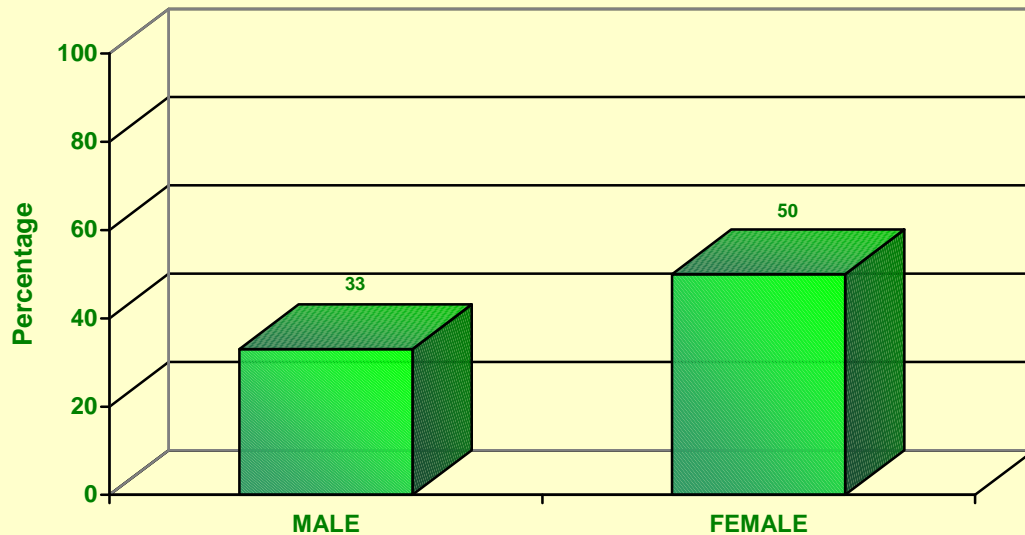
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 08-READING 2003 BY GENDER



PERFORMANCE INDICATOR 2.2

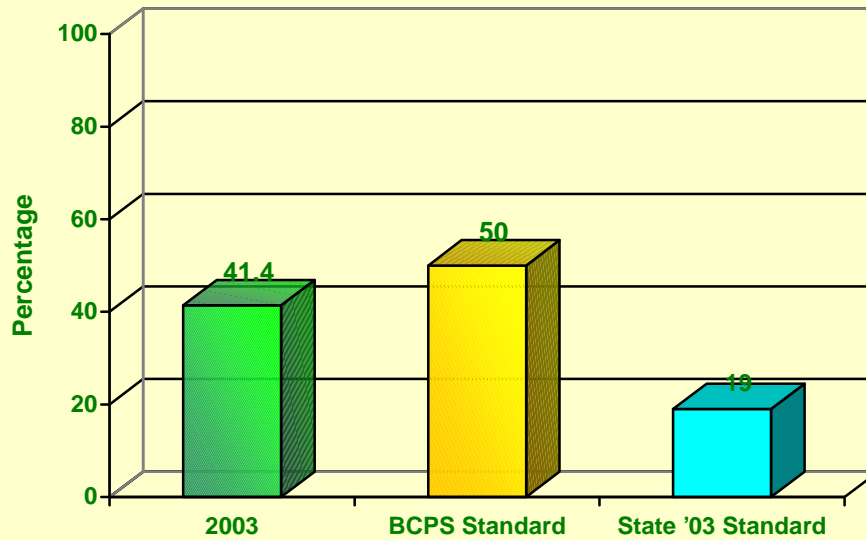
■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL GRADE 08-READING 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED



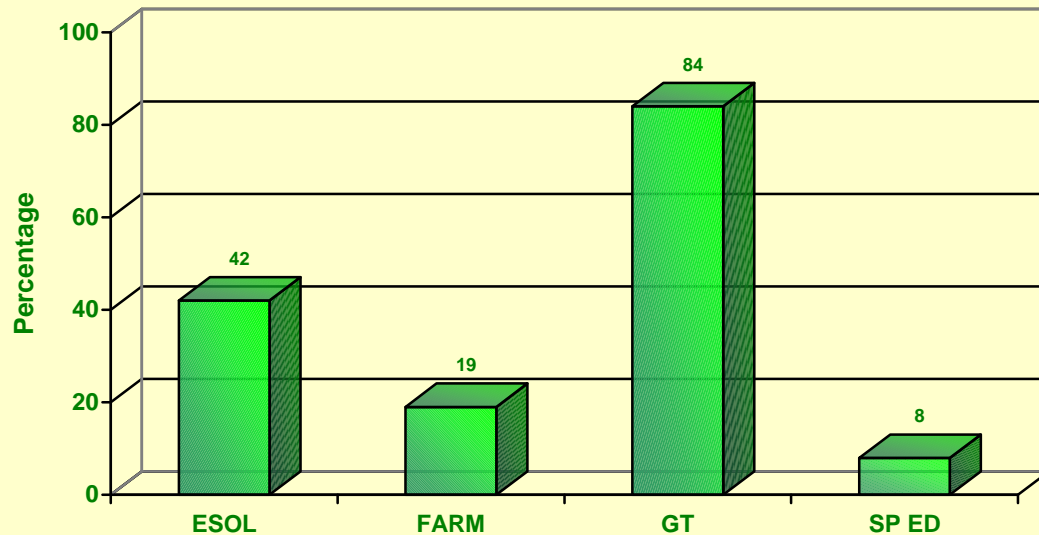
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■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 08 - MATH 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

■ ESOL ■ FARM ■ GT ■ SP ED

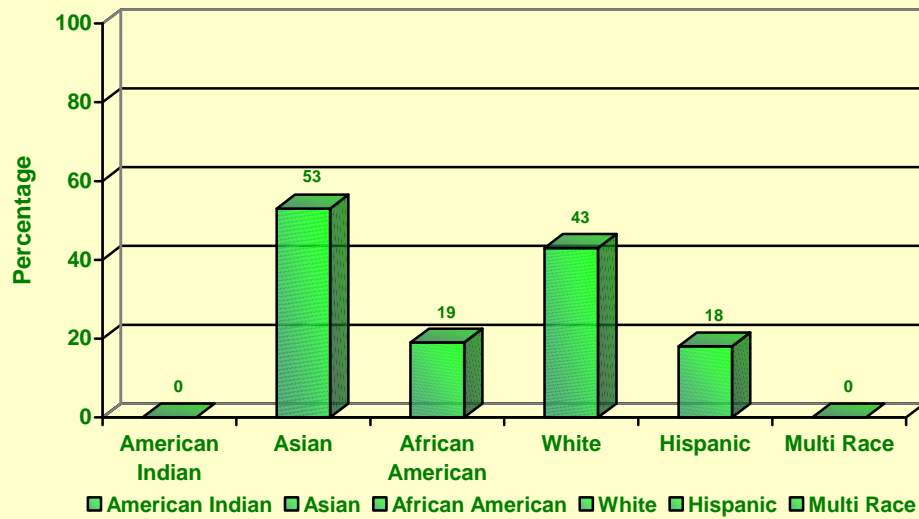
BCPS SYSTEM RESULTS

ESOL GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-MATH 2003

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



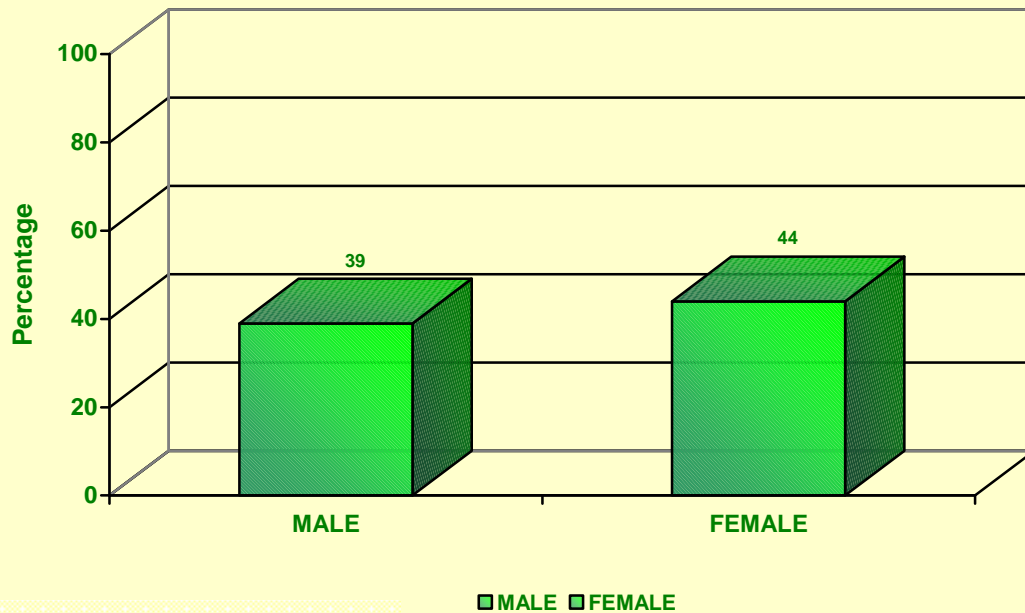
PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-MATH 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 08-MATH 2003

BY GENDER



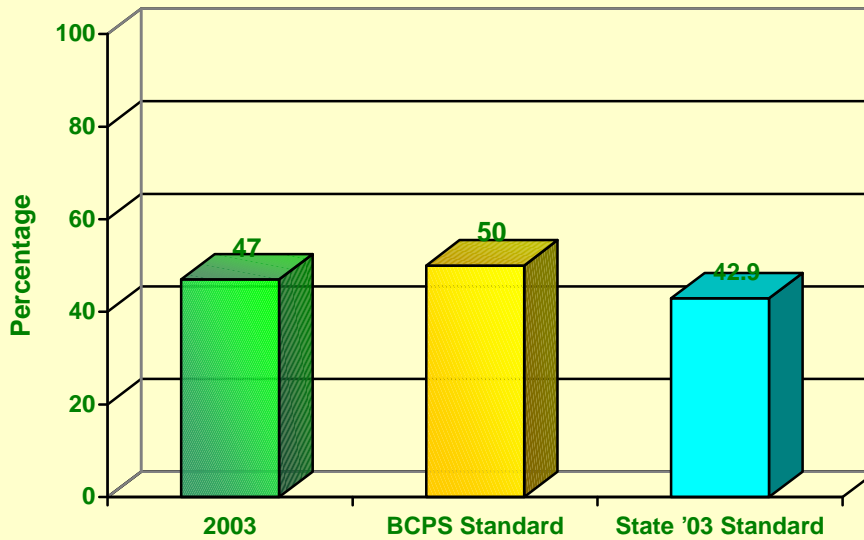
PERFORMANCE INDICATOR 2.2

BCPS SYSTEM RESULTS

ESOL GRADE 08-MATH 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 10 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED



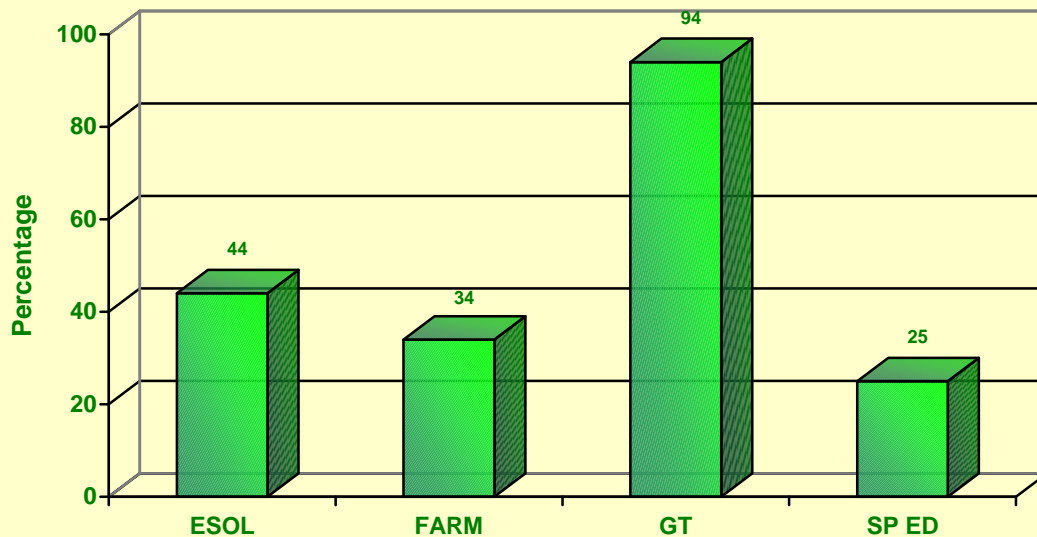
PERFORMANCE INDICATOR 2.2

■ 2003 ■ BCPS Standard ■ State '03 Standard

BCPS SYSTEM RESULTS

ESOL GRADE 08 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

ESOL GRADE 10-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP



PERFORMANCE INDICATOR 2.2

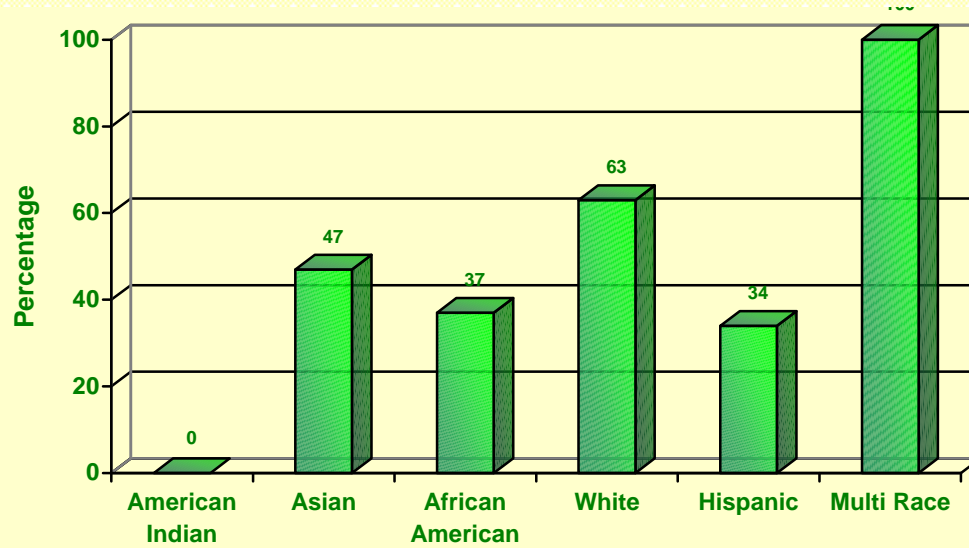
■ ESOL ■ FARM ■ GT ■ SP ED

BCPS SYSTEM RESULTS

ESOL GRADE 10-READING 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL GRADE 08-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY



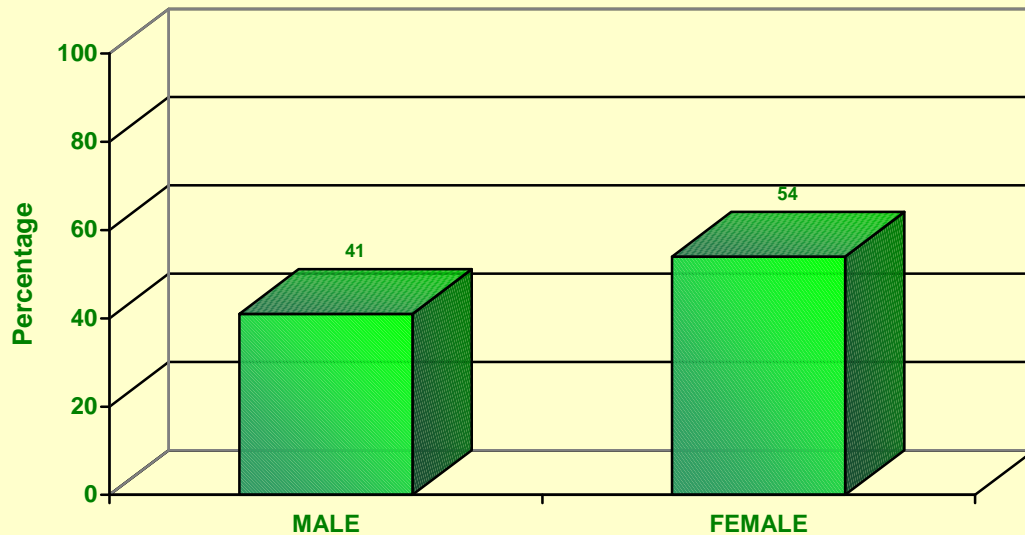
PERFORMANCE INDICATOR 2.2

■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GRADE 10-READING 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL GRADE 10-READING 2003 BY GENDER



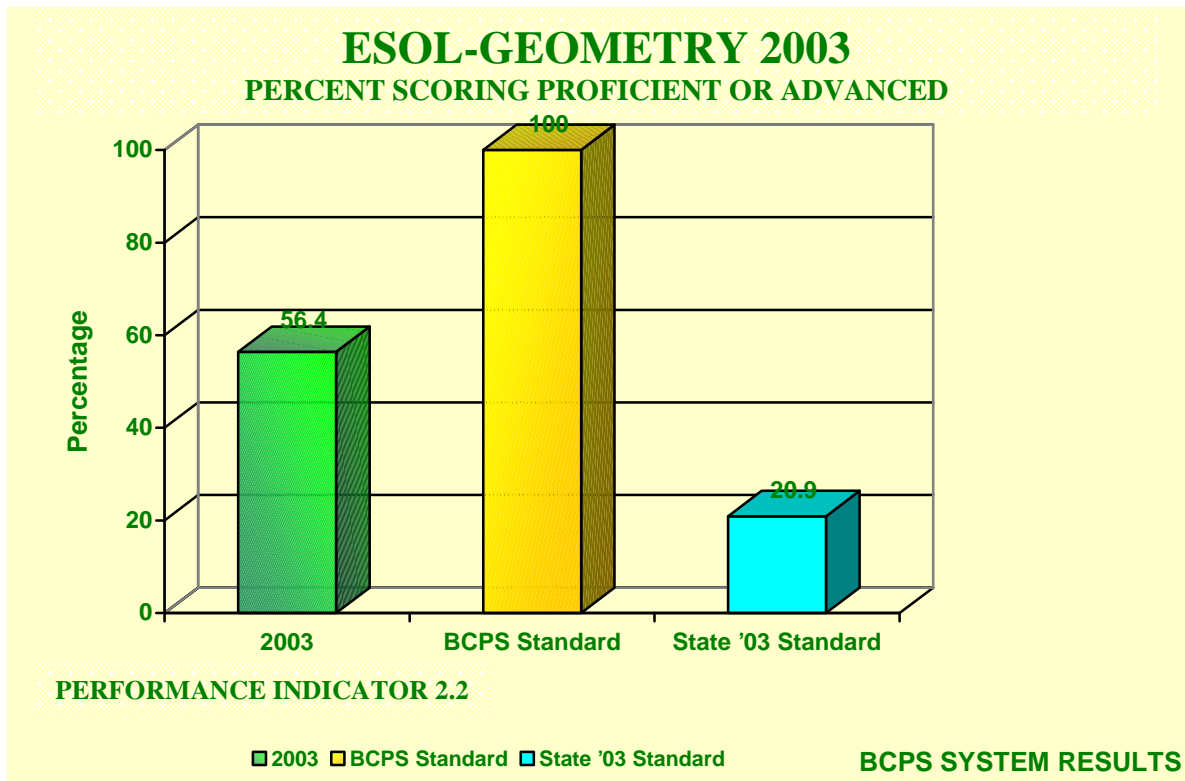
PERFORMANCE INDICATOR 2.2

■ MALE ■ FEMALE

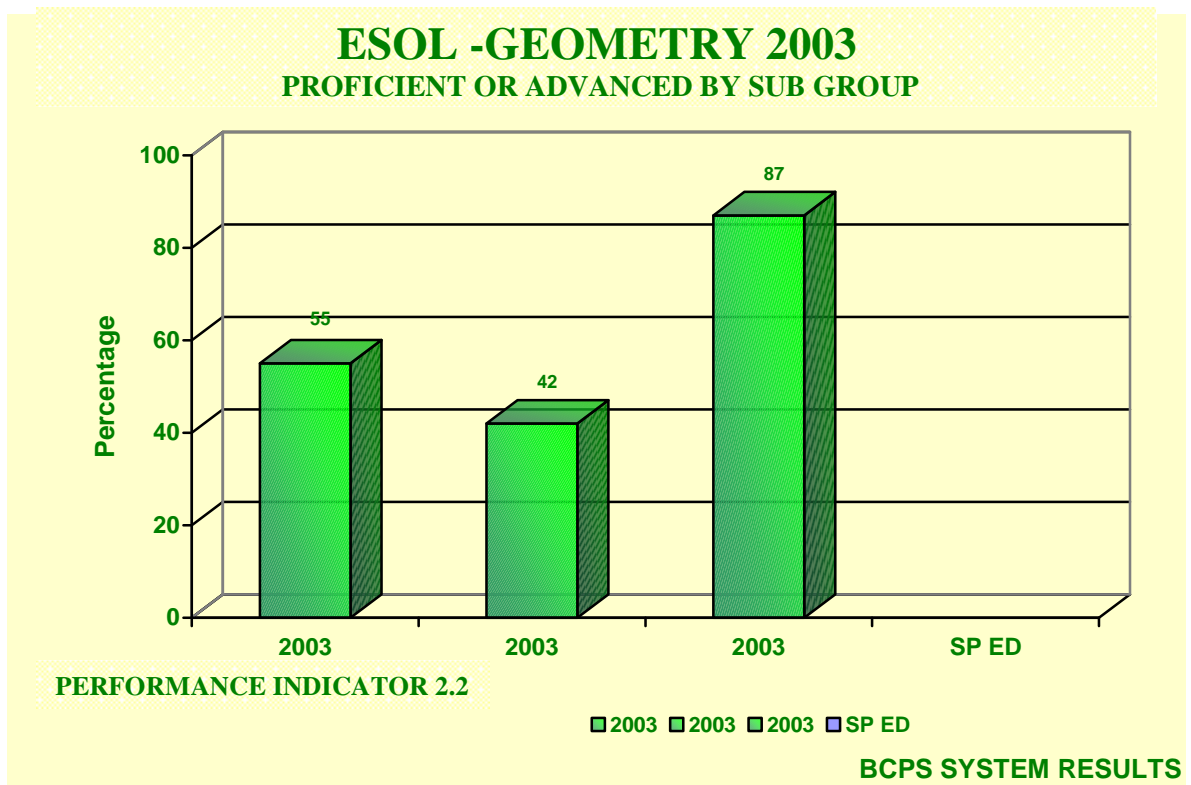
BCPS SYSTEM RESULTS

ESOL GRADE 10-READING 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT



ESOL GEOMETRY 2003 - READING 2003 PERCENT SCORING PROFICIENT OR ADVANCED

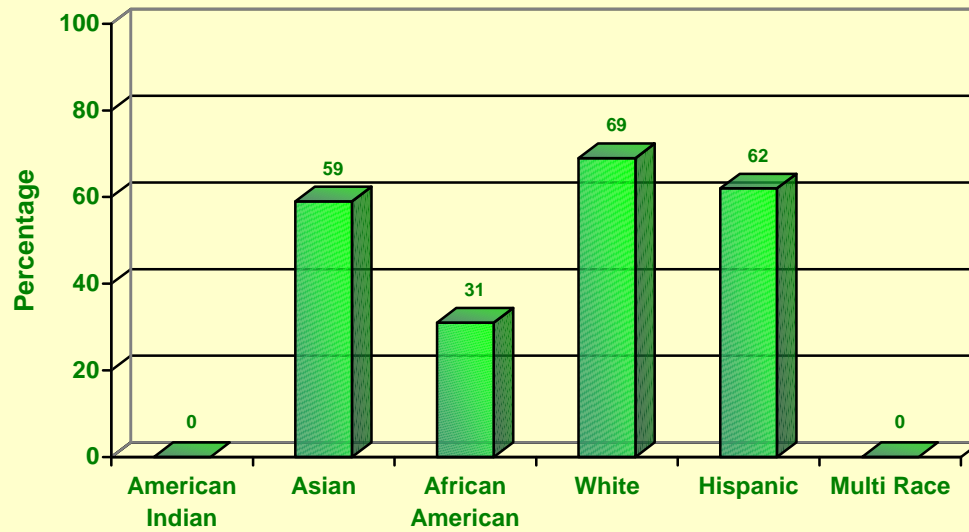


ESOL GEOMETRY 2003 PROFICIENT OR ADVANCED BY SUB GROUP

INDICATORS OF STUDENT ACHIEVEMENT

ESOL- GEOMETRY 2003

PROFICIENT OR ADVANCED BY RACE/ETHNICITY



PERFORMANCE INDICATOR 2.2

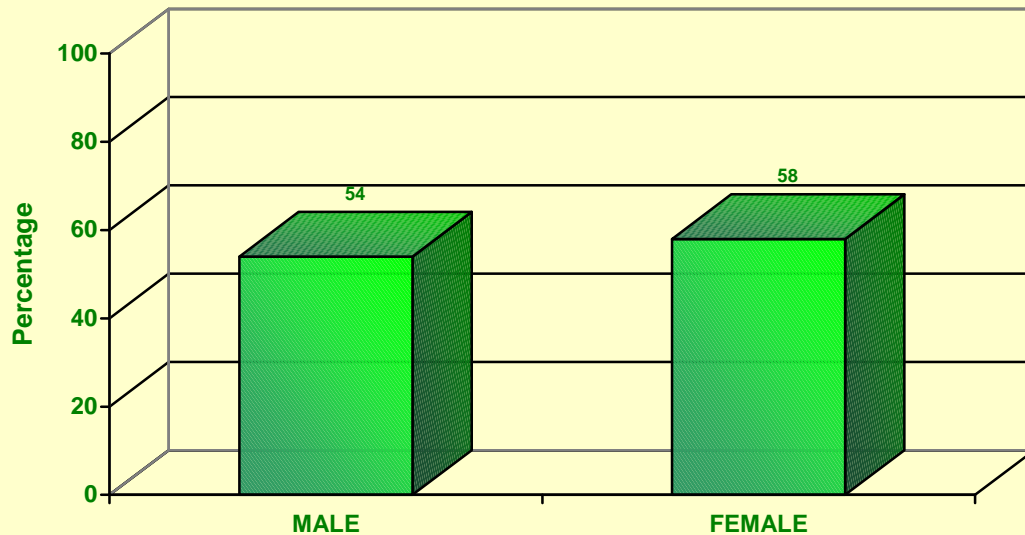
■ American Indian ■ Asian ■ African American ■ White ■ Hispanic ■ Multi Race

BCPS SYSTEM RESULTS

ESOL GEOMETRY 2003 PROFICIENT OR ADVANCED BY RACE/ETHNICITY

ESOL - GEOMETRY 2003

BY GENDER



PERFORMANCE INDICATOR 2.2

■ MALE ■ FEMALE

BCPS SYSTEM RESULTS

ESOL -GEOMETRY 2003 BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE INDICATOR FOR GOAL 3.1

3.1 All teachers and paraprofessionals will meet the requirements for "highly qualified" as defined by *No Child Left Behind* and the *Bridge to Excellence in Public Schools Education Act*. (BCPS standard)

What is Measured

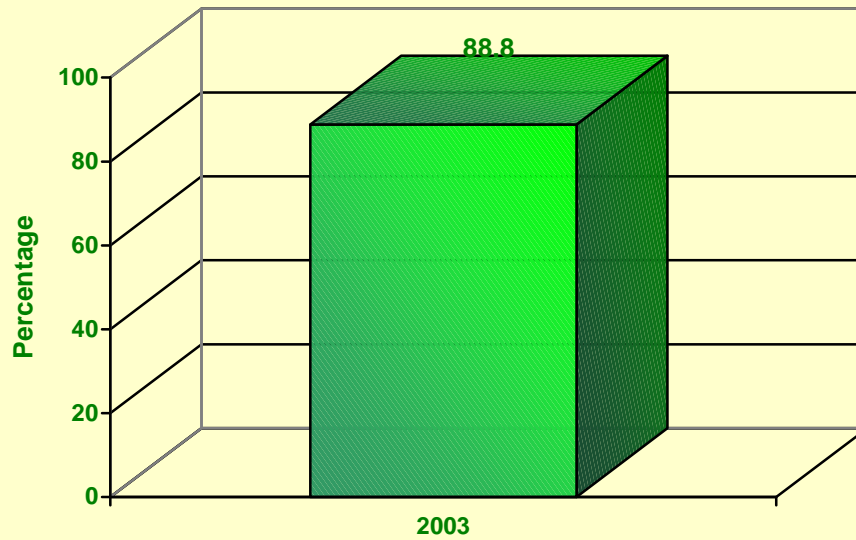
Percent of teachers and paraprofessionals who meet NCLB and "Bridge" standards for "highly qualified"

Results for 2002-2003

- 88.8% of BCPS teachers met the requirements for "highly qualified." The BCPS goal for 2004-05 (75%) has already been met.
- 39.9% of BCPS paraprofessionals met the requirements for "highly qualified." The BCPS goal for 2004-05 (75%) still has to be met.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF HIGHLY QUALIFIED TEACHERS



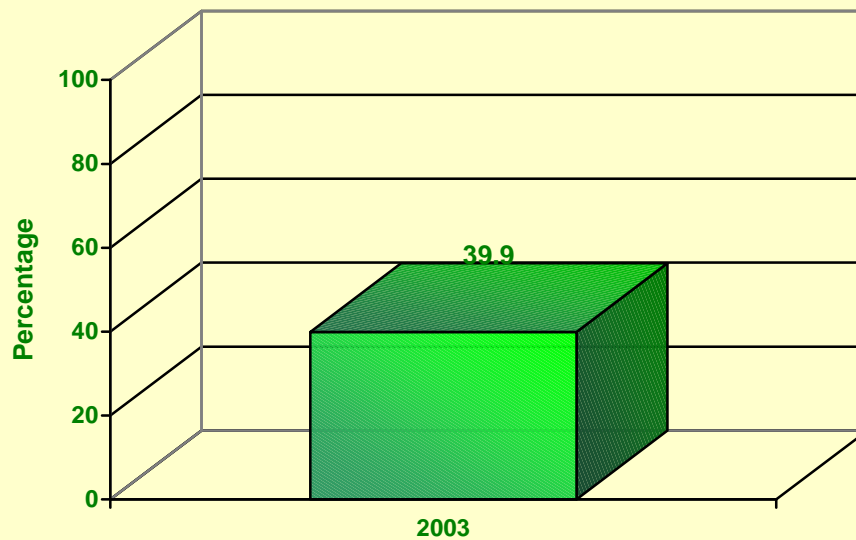
PERFORMANCE INDICATOR 3.1

■ 2003

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED TEACHERS

PERCENTAGE OF HIGHLY QUALIFIED PARAPROFESSIONALS



PERFORMANCE INDICATOR 3.1

■ 2003

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED PARAPROFESSIONALS

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE INDICATOR FOR GOAL 3.2

3.2 All teachers and paraprofessionals will participate in "high quality" differentiated professional development, as defined by No Child Left Behind. (State standard)

What is measured?

Percent of teachers and paraprofessionals who are given "high quality" professional development, defined by NCLB

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 3.2 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE INDICATOR FOR GOAL 3.3

3.3 All mathematics teachers in middle schools will demonstrate content mastery through comprehensive testing or will possess a Maryland State Department of Education teaching certificate with an endorsement in secondary mathematics. (BCPS standard)

What is measured?

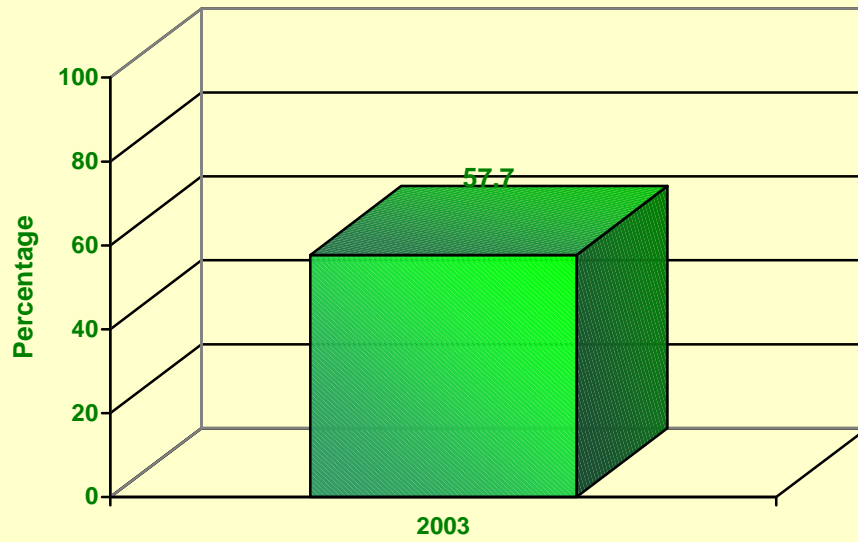
Percent of BCPS middle school math teachers who are certified in secondary math or achieve mastery on appropriate content test; 2003-04 establishes baseline to achieve 100% by 2005-06

Results for 2002-2003

- In 2003, 57.7% of math teachers met the requirements for “highly qualified.” By 2005-06, 100% of math teachers will meet the “highly qualified” requirement.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF HIGHLY QUALIFIED MATH TEACHERS



PERFORMANCE INDICATOR 3.3

■ 2003

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED MATH TEACHERS

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE INDICATOR FOR GOAL 3.4

3.4 All new teachers in Title I schools will meet the standard of "highly qualified" when hired. (State standard)

What is measured?

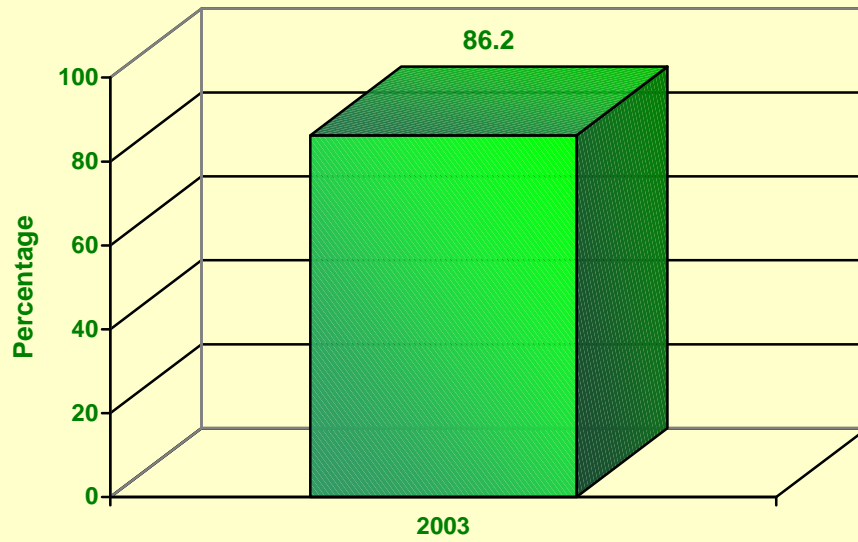
Percent of new Title I teachers who are "highly qualified" by NCLB standards

Results for 2002-2003

In 2003, 86.2% of Title I teachers met the requirements for "highly qualified."

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF HIGHLY QUALIFIED TITLE I TEACHERS



PERFORMANCE INDICATOR 3.4

■ 2003

BCPS SYSTEM RESULTS

PERCENT OF HIGHLY QUALIFIED TITLE I TEACHERS

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 3

By 2005-2006, all students will be taught by highly qualified teachers.

PERFORMANCE INDICATOR FOR GOAL 3.5

3.5 All parents/guardians will be advised of the qualifications of their child's teacher at the beginning of each school year or upon request if there are changes to a teacher's qualifications during the school year. (BCPS standard)

What is measured?

Percent of parents/guardians who are told of the teachers' qualification

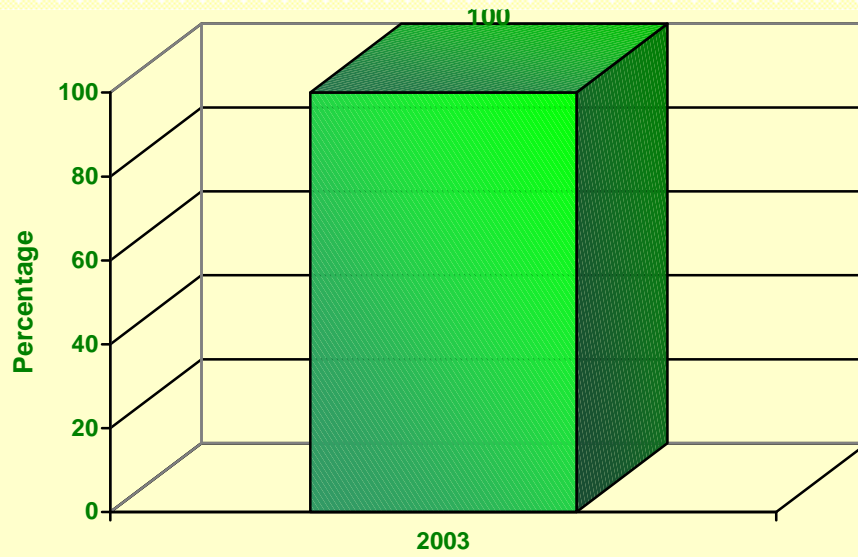
Results for 2002-2003

In 2003, 100% of BCPS parents were notified of the qualifications of their child's teacher.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF TEACHERS

QUALIFICATION NOTIFIED TO PARENTS



PERFORMANCE INDICATOR 3.5

■ 2003

BCPS SYSTEM RESULTS

PERCENTAGE OF TEACHERS' QUALIFICATIONS NOTIFIED TO PARENTS

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

All students will be educated in school environments that are safe and conducive to learning.

PERFORMANCE INDICATOR FOR GOAL 4.1

4.1 All schools and school communities will maintain safe, orderly, nurturing environments. (BCPS standard)

What is measured?

Percent of schools rated safe, orderly, and nurturing

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 4.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

All students will be educated in school environments that are safe and conducive to learning.

PERFORMANCE INDICATOR FOR GOAL 4.2

4.2 All schools will have published expectations of student behavior and parental responsibilities and involvement. (BCPS standard)

What is measured?

Percent of schools with published expectations and responsibilities for students and parents

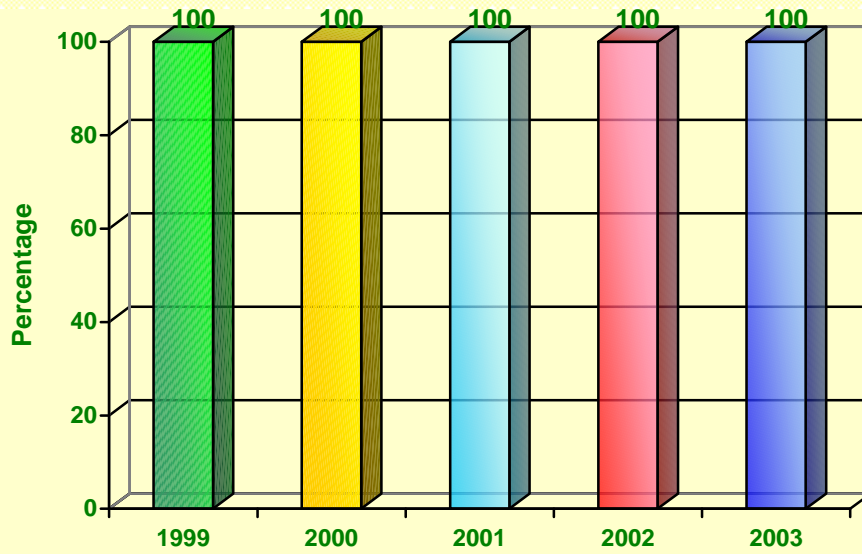
Results for 2002-2003

100% of BCPS parents received published expectations and notification of the responsibilities of students and their parents.

INDICATORS OF STUDENT ACHIEVEMENT

PUBLISHED EXPECTATIONS FOR STUDENT

PARENTAL RESPONSIBILITIES AND INVOLVEMENT



PERFORMANCE INDICATOR 4.2

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

PUBLISHED EXPECTATIONS FOR STUDENT BEHAVIOR, PARENTAL RESPONSIBILITIES, AND INVOLVEMENT

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 4

All students will be educated in school environments that are safe and conducive to learning.

PERFORMANCE INDICATOR FOR GOAL 4.3

4.3 Staff, students, parents, and community members will be provided opportunities to express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

What is measured?

Percent of staff, students, parents, and public who are aware of BCPS learning environment, climate, and school facilities according to a periodic awareness survey

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 4.3 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.1

5.1 All high schools will meet the graduation rate established by the State. (State standard)

What is measured?

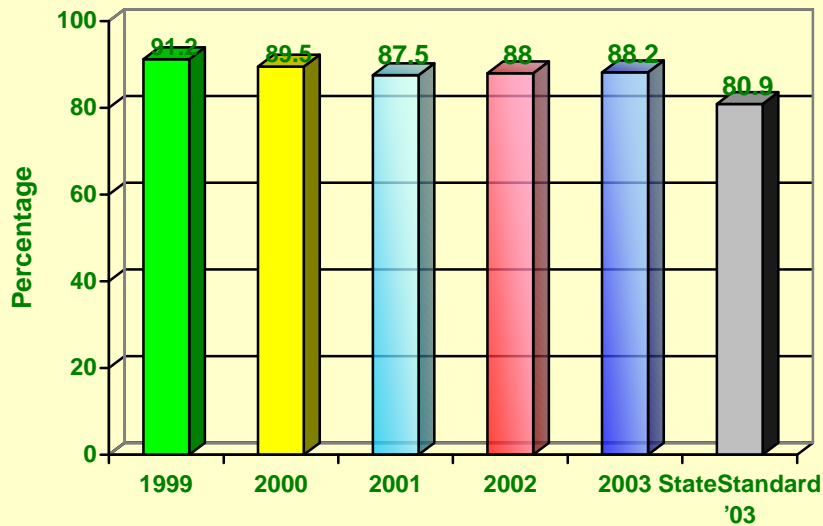
Percent of high schools meeting the state graduation rate standard (AYP 2014 graduation rate performance standard is 90%. The 2003 AYP graduation standard is 80.99%.)

Results for 2002-2003

- 88.2% of BCPS high school students graduated with a regular high school diploma, an increase of 0.2% over last year. The BCPS high school graduation rate exceeds the 2003 MSDE AYP performance standard of 80.99%.
- BCPS high school graduation rate has remained stable over the past five years, ranging from 87.5-88.2%.
- When disaggregated by race, graduation rates increased over the prior year for Asian students (5 points), American Indian (2 points), and African American students (1 point). Graduation rates for white and African American students remained stable at 88%. Graduation rates dropped for Hispanic students (2 points).
- When disaggregated by gender, the graduation rate for male students (86%) and female students (91%) have remained stable over the past five years.

INDICATORS OF STUDENT ACHIEVEMENT

GRADUATION RATE



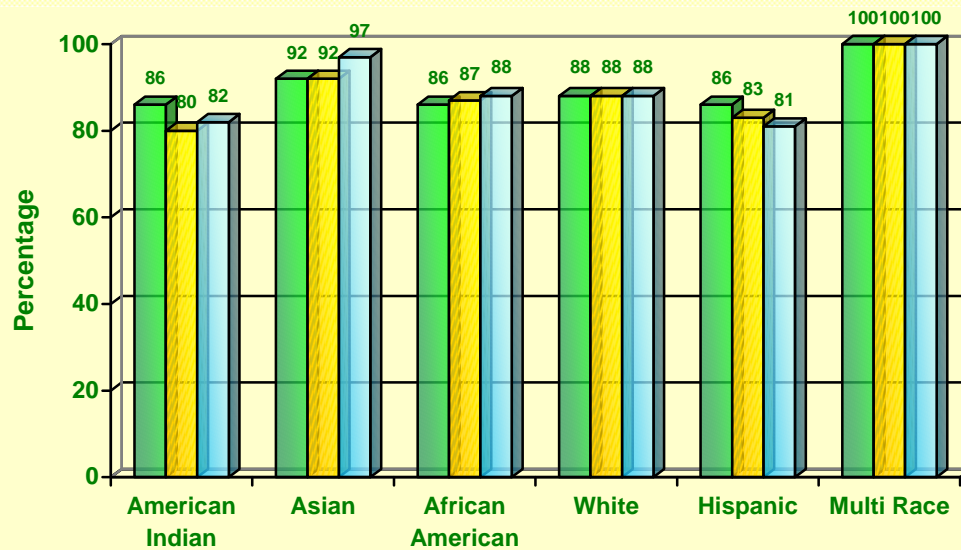
PERFORMANCE INDICATOR 5.1

1999 2000 2001 2002 2003 StateStandard '03

BCPS SYSTEM RESULTS

GRADUATION RATE

GRADUATION RATE BY RACE/ETHNICITY



PERFORMANCE INDICATOR 5.1

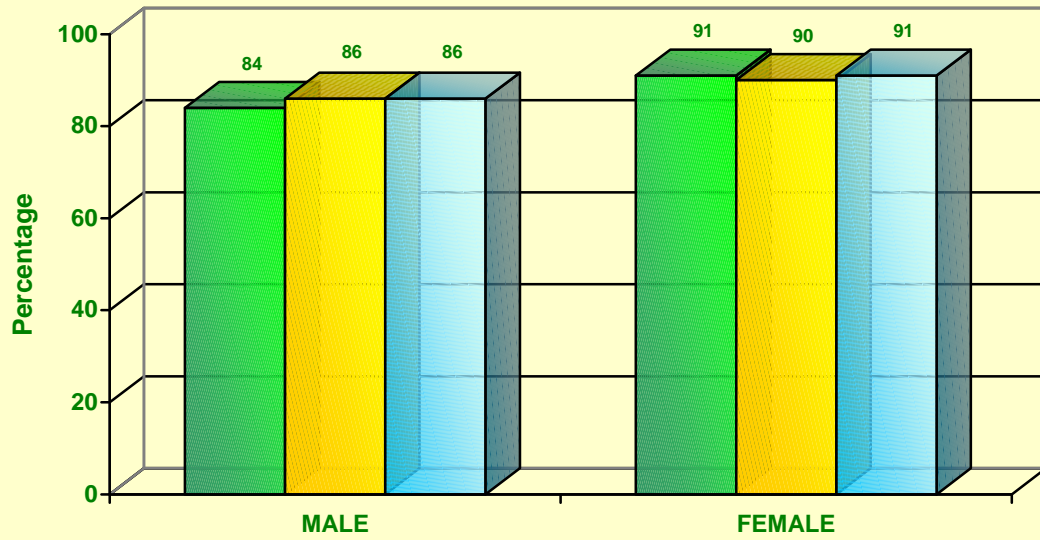
2001 2002 2003

BCPS SYSTEM RESULTS

GRADUATION RATE BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

GRADUATION RATE BY GENDER



PERFORMANCE INDICATOR 5.1

■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

GRADUATION RATE BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.2

5.2 All high schools will have annual dropout rates of less than 3%. (State standard)

What is measured?

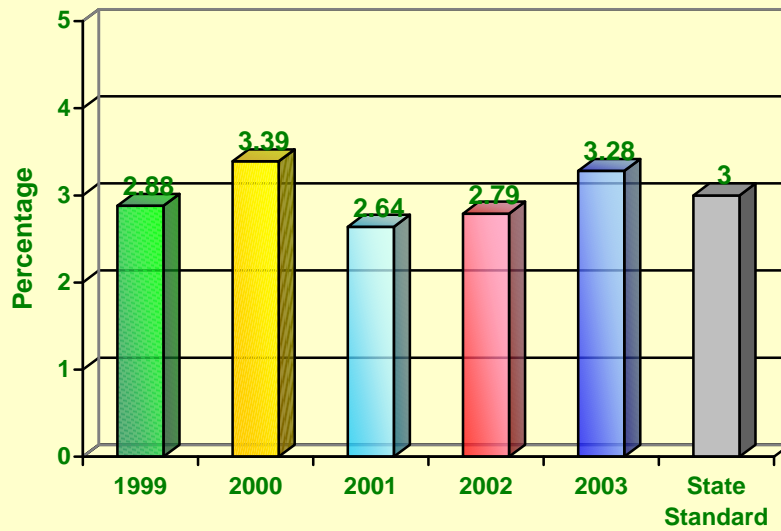
Percent of high schools with no more than 3% annual dropout rates (State dropout rate standard is 3%.)

Results for 2002-2003

- The BCPS dropout rate (3.3%) was higher than the state standard (3%) by 0.3%. The dropout rates have increased since 2001.
- Dropout rates have remained stable for African American and white student groups.
- In 2003, the dropout rate was nearly one point greater for male students (3.9%) than for female students (2.7%). Dropout rates for both groups increased over the prior year.

INDICATORS OF STUDENT ACHIEVEMENT

DROP OUT RATE



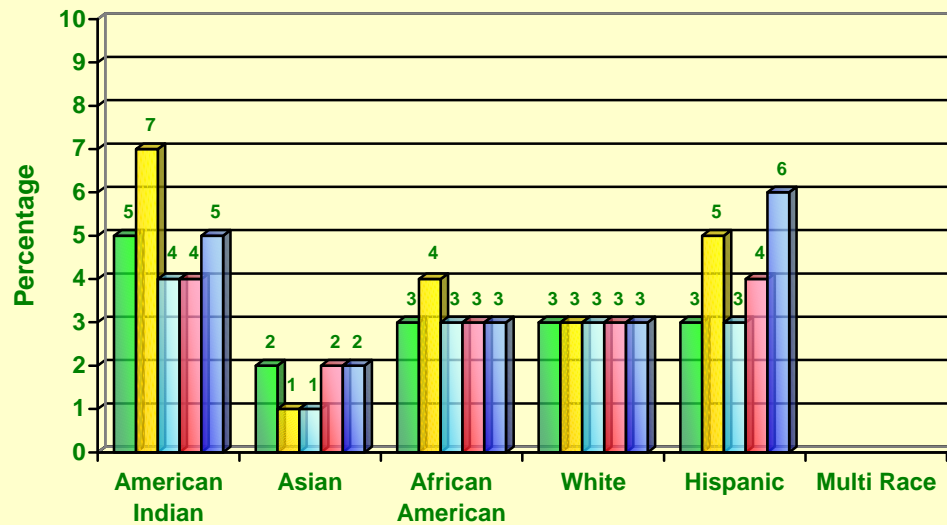
PERFORMANCE INDICATOR 5.2

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ State Standard

BCPS SYSTEM RESULTS

DROP OUT RATE

DROP OUT RATE BY RACE/ETHNICITY



PERFORMANCE INDICATOR 5.2

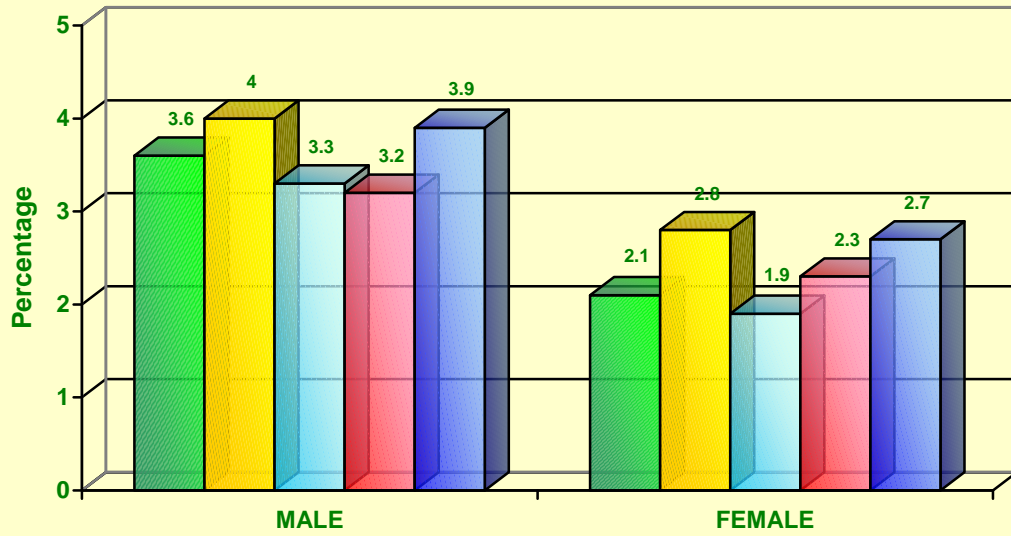
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

DROP OUT RATE- BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

DROP OUT RATE BY MALE - FEMALE



PERFORMANCE INDICATOR 5.2

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

DROP OUT RATE- BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 5

All students will graduate from high school.

PERFORMANCE INDICATOR FOR GOAL 5.3

5.3 All graduates will meet the college course entrance requirements for the University System of Maryland or the Maryland career and technology education career completer requirements or both. (State standard)

What is measured?

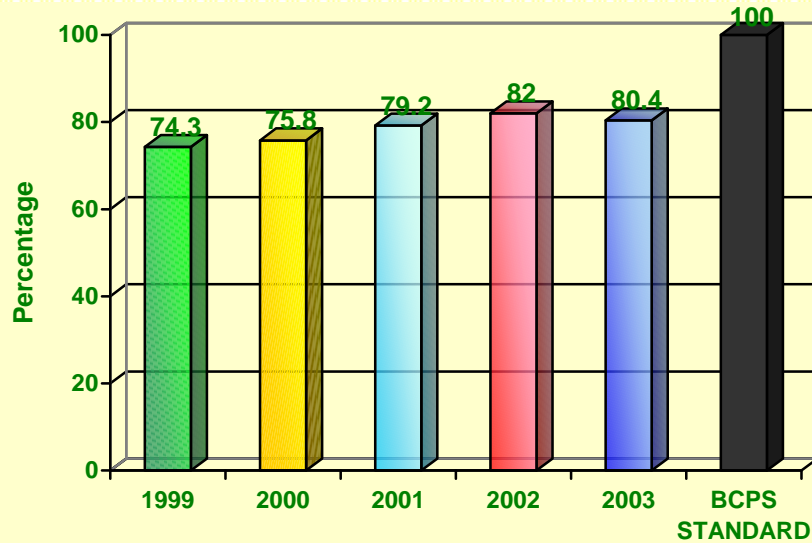
Percent of BCPS graduates who meet University System of Maryland entrance requirements, Maryland career and technology career standards, or both

Results for 2002-2003

- 80% of BCPS graduates have been prepared for meaningful post-high school options by meeting the University of Maryland (UM) admission standards, the Career and Technology standards (CT), or both.
- The percentage of students meeting University of Maryland requirements has remained relatively stable, ranging from 63.4% to 57.7%.
- When disaggregated by race, the percentage of students meeting UM requirements has been greatest for Asian and white students.
- When data are disaggregated by gender, 63% of female and 52% of male students met UM requirements.
- 48% of BCPS students met Career and Technology requirements and the percentage is increasing each year (range: 23% to 43%.)
- When disaggregated by gender, the percentage of male and female students meeting CT requirements is relatively similar.
- 26% of BCPS students met both UM and CT requirements, an increase over prior years. Because more students are meeting both UM and CT requirements, it is difficult to compare percentages across years of UM and CT separately.
- When data are disaggregated by gender, 29% of female and 23% of male students met UM and CT requirements.

INDICATORS OF STUDENT ACHIEVEMENT

UNIV OF MD AND CAREER AND TECH PERCENTAGE OF STUDENTS MEETING REQUIREMNETS



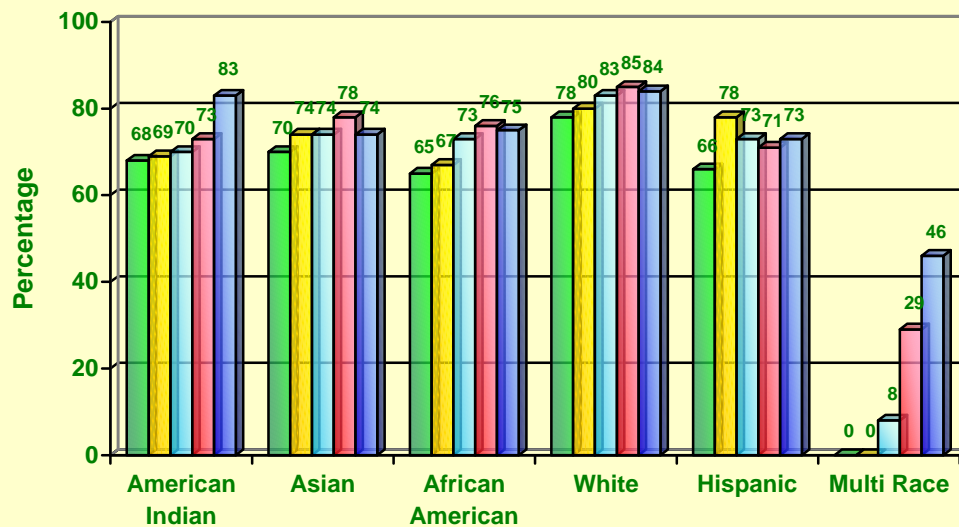
PERFORMANCE INDICATOR 5.3

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003 ■ BCPS STANDARD

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH -PERCENTAGE OF STUDENTS MEETING REQUIREMNETS

UNIV OF MD AND CAREER AND TECH BY RACE/ETHNICITY



PERFORMANCE INDICATOR 5.3

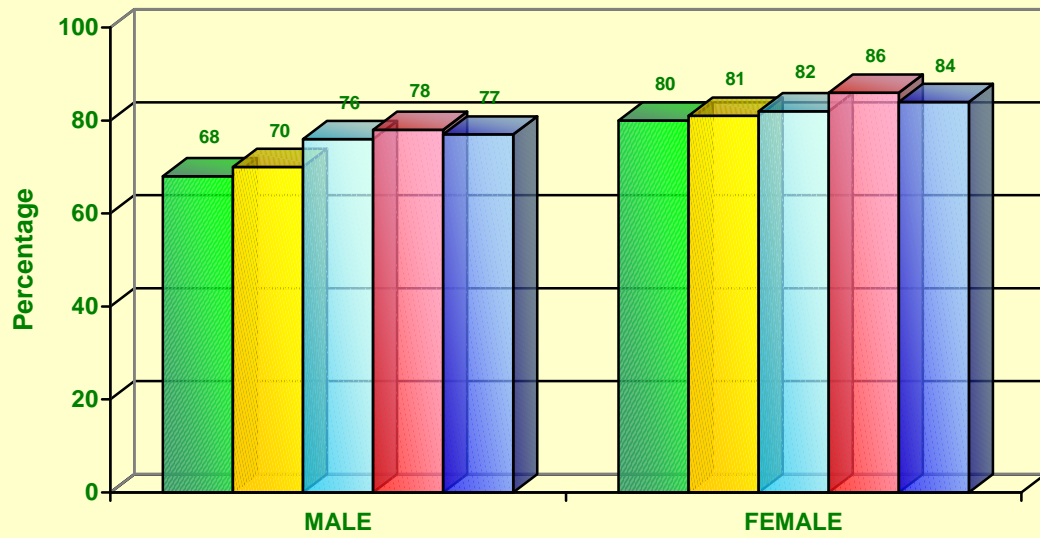
■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH REQUIREMENTS BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

UNIV OF MD AND CAREER AND TECH BY MALE - FEMALE



PERFORMANCE INDICATOR 5.3

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

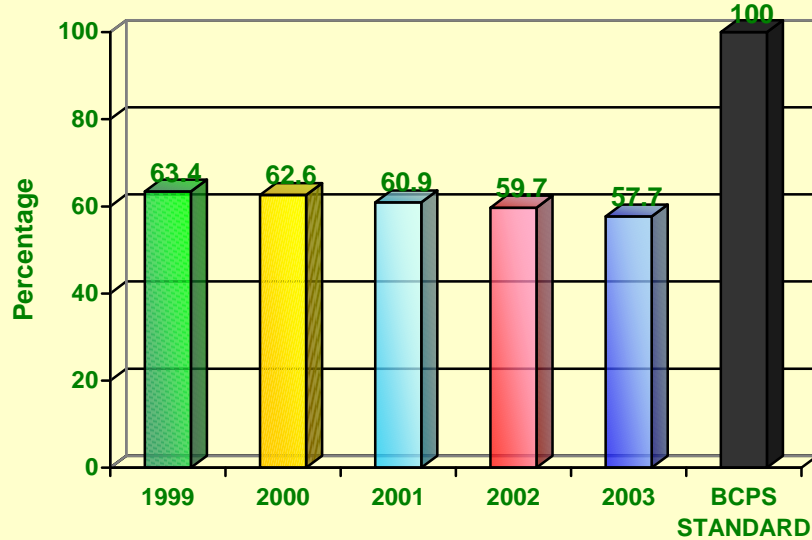
BCPS SYSTEM RESULTS

UNIV OF MD AND CAREER AND TECH REQUIREMENTS BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

UNIVERSITY OF MARYLAND REQUIREMENTS

PERCENTAGE OF STUDENTS MEETING REQUIREMENTS



PERFORMANCE INDICATOR 5.3

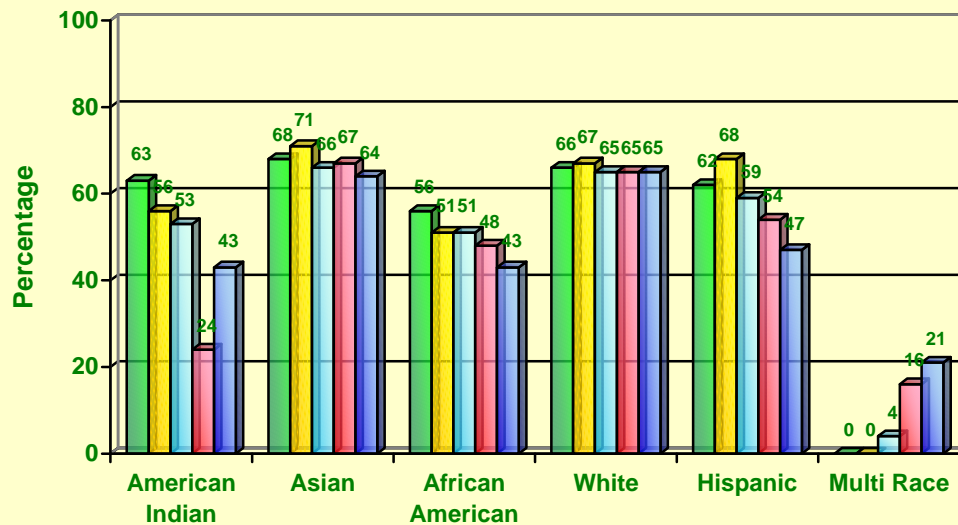
1999 2000 2001 2002 2003 BCPS STANDARD

BCPS SYSTEM RESULTS

UNIVERSITY OF MARYLAND -PERCENTAGE OF STUDENTS MEETING REQUIREMENTS

UNIVERSITY OF MARYLAND REQUIREMENTS

BY RACE/ETHNICITY



PERFORMANCE INDICATOR 5.3

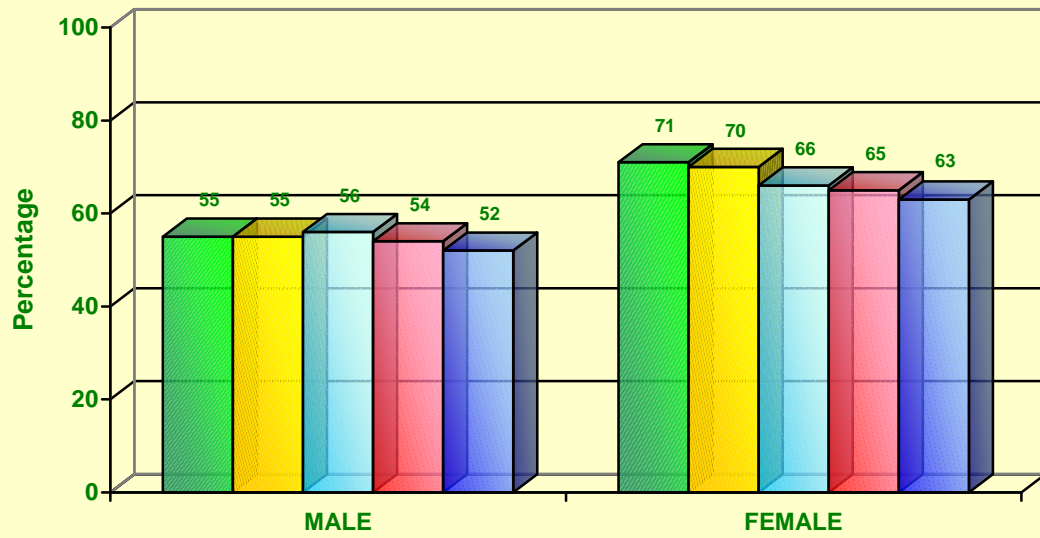
1999 2000 2001 2002 2003

BCPS SYSTEM RESULTS

UNIVERSITY OF MARYLAND REQUIREMENTS BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

UNIVERSITY OF MARYLAND REQUIREMENTS BY MALE - FEMALE



PERFORMANCE INDICATOR 5.3

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

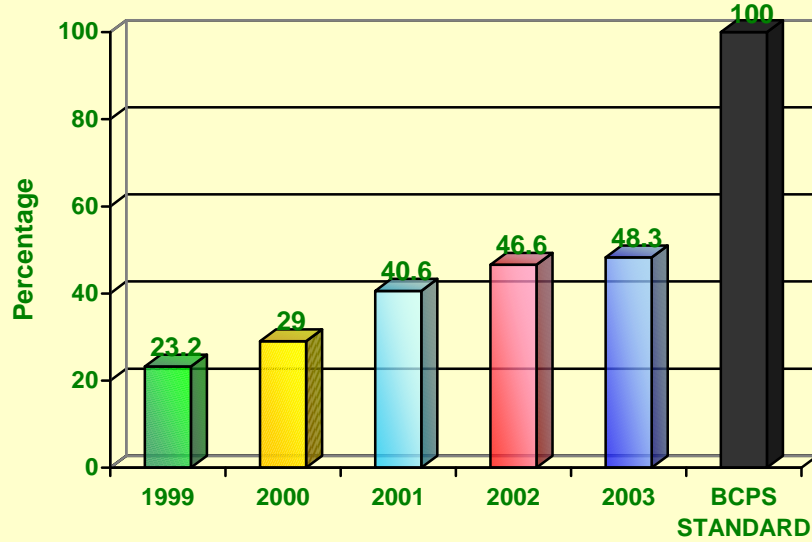
BCPS SYSTEM RESULTS

UNIVERSITY OF MARYLAND REQUIREMENTS BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY REQUIREMENTS

PERCENTAGE OF STUDENTS MEET REQUIREMENTS



PERFORMANCE INDICATOR 5.3

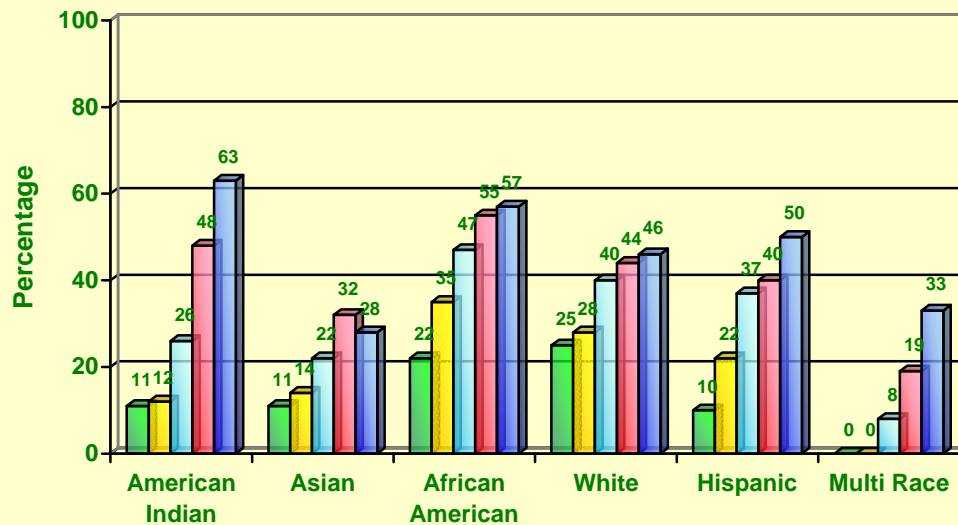
1999 2000 2001 2002 2003 BCPS STANDARD

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY-PERCENTAGE OF STUDENTS MEETING REQUIREMENTS

CAREER AND TECHNOLOGY REQUIREMENTS

BY RACE/ETHNICITY



PERFORMANCE INDICATOR 5.3

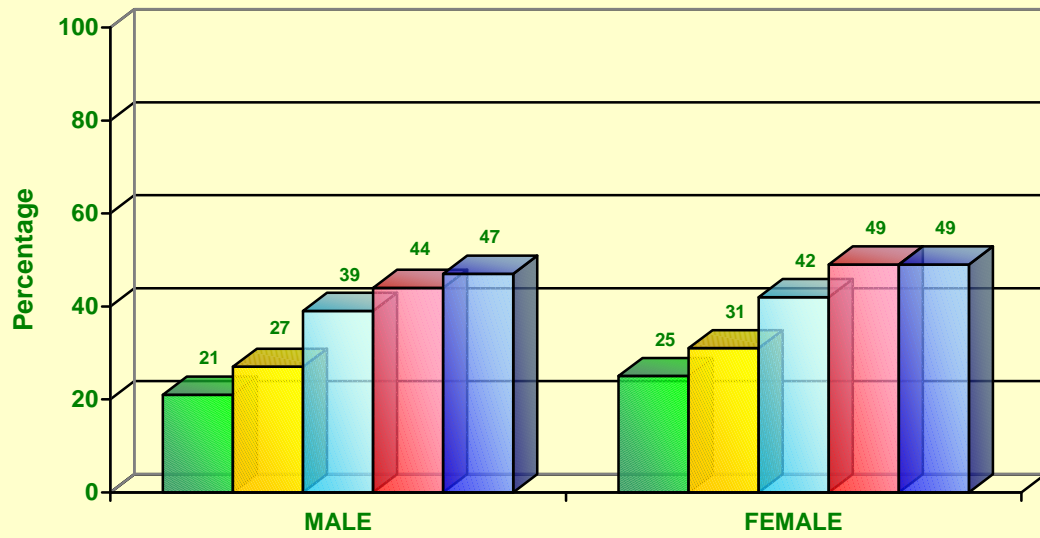
1999 2000 2001 2002 2003

BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY REQUIREMENTS - BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

CAREER AND TECHNOLOGY REQUIREMENTS BY MALE - FEMALE



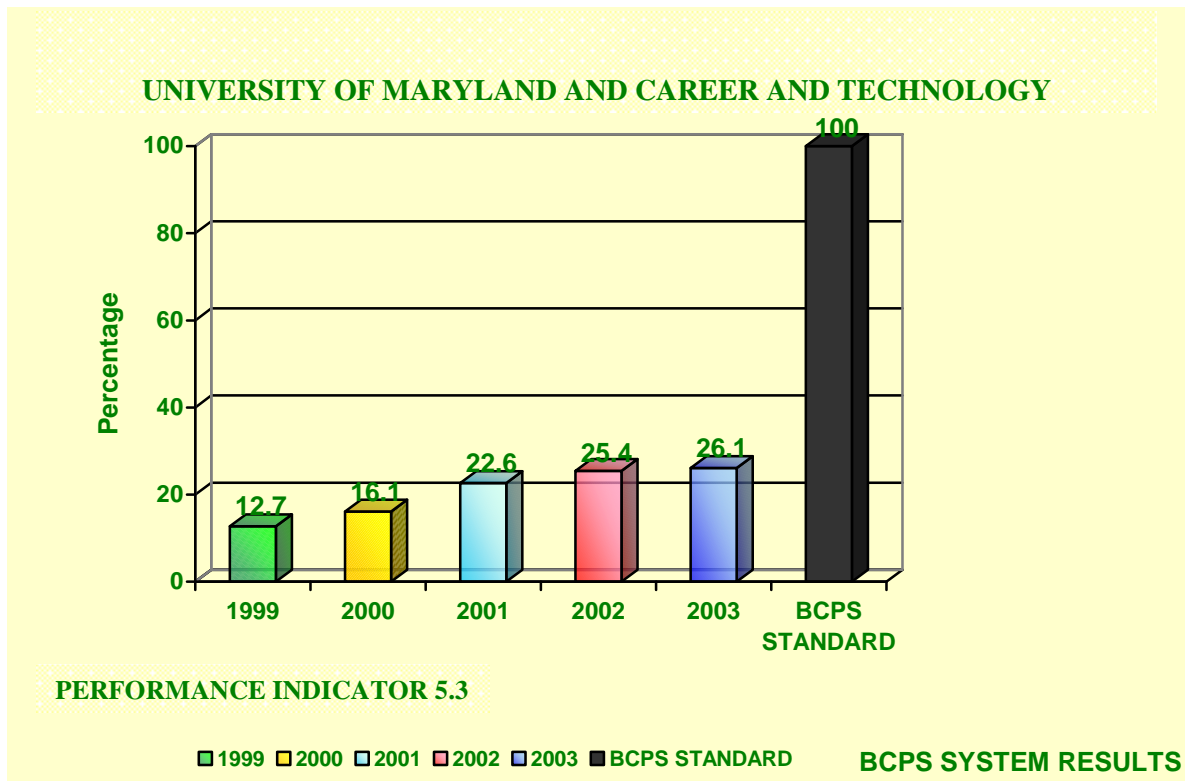
PERFORMANCE INDICATOR 5.3

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

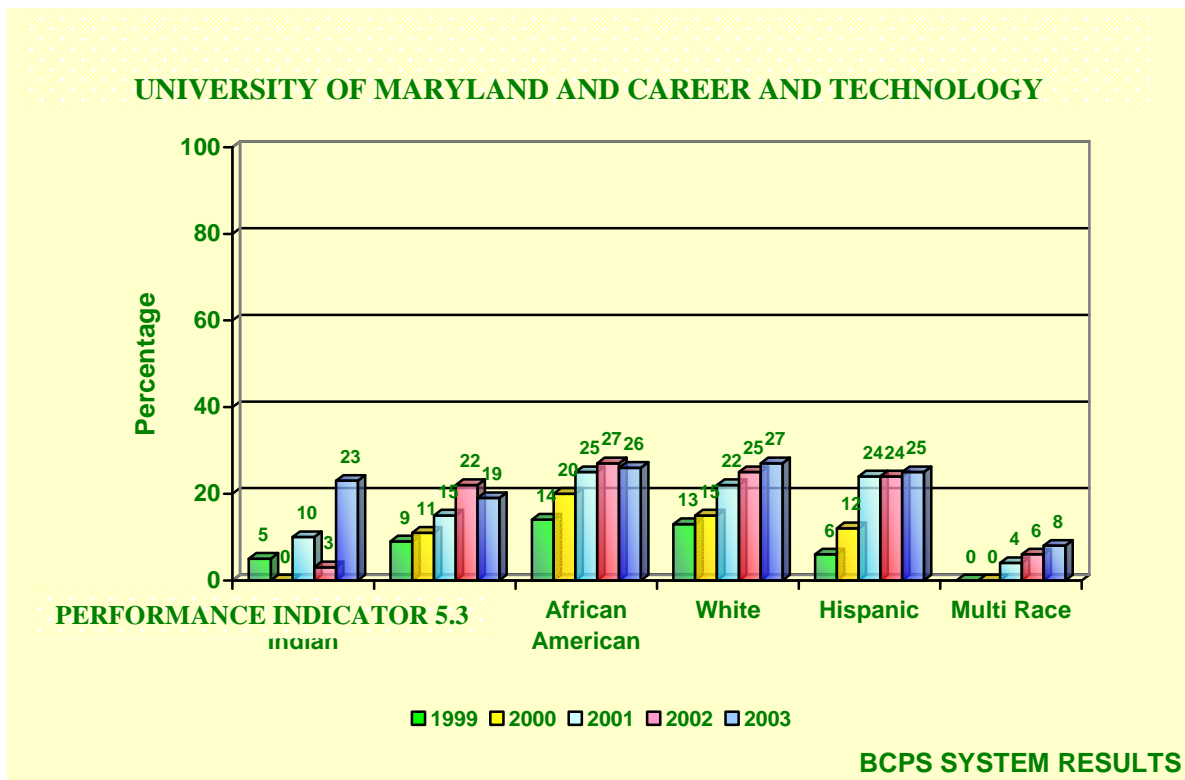
BCPS SYSTEM RESULTS

CAREER AND TECHNOLOGY REQUIREMENTS- BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT

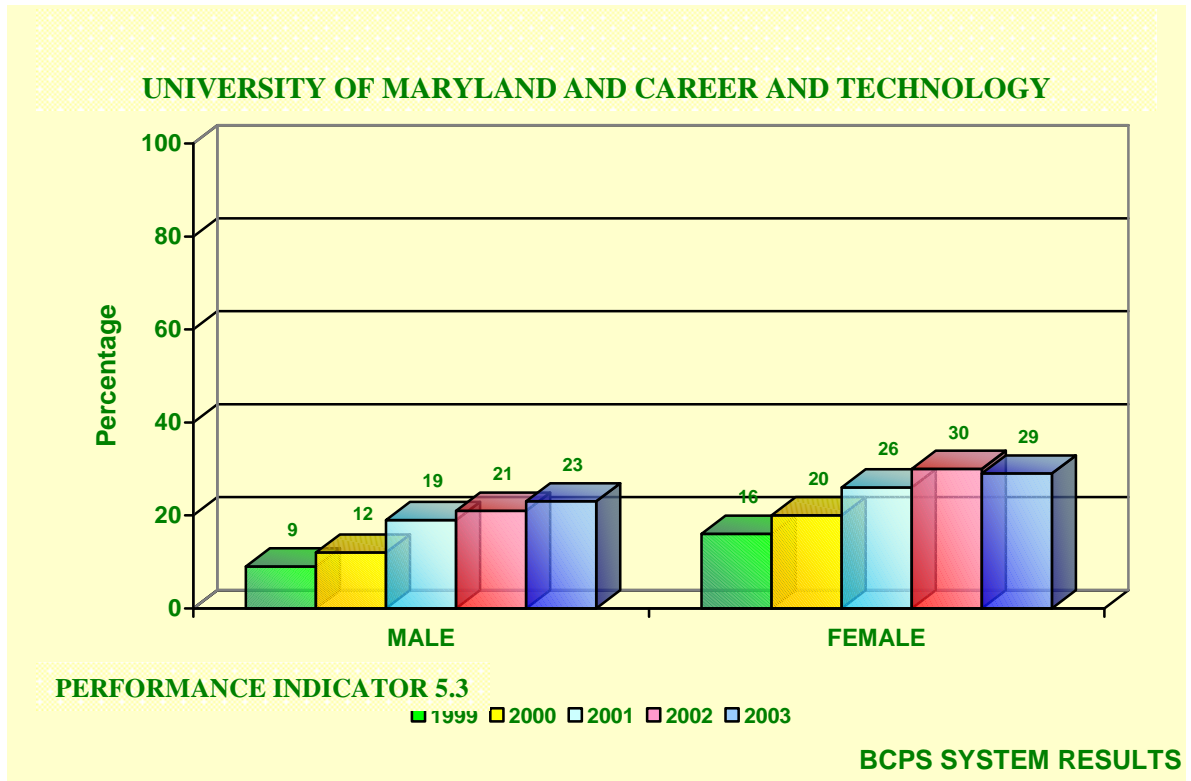


UNIV OF MD AND CAREER AND TECH-PERCENTAGE OF STUDENTS MEETING REQUIREMENTS



UNIVERSITY OF MARYLAND AND CAREER AND TECHNOLOGY - BY RACE/ETHNICITY

INDICATORS OF STUDENT ACHIEVEMENT



UNIVERSITY OF MARYLAND AND CAREER AND TECHNOLOGY - BY GENDER

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 6

Engage parents/guardians, business, and community members in the educational process.

PERFORMANCE INDICATOR FOR GOAL 6.1

6.1 Increase student, parent/guardian, and teacher conferences annually by 10% per school. (BCPS standard)

What is measured?

Percent of schools whose PTS conferences increase by 10% annually

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT

THE GRAPHS FOR GOAL INDICATOR 6.1 WILL BE IN THIS SECTION WHEN DATA ARE AVAILABLE

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 6

Engage parents/guardians, business, and community members in the educational process.

PERFORMANCE INDICATOR FOR GOAL 6.2

6.2 Increase the number of volunteers and tutors in support of student achievement annually by 10% per school. (BCPS standard)

What is measured?

Percent of schools whose number of volunteers/tutors increases by 10% annually

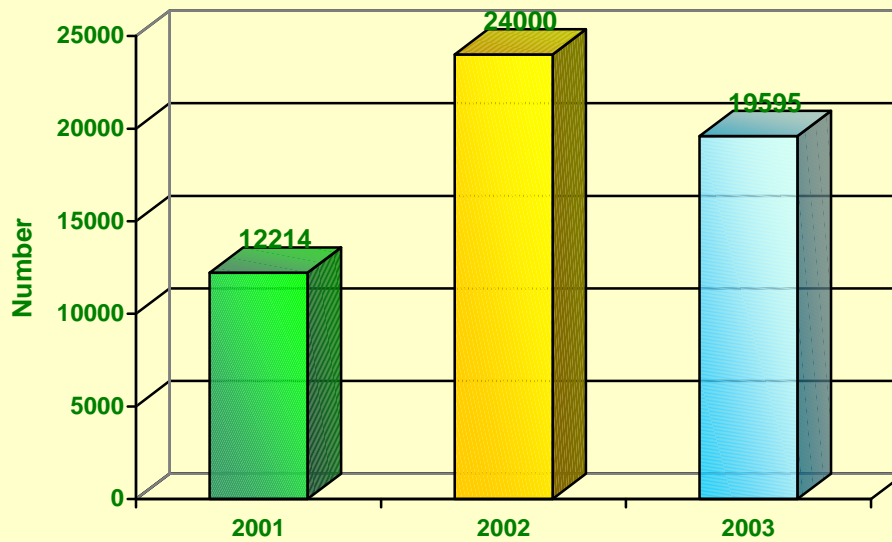
Results for 2002-2003

- Nearly 20,000 persons were BCPS volunteers in 2003, a decrease from the previous year but an increase over 2001.
- When disaggregated by school level, more persons volunteered in the elementary school. The number of volunteers in middle and high schools remained stable over the previous years.
- The number of volunteer hours increased from previous years to over 410,000 hours in 2003.
- When disaggregated by school level, the number of volunteer hours increased each year with the greatest amount of volunteering being done in the elementary schools.

INDICATORS OF STUDENT ACHIEVEMENT

NUMBER OF VOULNTEERS

BCPS SYSTEM



PERFORMANCE INDICATOR 6.1

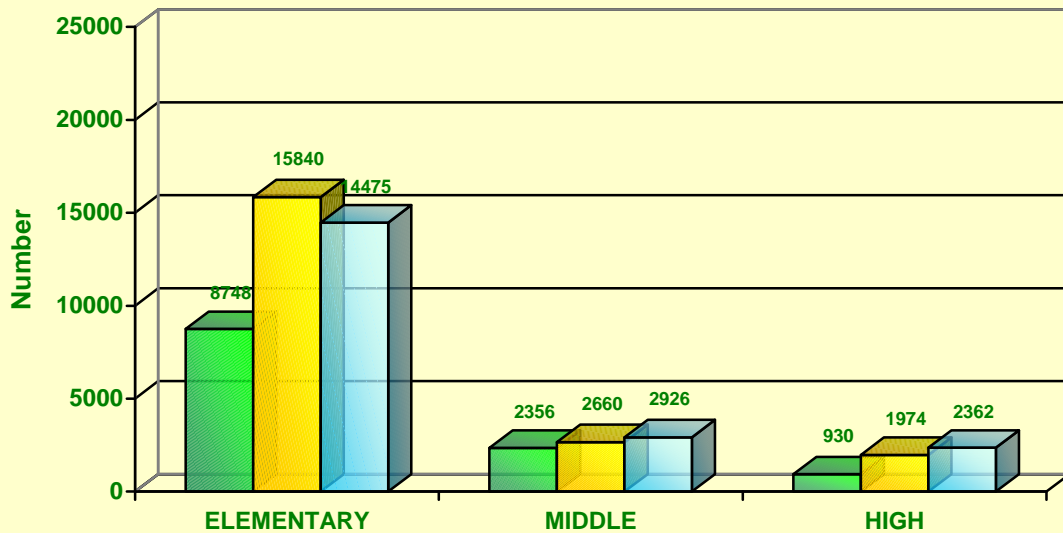
■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

NUMBER OF VOULNTEERS BCPS SYSTEM

NUMBER OF VOULNTEERS

BY SCHOOL LEVEL



PERFORMANCE INDICATOR 6.1

■ 2001 ■ 2002 ■ 2003

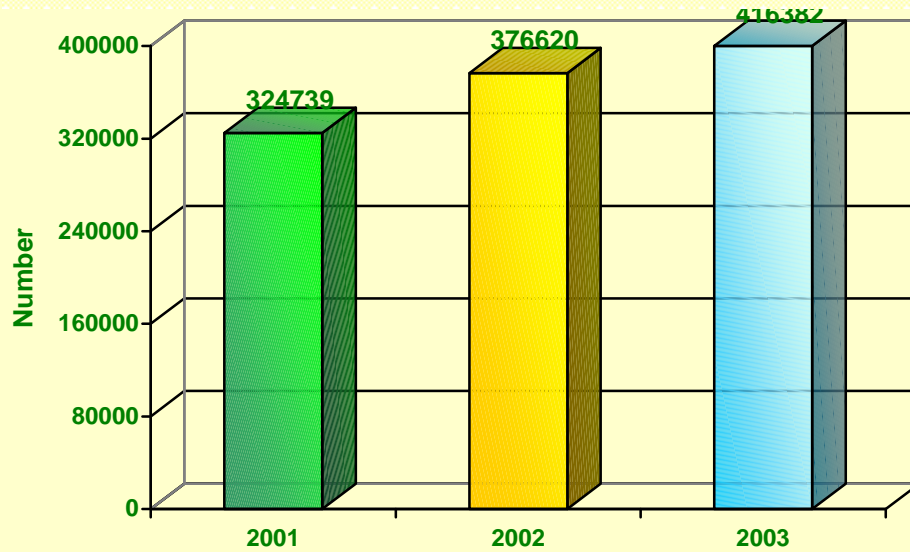
BCPS SYSTEM RESULTS

NUMBER OF VOULNTEERS BY SCHOOL LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

NUMBER OF VOULNTEER HOURS

BCPS SYSTEM



PERFORMANCE INDICATOR 6.1

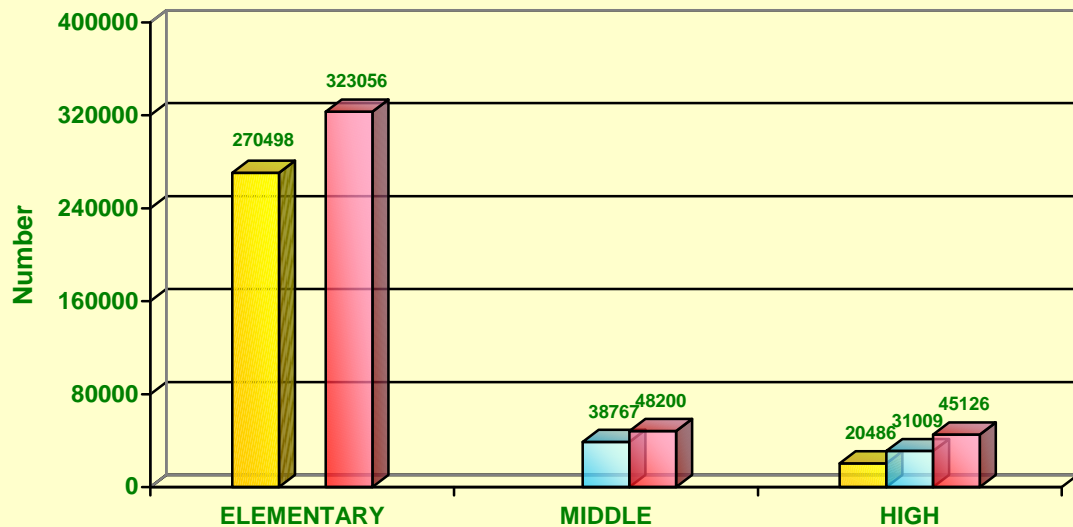
■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

NUMBER OF VOULNTEER HOURS BCPS SYSTEM

NUMBER OF VOULNTEER HOURS

BY SCHOOL LEVEL



PERFORMANCE INDICATOR 6.1

■ 1999 ■ 2000 ■ 2001 ■ 2002 ■ 2003

BCPS SYSTEM RESULTS

NUMBER OF VOULNTEER HOURS BY SCHOOL LEVEL

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 6

Engage parents/guardians, business, and community members in the educational process.

PERFORMANCE INDICATOR FOR GOAL 6.3

6.3 Increase the number of parents/guardians participating in Back-to-School Night and student events annually by 10% per school. (BCPS standard)

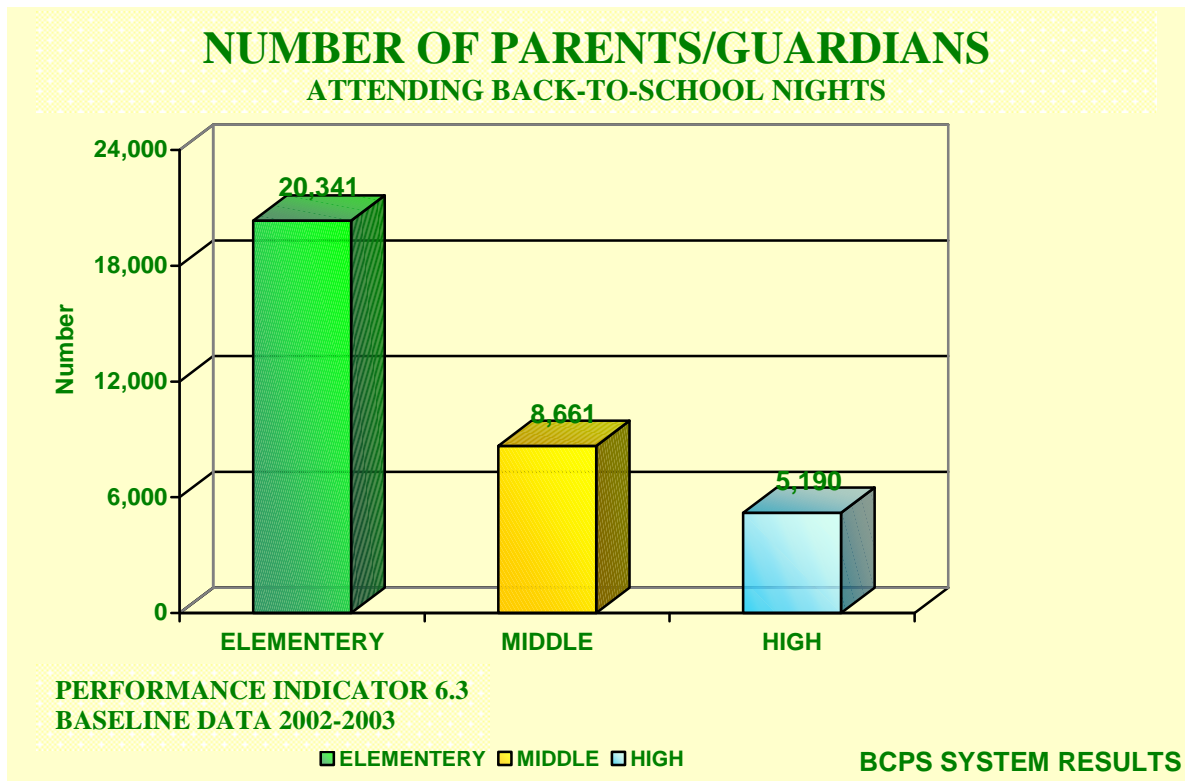
What is measured?

Percent of schools whose number of parents at Back-to-School Night increase by 10% annually

Results for 2002-2003

- For the 2002-03 school year, 71 elementary schools reported that 20,341 parents/guardians attended Back-to-School night, 21 middle schools reported that 8661 parents/guardians attended Back-to-School night, and 14 high schools reported that 5,190 parents/guardians attended Back-to-School night. (2002-03 represented baseline data.) Each succeeding year, the number of parents attending Back-to-School night will increase by 10%.

INDICATORS OF STUDENT ACHIEVEMENT



NUMBER OF PARENTS/GUARDIANS ATTENDING BACK-TO-SCHOOL NIGHTS

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 7

Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

PERFORMANCE INDICATOR FOR GOAL 7.1

7.1 All schools will develop a results review report that is aligned with the system's annual results report. (BCPS standard)

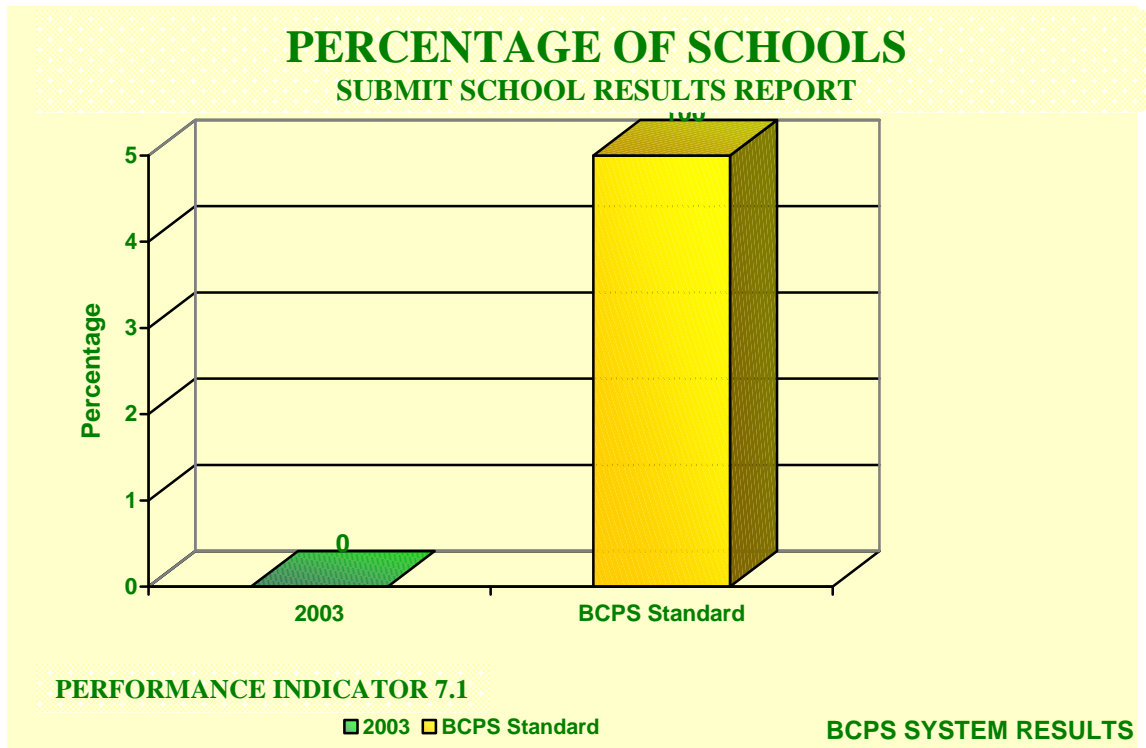
What is measured?

Percent of schools whose results reports align with the BCPS system report.

Results for 2002-2003

Data are forthcoming.

INDICATORS OF STUDENT ACHIEVEMENT



PERCENTAGE OF SCHOOLS SUBMIT SCHOOL RESULTS REPORT

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

PERFORMANCE INDICATOR FOR GOAL 8.1

8.1 Each office in the Division of Business Services will establish benchmarks and indicators aligned with Performance Goal 8. (BCPS standard)

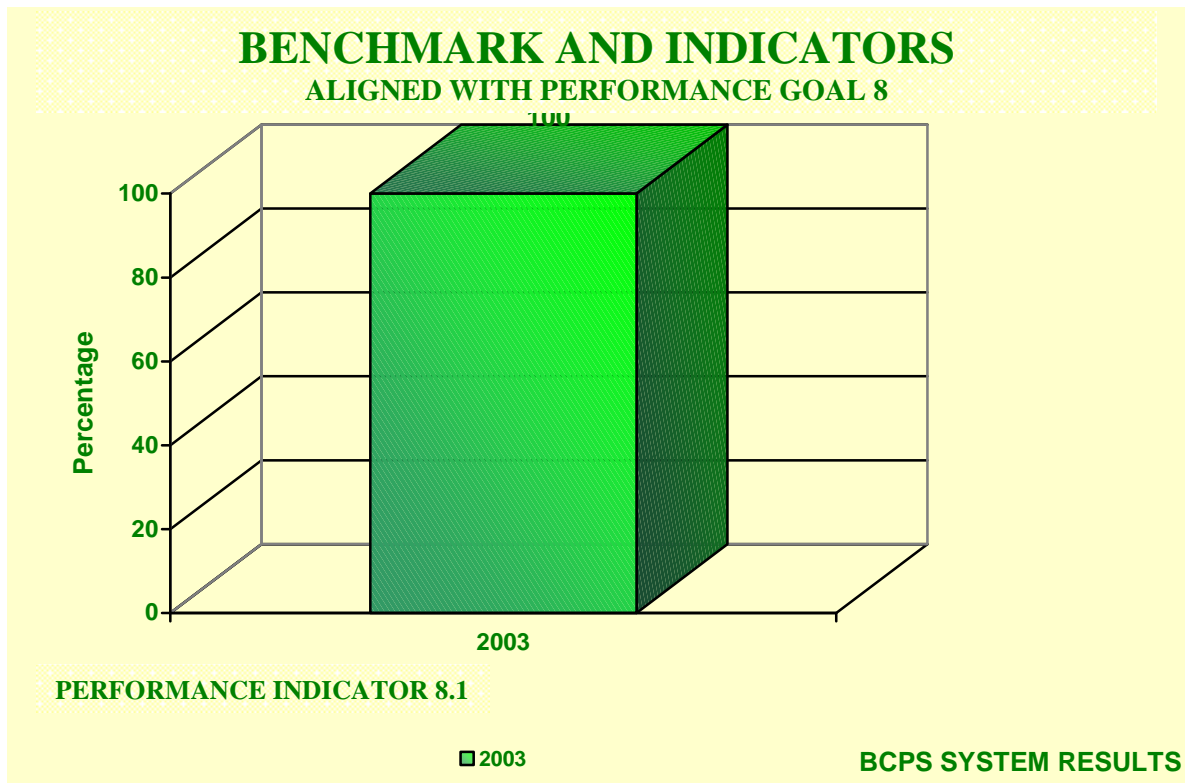
What is measured?

Percent of Business Services offices with benchmarks and indicators aligned with Goal 8.

Results for 2002-2003

- All of the offices in the Division of Business Services have established benchmarks and indicators aligned with Performance Goal 8.

INDICATORS OF STUDENT ACHIEVEMENT



BENCHMARK AND INDICATORS ALIGNED WITH PERFORMANCE GOAL 8

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

PERFORMANCE INDICATOR FOR GOAL 8.2

8.2 All students, teachers, and office staff will have access to technology to support student achievement, a highly qualified teaching staff, and stakeholder involvement in the educational process. (BCPS standard)

What is measured?

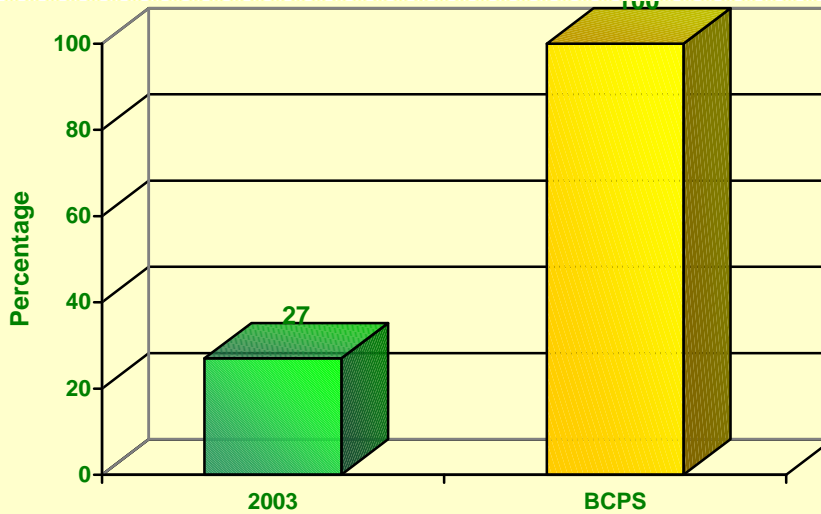
Percent of BCPS students, teachers, and staff with technology that supports student achievement

Results for 2002-2003

- In 2002-03, 27% of BCPS schools had one computer for every five students. These results represent the baseline. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 74% of BCPS schools had one computer for every school-based teacher. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 100% of BCPS schools had one computer per school-based administrator. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 100% of BCPS schools had one computer per school-based clerk. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 80% of BCPS offices had one computer per office-based administrator. By 2007-08, all BCPS offices will have at least one computer for every office-based administrator.
- In 2002-03, 80% of BCPS offices had one computer per office-based clerk. By 2007-2008, all BCPS offices will have at least one computer for every office-based clerk.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS



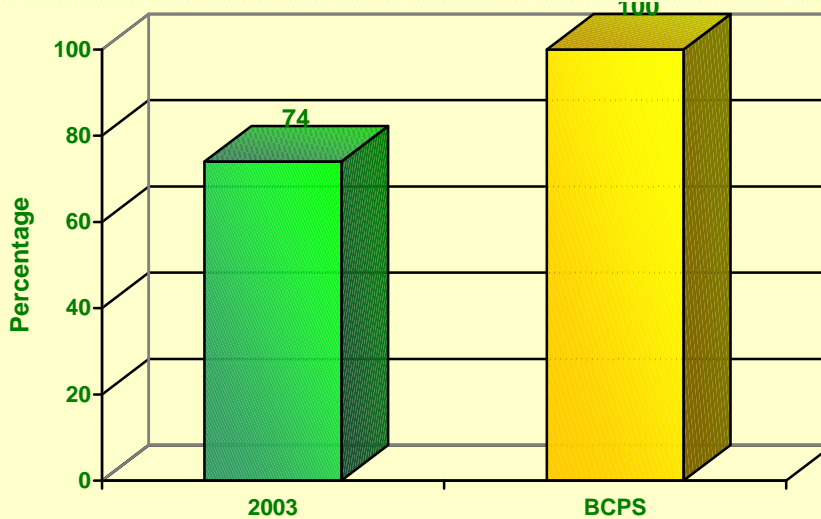
PERFORMANCE INDICATOR 8.2

■ 2003 ■ BCPS

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER



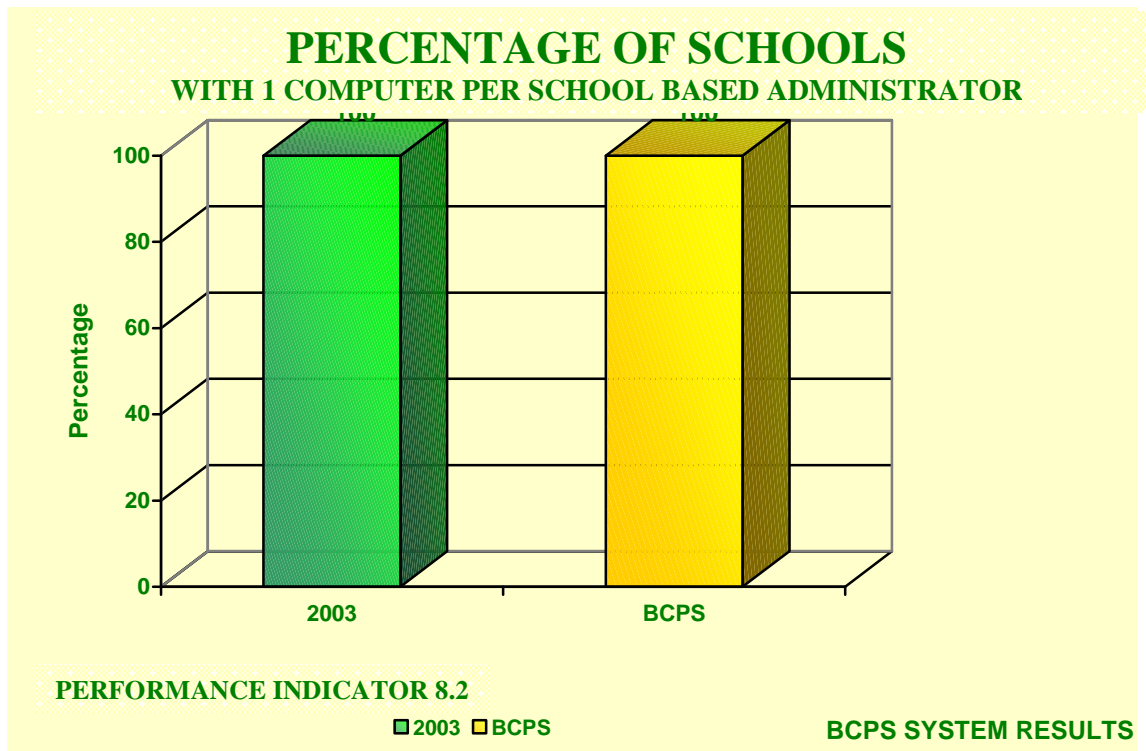
PERFORMANCE INDICATOR 8.2

■ 2003 ■ BCPS

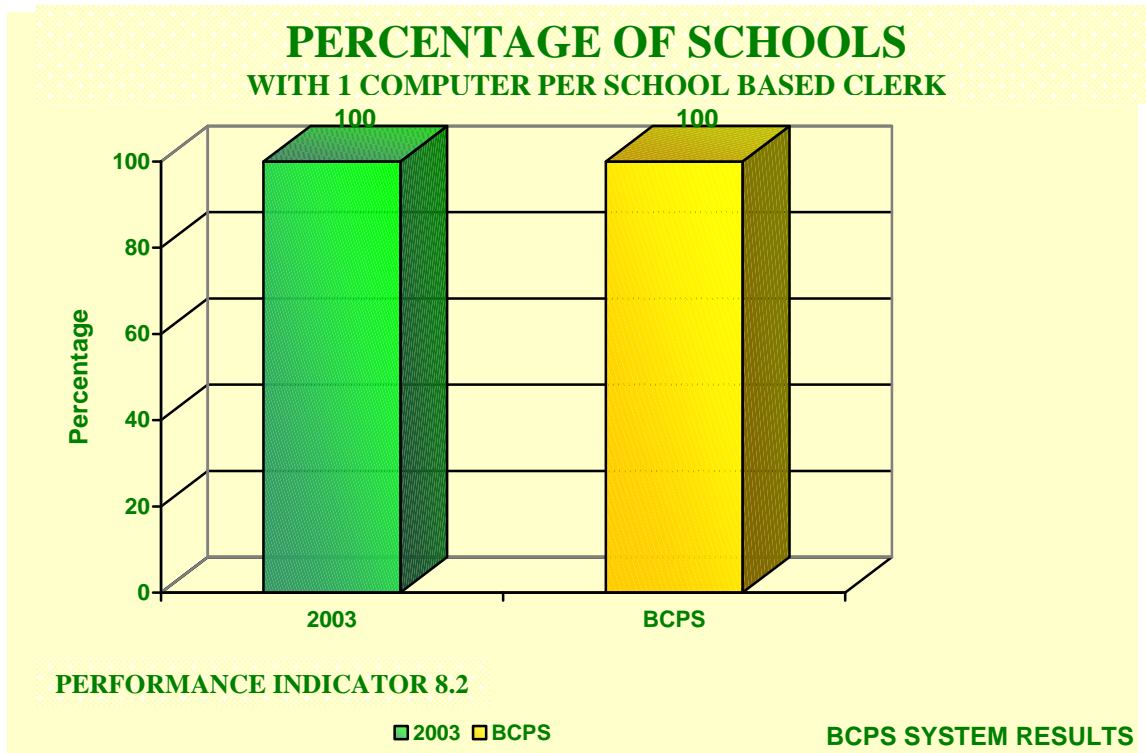
BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER

INDICATORS OF STUDENT ACHIEVEMENT

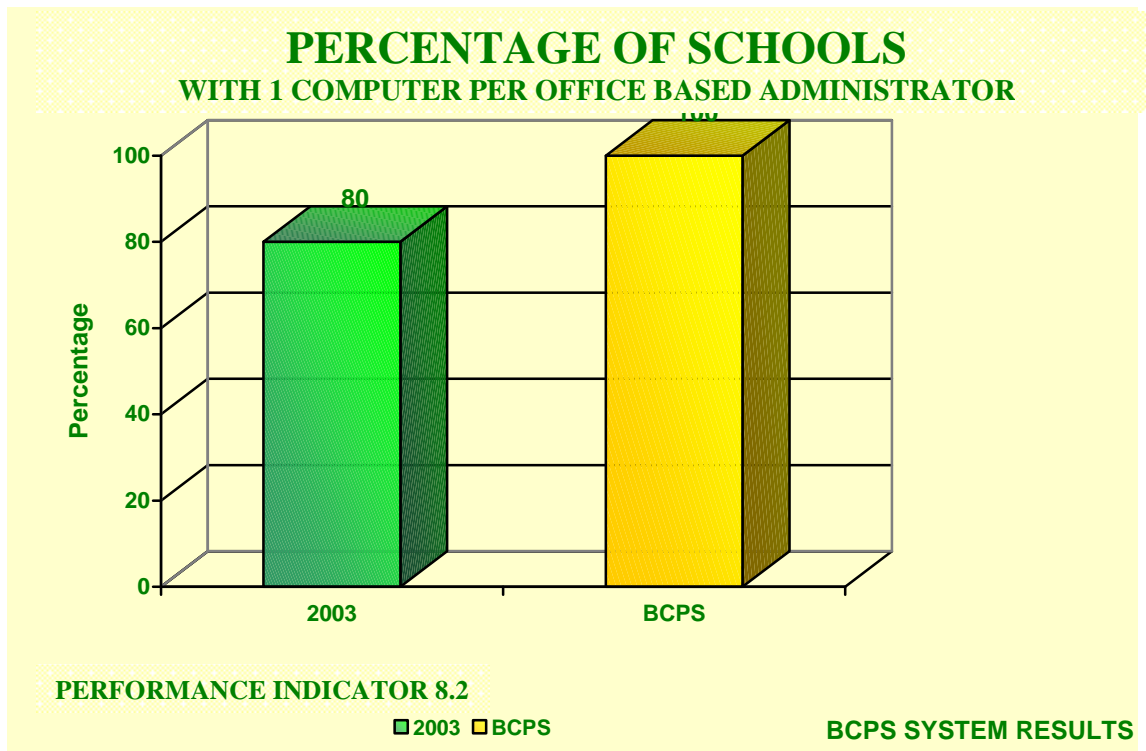


PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER ADMINISTRATOR

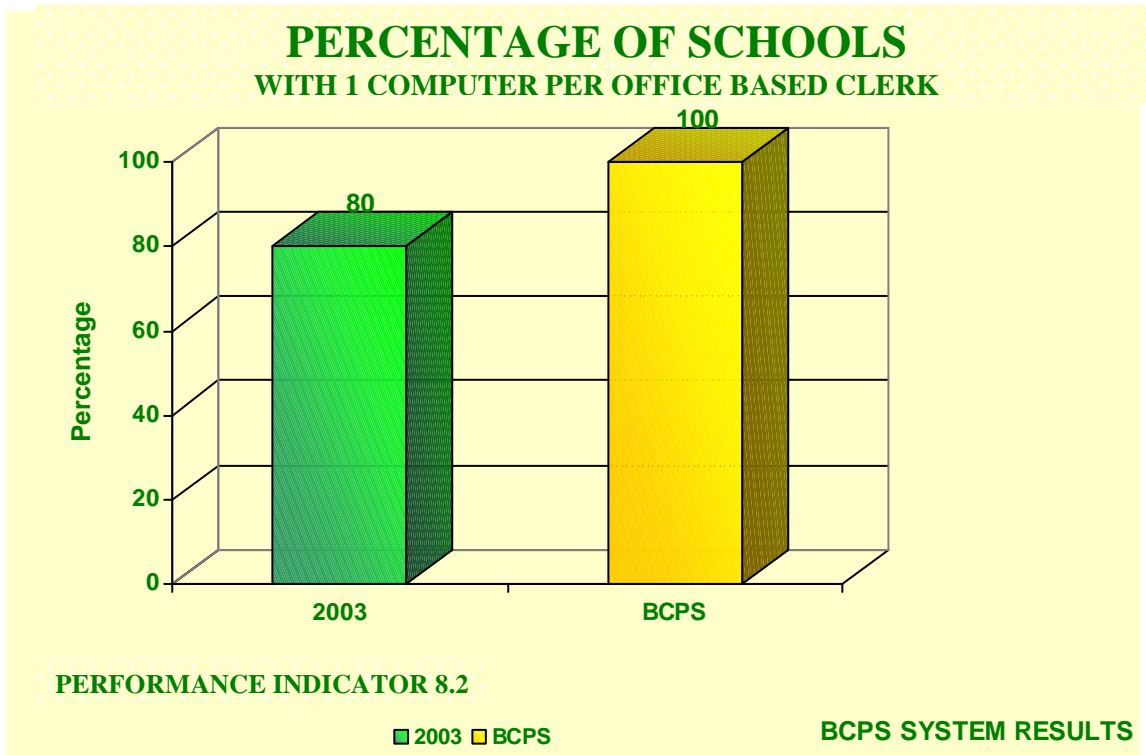


PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

INDICATORS OF STUDENT ACHIEVEMENT



PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED ADMINISTRATOR



PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED CLERK

INDICATORS OF STUDENT ACHIEVEMENT

PERFORMANCE GOAL 8

All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

PERFORMANCE INDICATOR FOR GOAL 8.3

8.3 All schools and offices will have high-capacity computers at the ratio of: One computer per five students by 2005; One computer per school-based teacher, administrator, and clerical by 2006; and One computer per central office administrative/supervisory and clerical staff by 2007. (BCPS standard)

What is measured?

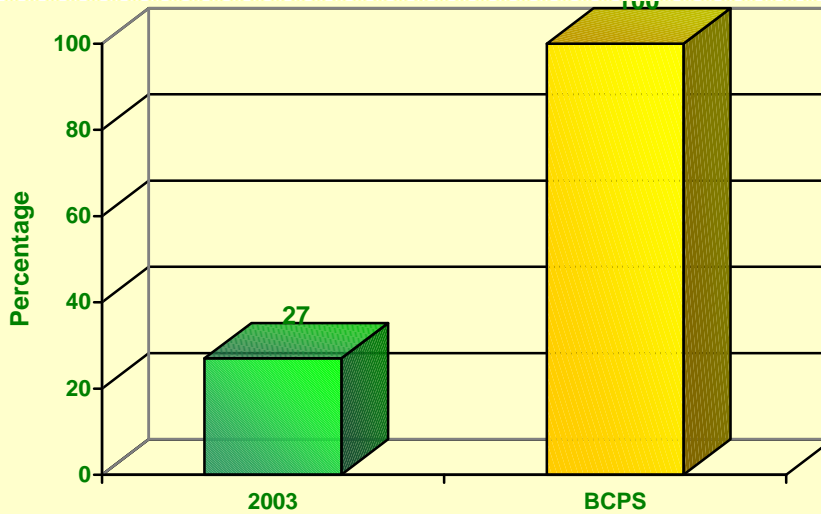
Percent of schools and offices with appropriate computers in stated ratios. Inventory system will indicate that CPU count of MSDE & BCPS standard computers will be 5 to 1 for students and 1 to 1 for teachers, administrators, and clericals

Results for 2002-2003

- In 2002-03, 27% of BCPS schools had one computer for every five students. These results represent the baseline. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 74% of BCPS schools had one computer for every school-based teacher. By 2007-08, all BCPS schools will have at least one computer for every five students.
- In 2002-03, 100% of BCPS schools had one computer per school-based administrator. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 100% of BCPS schools had one computer per school-based clerk. This result already meets the 2007-08 BCPS standard.
- In 2002-03, 80% of BCPS offices had one computer per office-based administrator. By 2007-08, all BCPS offices will have at least one computer for every office-based administrator.
- In 2002-03, 80% of BCPS offices had one computer per office-based clerk. By 2007-2008, all BCPS offices will have at least one computer for every office-based clerk.

INDICATORS OF STUDENT ACHIEVEMENT

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS



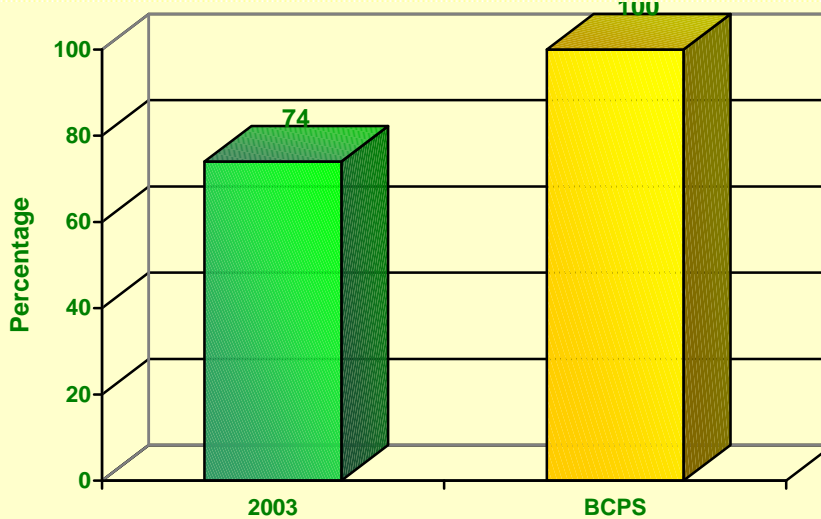
PERFORMANCE INDICATOR 8.3

■ 2003 ■ BCPS

BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER 5 STUDENTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER



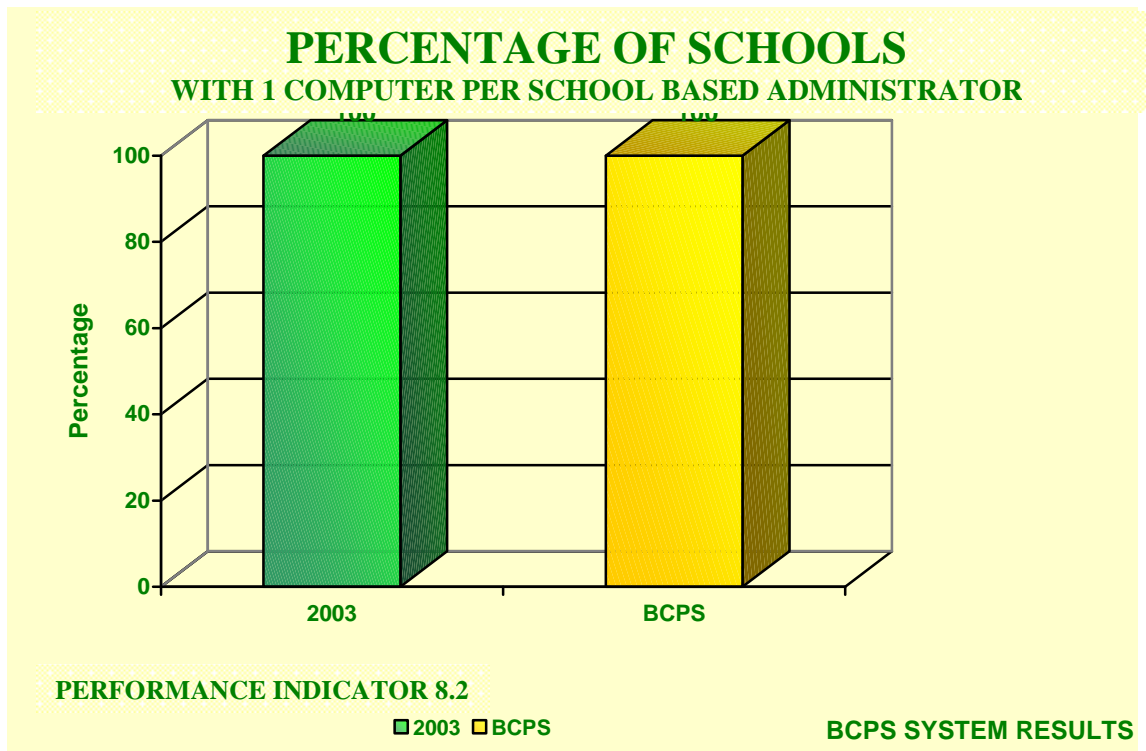
PERFORMANCE INDICATOR 8.2

■ 2003 ■ BCPS

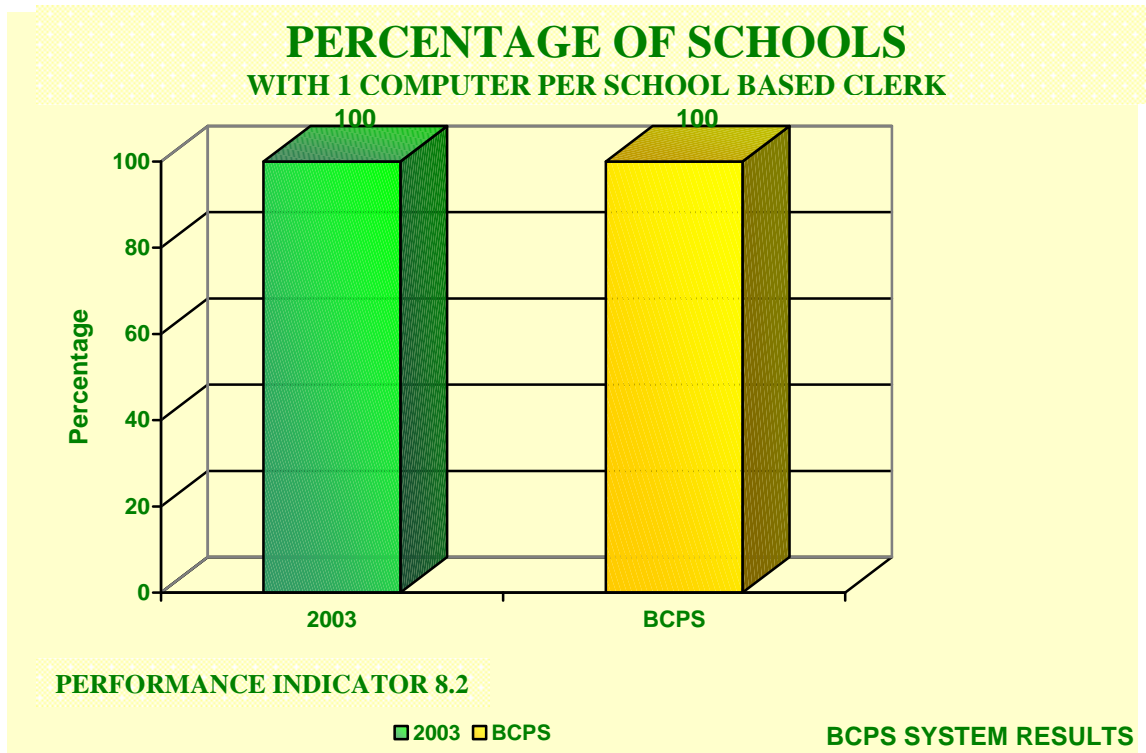
BCPS SYSTEM RESULTS

PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED TEACHER

INDICATORS OF STUDENT ACHIEVEMENT

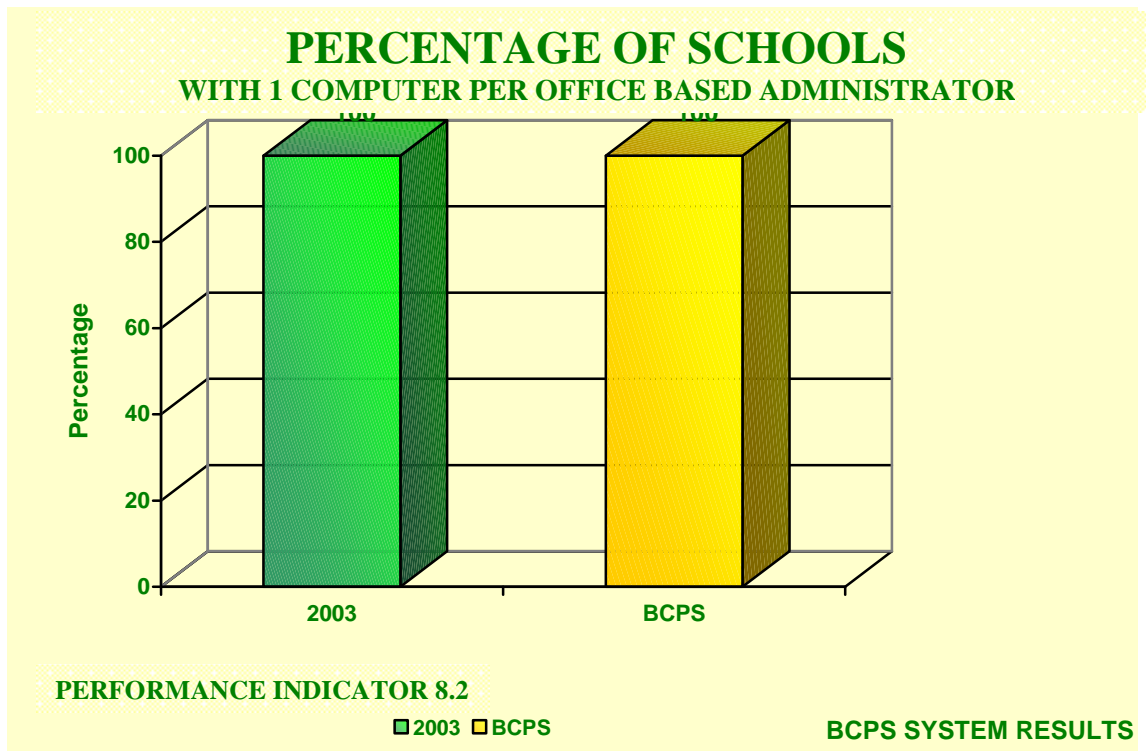


PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER ADMINISTRATOR

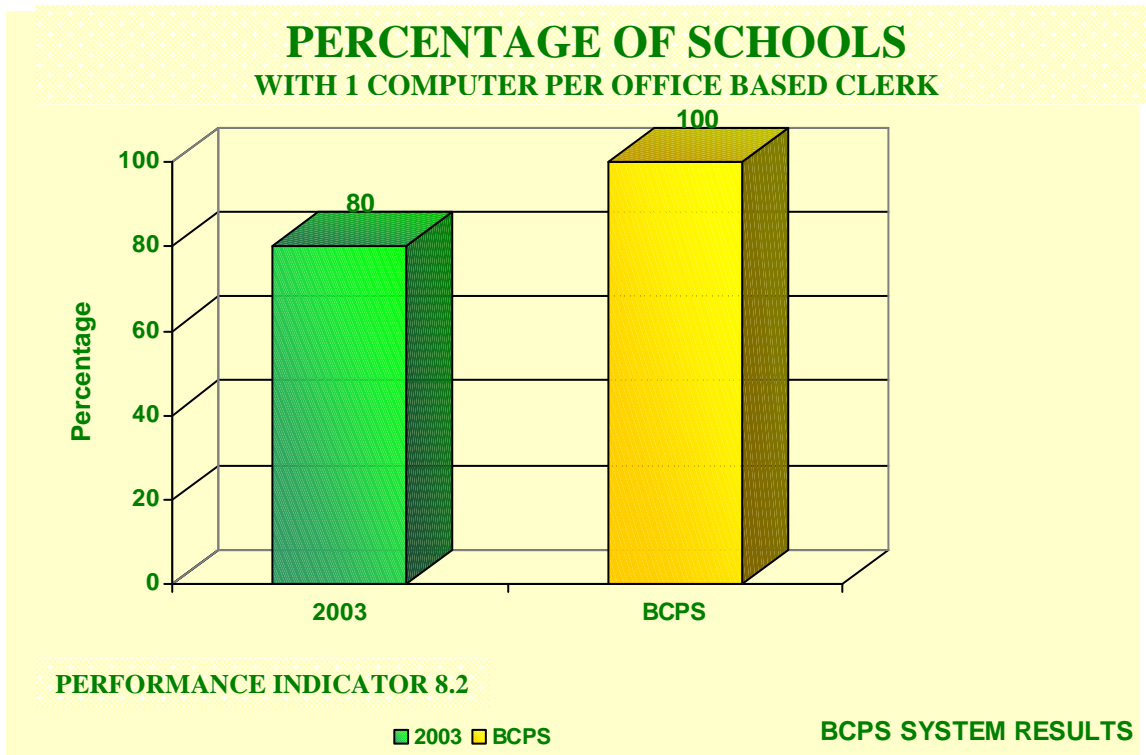


PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

INDICATORS OF STUDENT ACHIEVEMENT



PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER OFFICE BASED ADMINISTRATOR



PERCENTAGE OF SCHOOLS WITH 1 COMPUTER PER SCHOOL BASED CLERK

INDICATORS OF STUDENT ACHIEVEMENT

BUDGETARY COMPARISON STATEMENT FOR THE SPECIAL REVENUE FUND

BOARD OF EDUCATION OF BALTIMORE COUNTY

BUDGETARY COMPARISON STATEMENT FOR THE SPECIAL REVENUE FUND

YEAR ENDED JUNE 30, 2003

	Budgeted Amounts		Variance with Final Budget Positive (Negative)
	Original & Final	Non-GAAP Actual	
Revenues:			
Baltimore County	\$ 1,019,825	\$ 993,833	\$ (25,992)
State of Maryland	34,013,986	34,062,893	48,907
United States Government	61,904,710	51,334,485	(10,570,225)
Other	552,121	475,449	(76,672)
Total revenues	<u>97,490,642</u>	<u>86,866,660</u>	<u>(10,623,982)</u>
Expenditures:			
Current -			
Administration	5,535,638	4,310,194	1,225,444
Mid-level administration	907,170	650,489	256,681
Instructional salaries	33,919,008	32,379,011	1,539,997
Textbooks and classroom supplies	4,179,179	3,854,597	324,582
Other instructional materials	9,952,907	7,417,649	2,535,258
Special education	19,474,683	17,713,809	1,760,874
Student personnel services	1,986,192	1,858,366	127,826
Student health services	1,899,104	1,829,151	69,953
Transportation	2,510,398	989,779	1,520,619
Operation of plant	2,216	200	2,016
Maintenance of plant	78,948	74,993	3,955
Fixed charges	15,933,781	13,930,354	2,003,427
Community services	966,382	487,529	478,853
Capital outlay	145,036	12,306	132,730
Total expenditures	<u>97,490,642</u>	<u>85,508,427</u>	<u>11,982,215</u>
Change in fund balances	<u>-</u>	<u>1,358,233</u>	<u>1,358,233</u>
Fund balances, July 1, 2002	<u>-</u>	<u>5,392,799</u>	<u>5,392,799</u>
Fund balances, June 30, 2003	<u>\$ -</u>	<u>\$ 6,751,032</u>	<u>\$ 6,751,032</u>

The notes to the financial statements are an integral part of this statement.

INDICATORS OF STUDENT ACHIEVEMENT

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES

BOARD OF EDUCATION OF BALTIMORE COUNTY STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES- BUDGET AND ACTUAL- GENERAL FUND YEAR ENDED JUNE 30, 2003

	Budgeted Amounts			Variance with Final Budget - Favorable (Unfavorable)
	Original	Final	Non-GAAP Actual	
Revenues:				
Baltimore County	\$ 546,786,788	\$ 546,786,788	\$ 547,235,002	\$ 448,214
State share of current expense	196,454,183	196,454,183	195,792,225	(661,958)
Governor's teacher salary challenge	7,184,810	7,184,810	7,184,810	-
Compensatory education	6,746,986	6,746,986	6,746,986	-
Out-of-County Living arrangements	3,800,000	4,050,000	4,569,813	519,813
Students with disabilities	6,714,133	6,714,133	6,714,381	248
Non-Public placements	11,298,204	14,415,645	13,680,275	(735,370)
Transportation	15,809,550	15,809,550	15,809,152	(398)
Aging schools	2,501,000	2,940,000	2,690,716	(249,284)
Quality teacher incentive	820,000	820,000	775,012	(44,988)
MSPAP/CTBS testing	164,848	164,848	72,152	(92,696)
Governor's early education initiative	1,745,802	1,745,802	1,745,802	-
Other	7,825,454	11,274,525	11,230,423	(44,102)
Total revenues	<u>807,851,758</u>	<u>815,107,270</u>	<u>814,246,749</u>	<u>(860,521)</u>
Expenditures:				
Current -				
Administration	19,380,416	19,380,416	19,375,229	5,187
Mid-level administration	58,113,968	58,113,968	58,101,429	12,539
Instructional salaries	333,116,756	330,950,967	330,818,641	132,326
Textbooks and classroom supplies	15,425,782	16,209,975	16,208,730	1,245
Other instructional materials	11,828,245	11,828,245	11,824,501	3,744
Special education	97,057,516	101,804,957	101,801,531	3,426
Student personnel services	3,525,679	3,525,679	3,524,318	1,361
Student health services	9,347,822	9,347,822	9,347,750	72
Transportation	35,162,932	35,162,932	34,734,858	428,074
Operation of plant	56,780,697	58,062,293	58,023,616	38,677
Maintenance of plant	19,148,235	19,587,235	19,465,492	121,743
Fixed charges	146,830,761	148,999,832	148,827,245	172,587
Capital outlay	2,132,949	2,132,949	2,129,660	3,289
Total expenditures	<u>807,851,758</u>	<u>815,107,270</u>	<u>814,183,000</u>	<u>924,270</u>
Change in fund balances	<u>-</u>	<u>-</u>	<u>63,749</u>	<u>63,749</u>
Fund balances, July 1, 2002	<u>-</u>	<u>-</u>	<u>5,229,525</u>	<u>5,229,525</u>
Reappropriation of prior year fund balance	-	-	(4,229,533)	(4,229,533)
Liquidation and cancellation of prior year encumbrances	-	-	669,991	669,991
Fund balances, June 30, 2003	<u>-</u>	<u>-</u>	<u>\$ 1,733,732</u>	<u>\$ 1,733,732</u>

The notes to the financial statements are an integral part of this statement.

INDICATORS OF STUDENT ACHIEVEMENT

GLOSSARY OF TERMS

Accuplacer is a college readiness examination that is offered to students to determine their ability to take college level courses in Baltimore County Public Schools. Accuplacer is a test used as part of the Baltimore County Public Schools College Readiness Program. The test is administered by assessors at CCBC. The results are communicated to the schools by CCBC. Students are identified in three different groups: “College ready,” “On track,” and “See counselor.” Counselors work with students to identify programs that may be beneficial to students desiring a parallel enrollment at a community college, and/or a higher-level course selection in high school.

Adequate Yearly Progress (AYP) is the growth in student achievement from year to year as measured by the Maryland School Assessment program (MSA). AYP will be determined, not only for schools and school systems, but for disaggregated data sets, e.g., gender, race/ethnicity, free/reduced meals, and special education. As of January 2003, the Adequate Yearly Progress standards have not yet been established.

Advanced Placement Program (AP) represents a cooperative effort between secondary schools and colleges and universities. It is a program of introductory college-level courses for students who are willing and able to apply themselves to college-level studies during their high school years. Students who successfully complete AP courses and exams may be exempted from introductory courses by many colleges and universities.

Assessment is a continuous process of measuring what students know and are able to do. Unit assessments embedded in specific content are included in each newly developed curriculum guide.

Content Standards specify what students from kindergarten through 12th grade should know and be able to do in four content areas: English/Language Arts, Mathematics, Science, and Social Studies

Core Learning Goals identify the essential knowledge and skills expected of Maryland high school students in the areas of English, mathematics, science, and social studies as they prepare for life in the 21st century. Core Learning Goals in each of the areas are to be used as the basis for test design.

Differentiation refers to multiple instructional approaches to address students’ diverse readiness levels, abilities, and interests. Differentiated instruction varies the instructional content, processes, and products. (See Diversification)

Diversification is the adjustment of instructional strategies to address differences based on diversity categories and cultural backgrounds that impact students’ learning preferences and styles. It emphasizes varying instructional processes, performance outcomes, as well as learning environments. Differentiation and Diversification form complementary aspects of curriculum and instruction.

Education That Is Multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, region, religion, gender,

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language, socioeconomic status, age, and individuals with disabilities. It encompasses curricular infusion and instructional strategies in all subject areas. Education that is multicultural prepares students to live, learn, interact, and work creatively in an interdependent global society by fostering mutual appreciation and respect. It is a process which is complemented by community and parent involvement in support of multicultural initiatives. (Source: *The Maryland State Education That Is Multicultural Regulation*)

Essential Curriculum is the required, non-negotiable curriculum that must be consistent throughout the Baltimore County Public Schools.

Evaluation pertains to judgments regarding quality, value, or worth.

High Quality Professional Development Opportunities

Professional development opportunities are of high quality if they are sustained, intensive, content based, and classroom focused in order to have a positive and lasting impact on daily instruction, on the teacher's overall performance in the classroom, and on student achievement.

High School Assessments (HSA) are State-mandated tests in algebra I, biology, geometry, English 9, and government administered to measure student achievement in each of these subjects. The State will establish a passing standard, in the near future, which will become a graduation requirement for all students receiving a Maryland high school diploma.

Highly Qualified Paraprofessional

A "highly qualified" paraprofessional:

- has completed two or more years of study at an institution of higher education; or
- has obtained an associate's or higher degree; or
- has a high school diploma or equivalent and meets a rigorous standard of quality, demonstrating through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, and mathematics or the instruction in readiness for these subjects.

Highly Qualified Teacher

A "highly qualified" teacher:

- is eligible for a Maryland State Department of Education professional teaching certificate, and
- has demonstrated, through rigorous testing or appropriate coursework, mastery of the teaching content to which the teacher has been assigned.

Independence Mastery Assessment Program (IMAP) is a portfolio assessment comprised of three sections. Section One describes the student and the student's school program. Section Two includes artifacts which demonstrate student achievement and progress in six areas:

- Functional Academics
- Communication/Decision Making/Interpersonal Skills
- Community

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- Career/Vocation
- Recreation/Leisure
- Personal Management

Section Three contains input from the student's parent or guardian.

Students with disabilities who are learning alternate outcomes to the Maryland Content Standards and are participating in a Fundamental Life Skills curriculum that will lead to a Maryland High School Certificate will participate in the IMAP.

International Baccalaureate (IB) is a rigorous course of study at the high school level that can result in the receipt of college credit and an IB designation on the diploma.

Learning Styles are ways in which students take in and process information.

Maryland School Assessment (MSA) is a federally mandated assessment program in grades 3 through 8, and grade 10 which will assess student achievement as basic, proficient, or advanced in the areas of reading and mathematics. The test results will be used to determine whether schools and school systems are meeting federal/state requirements for student achievement. Future plans call for the eventual assessment of science achievement.

Mean

The statistical mean is commonly called the mathematical average of a group of numbers. To find the mean of a group of numbers, add the numbers together and divide by how many numbers were added together. The mean identifies what score each person would have if all were equal.

- Example: If the total payroll of a department were \$500 thousand and there were 10 employees, the mean (average) salary would be \$50 thousand.

Median

A median designates the middle point in a series of values.

- Example: If the median test score were 76, then half of the students scored lower than 76 and half scored higher.

National Norm

A representative national sample of students who take the test under standardized conditions is the national norm. The results from the national sample become the benchmarks or norms to compare students' results. The normative data generate score types, such as percentiles, stanines, grade equivalents, and scale scores.

Rigor and Relevance refer to curriculum aligned with the Maryland Content Standards and Core Learning Goals, articulating a clear set of goals for student learning emphasizing the application of content knowledge to real-world problems.