BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: January 22, 2008

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: <u>**2006-2007 ANNUAL REPORT ON RESULTS**</u>

ORIGINATOR: Wesley L. Boykin, Executive Director, Research, Accountability, and Assessment

**RESOURCE
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<u>**INFORMATION**</u>

To present and distribute the 2006-2007 Report on Results to the members of the Board of Education.

BLUEPRINT FOR PROGRESS

REPORT ON RESULTS
SCHOOL YEAR
2006-2007

THE
BALTIMORE
COUNTY
PUBLIC
SCHOOLS

January 2008

BALTIMORE COUNTY PUBLIC SCHOOLS

BALTIMORE COUNTY PUBLIC SCHOOLS
6901 Charles Street
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BALTIMORE COUNTY PUBLIC SCHOOLS

Members of the Baltimore County Public Schools' Community:

We are pleased to share with you the Baltimore County Public Schools' *2006-2007 Report on Results*. Through this report, we review our progress in fulfilling the goals of our foundational document, the *Blueprint for Progress*, which describes the quality of education we expect to provide to all children.
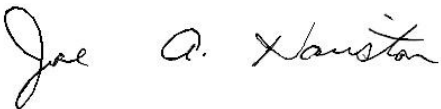
When we established the *Blueprint for Progress* seven years ago, we did so prior to the mandates of Maryland's *Bridge to Excellence* and the federal *No Child Left Behind Act*. Soon thereafter we created annual results reports to share data related to our efforts. Simply put, the *Blueprint for Progress* states what we stand for; and each year, the *Results Report* tells us how closely our actions match our words.

The 2006-2007 report reveals that Baltimore County Public Schools continues, as it has for the past seven years, to make steady progress in accelerating the achievement of all students.

Ultimately, education is about far more than data. It is about beliefs and values. I often state that the *Blueprint for Progress* simply highlights the characteristics any responsible parent values in his or her child's education. And I also state that to succeed we all must believe that every child can achieve at a level that ensures future success.

As we move forward, our *Blueprint for Progress* will provide the vision to identify opportunities for continued improvement in responding to the ever-changing variables that affect our delivery of a high quality instructional program. Our values and beliefs as parents and community members will drive our will and commitment to take full advantage of these opportunities. Together we can, and will, stand on our firm foundation and reach even higher.

Sincerely,

Joe A. Hairston
Superintendent

Focused on Quality: Committed to Excellence

The *Report on Results* is a summary of progress toward the achievement of the goals and performance indicators outlined in the *Blueprint for Progress*. This report presents trend data across multiple years and multiple cohorts of students. The charts presented in the report summarize system level results in percentages. The actual numbers of students that correspond to these percentages are reported in the Addendum. Additional analyses of student subgroup performance are provided in other systemwide reports such as the *Minority Achievement Report* and the *Maryland School Performance Program Report/ Maryland Report Card*.

The *Blueprint for Progress* contains a set of standards for accountability that reflect the characteristics that all parents would want for their child's academic experience. The *Blueprint for Progress* was developed by the superintendent of the Baltimore County Public Schools (BCPS) in conjunction with community stakeholders and school system leaders and employees and was approved by the Board of Education. The *Blueprint for Progress* is the foundational document that guides the vision of the school system with a focus on steady improvement toward achieving the goals and performance indicators. The *Blueprint for Progress* has undergone four revisions since its original adoption by the Baltimore County Board of Education on November 21, 2000. The Blueprint was revised during the 2002-2003 school year to include the requirements of the No Child Left Behind Act, the Bridge to Excellence in Public Schools Act, and the recommendations of the Visionary Panel for Better Schools. The Blueprint underwent additional revisions in 2005, 2006, and 2007 to reflect changes to the Maryland Accountability Plan.

The *Blueprint for Progress* contains eight broadly defined performance goals and sixty performance indicators, all based on state and BCPS standards. Goals two through eight were developed to support goal one: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/ reading/writing, mathematics, science, and social studies. The performance indicators are measurable objectives that underlie and support the achievement of the eight performance goals. The *Report on Results* systematically examines each performance indicator against measurable criteria to determine the degree of progress achieved for each school year. In addition, the *Report on Results* examines the major goals and performance indicators through disaggregation of data by racial/ethnic groups, economically disadvantaged students (FARM), students receiving special education services, and those who are English Language Learners (ELL). BCPS, in addition, disaggregates by participation in gifted and talented programs. When disaggregated information is presented in the *Report on Results*, it follows the Maryland Accountability Plan format and No Child Left Behind requirements. The information in the *Report on Results* is presented in both graphic and narrative formats.
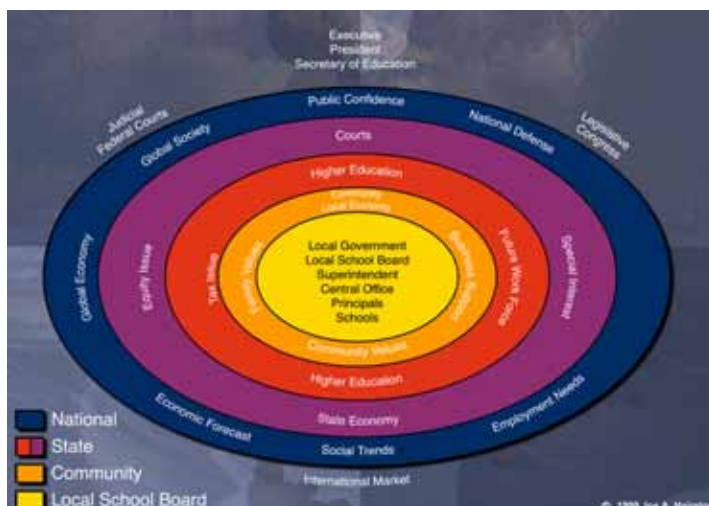
VARIABLES THAT INFLUENCE PUBLIC EDUCATION

A public school system is influenced by a wide range of variables on many levels - international, national, local, cultural, and political. These variables are displayed in the figure above. Like all other school systems, BCPS does not control these external variables; but it strives to manage their impact on the educational experience of all children.

The vision of Baltimore County Public Schools (BCPS) is to produce graduates who have the content knowledge, skills, and attitudes to reach their potential as responsible, productive citizens and to be successful in college and the workplace. BCPS believes that all students can and will learn and achieve when the following necessary conditions for learning are provided: a rigorous curriculum, highly qualified teachers, and proven strategies for learning. The *Report on Results* provides insight into how close the school system has come to realizing the goals of the *Blueprint for Progress*. While the multiple variables that impact public education are ever-changing, BCPS continually assesses student achievement data to inform decision making and to make necessary adjustments.

The system strives each day to positively impact the lives of its students and their families by being consistent with its mission, focus, and values, and being consistent in behavior, in expectations, and in the leadership modeled throughout the school system.

The quality of BCPS' work has been and will be in its focus on consistency and continuous improvement.

A brief summary of the highlights of the *Report on Results* and opportunities for growth follow.

HIGHLIGHTS OF 2006-2007 RESULTS

Goal 1 - By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

MSA and Alt-MSA

Notable increases in student performance have been achieved on the Maryland School Assessments (MSA). Elementary reading and mathematics MSA scores have risen for the past five years.

The percentage of diploma-bound students achieving proficient/advanced on the MSA in reading during the 2006-2007 school year continued to exceed the percentage achieving proficient/advanced from 2002-2003. At both the elementary and middle school levels, all student subgroups have evidenced improvement on MSA reading from 2002-2003 to 2006-2007.

The percentage of diploma-bound students achieving proficient/advanced on the MSA in mathematics in grades 3 – 8 during the 2006-2007 school year continued to exceed the percentage achieving proficient/advanced from 2002-2003. At both the elementary and middle school levels, all student subgroups have evidenced improvement on the MSA mathematics from 2002-2003 to 2006-2007.

A high percentage of students taking the Alt-MSA continued to score in the proficient or advanced category in both reading and mathematics. In reading, 91.2% of students taking the Alt-MSA scored in the proficient or advanced category in 2006-2007, and 91.8% scored in the proficient or advanced category in mathematics in 2006-2007. These percentages remained well above the state standard of 70.0%.

Grade 9 Algebra I

The percentage of students passing the Algebra HSA by the end of Grade 9 increased from 56.8% in 2002-2003 to 69.4% in 2006-2007, an increase of 12.6 percentage points. All student groups evidenced improvement in their performance with the exception of the special education group which stayed the same.

FINE ARTS CREDIT

Nearly all students (92.4%) had earned at least one fine arts credit by the end of Grade 12 in 2006-2007.

ADVANCED PLACEMENT

Advanced Placement (AP) participation has continued to increase from 8.6% in 2002-2003 to 11.5% in 2006-2007. During this period of dramatic increase in participation, pass rates have remained above the global pass rate of 60.0% and near the BCPS pass rate goal of 70.0%. The systemwide pass rate for 2006-2007 was 68.7%.

PSAT

The rate of Grade 10 student participation in the PSAT has risen 2.9 percentage points since 2002-2003. All student groups' participation increased from 2002-2003 to 2006-2007 with the exception of the gifted and talented group which remained the same.

SAT

The rate of student participation in the SAT has risen for the past five years. For the class of 2007, 70.8% of BCPS high schools met or exceeded the national SAT participation rate, as compared with 47.8% for the class of 2003, an increase of 23.0 percentage points. Overall, SAT combined scores decreased slightly as participation increased (a national trend); however, SAT combined scores increased for some student groups such as White and special education students.

Goal 2 - By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

The rate of English Language Learners scoring in the proficient or advanced category on MSA reading improved 31.8 percentage points from 25.4% in 2002-2003 to 57.2% in 2006-2007. This includes students who have been receiving ESOL (English Speakers of Other Languages) services for one to three years.

Goal 3 - By 2005-2006, all students will be taught by highly qualified teachers.

The percentage of highly qualified teachers increased from 90.4% in 2002-2003 to 95.2% in 2006-2007. The percentage of highly qualified paraprofessionals has more than doubled from 45.1% in 2002-2003 to 92.3% in 2006-2007. The percentage of

highly qualified middle school mathematics teachers rose from 31.9% in 2002-2003 to 94.4% in 2006-2007. The percentage of newly-hired highly qualified teachers in Title I schools was 71.6% in 2002-2003 and increased to 97.0% in 2006-2007.

Goal 4 - All students will be educated in school environments that are safe and conducive to learning.

All schools had an emergency plan in place during the 2006-2007 school year. Of the stakeholders surveyed, 77.0% reported satisfaction with academics, 71.5% reported satisfaction with a safe and orderly environment, and 71.1% reported satisfaction with the amount of parent/guardian involvement.

Goal 5 - All students will graduate from high school.

The percentage of high schools meeting the state Adequate Yearly Progress (AYP) graduation rate standard of 90.0% was 83.3% in 2006-2007, which exceeded the Annual Measurable Objective (83.2%) for 2006-2007. The dropout rate improved in 2006-2007 to 3.4% in 2006-2007, down from 4.1% in 2005-2006; with all racial/ethnic subgroups except for American Indian having comparable or lower dropout rates compared to last year.

Goal 6 - Engage parents/guardians, business, and community members in the educational process.

In 2006-2007, 92.6% of schools increased the number of student, parent/guardian, and teacher conferences. The percentage of schools that increased parent/guardian attendance at school-based events in 2006-2007 was 98.8%.

Goal 7 - Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision making process.

All schools used school level data to develop a local results report based upon an analysis of student achievement and other data.

Goal 8 - All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.

The BCPS standard of providing one computer per five students was exceeded in 2006-2007, with a student to computer ratio of 3.3 to 1.

The Wide Area Network (WAN), Enterprise Systems (ES), and telephone system operated effectively 99.9% of the time; exceeding the county standard of 98.0%.

OPPORTUNITIES FOR GROWTH

As the *Report on Results* indicates, the *Blueprint for Progress* has been successful in providing a framework for continuously increasing student achievement. However, the following areas of opportunities for growth exist:

- Continuing to increase course rigor and improve the achievement of students in middle and high schools to ensure that all students pass the HSA and that the AP participation and pass rates increase.
- Continuing to create and implement the curriculum management plan, recommended in the Phi Delta Kappa (PDK) Curriculum Management Audit, to ensure that rigorous curriculum and aligned assessments are in place in all content areas so that all students will be successful on the MSA, HSA, AP, and SAT.
- Continuing to maintain focus on providing acceleration programs and interventions that will move all students toward proficient/advanced in reading/language arts and mathematics on the MSA.

To address these areas, BCPS has taken action steps including engaging Phi Delta Kappa Curriculum Management Services, Incorporated, (PDK-CMSI) to conduct a review comparing BCPS to general management standards for: control of resources, programs, and personnel; clear and valid objectives for students; equity in its program development and implementation; use of assessment results to adjust, improve, or terminate ineffective practices or programs; and improved quality. Other action steps include the following: eliminating low-level courses and maintaining the commitment to increasing the rigor of the instructional program through the curriculum revision process in grades PreK-12; developing a curriculum-embedded assessment program designed to give teachers timely feedback on student performance; focusing the system on middle and high schools to prepare students to pass the high school assessments; implementing AVID (Advancement Via Individual Determination) and other programs to prepare more students to be college-ready; revamping the Algebra curriculum to ensure access to all students, including Special Education students; refining the alignment of the English/Language Arts curriculum to the Voluntary State Curriculum and Core Learning Goals, including

emphasis on reading and writing; continuing early intervention including prekindergarten, full-day kindergarten, and inclusion; implementing Education That is Multicultural strategies including addressing learning styles and students' cultural and linguistic diversity; enhancing opportunities for parent and community involvement; replacing English Language Learners (ELL) tutors with certified ELL teachers; supporting programs to assist teachers and paraprofessionals to become highly qualified; and providing alternative and intervention programs to address acceleration, transition, and other student needs.

Additional details of results in each goal area are available in the full 2006-2007 *Report on Results.* Additional information about the *Blueprint for Progress* strategies and activities being implemented to address the aforementioned opportunities for growth are available in the 2007-2008 Master Plan. Additional information about the PDK Curriculum Management Audit is available in the full report, available online at www.bcps.org. Baltimore County Public Schools is committed to continuing the consistent implementation of the *Blueprint for Progress* and Master Plan. BCPS' students are performing at the highest levels in the history of the school system – standards continue to be raised, achievement continues to improve, and BCPS will continue to stay the course.

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By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing mathematics, science, and social studies.

SUMMARY OF PERFORMANCE GOAL 1

By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

♦ The percentage of BCPS students who demonstrated proficiency on the MSA Reading, Mathematics, English 2, and Alt-MSA during the 2006-2007 school year was greater than in the 2002-2003 school year.

♦ The percentage of students achieving proficiency on the Elementary and Middle School MSA Reading and Mathematics from all racial/ethnic subgroups was greater in 2006-2007 than in 2002-2003.

♦ The percentage of elementary schools that had a full-day kindergarten program in 2006-2007 was 91.3%.

♦ In 2006-2007, BCPS high schools had an SAT participation rate of 70.8% which exceeded the national average of 48.0%.

♦ The BCPS SAT participation rate for the class of 2007 reached an all-time high of 58.3%, exceeding the national average of 48.0%.

♦ With greater percentages of students from all racial/ethnic subgroups taking the SAT than ever before, the combined reading and mathematics mean scores decreased in 2006-2007, reflecting state and national trends.

♦ The mean combined SAT score for the class of 2007 (988) was 15 points below the mean score for the class of 2006 (1003).

♦ In 2006-2007, 62.5% of our schools met or exceeded the national participation rate (7.0%) for Advanced Placement (AP) examinations.

♦ The 2006-2007 AP exam participation rate reached an all-time high of 11.5%, with greater percentages of students from every racial/ethnic subgroup participating. This resulted in a 2.1 percentage point decrease in the percentage of students passing the exam (68.7%) from last year (70.8%).

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

PERFORMANCE GOAL 1

P erformance Indicator 1.1 - All diploma-bound students in grades 3 - 8 and students enrolled in English 10 and Algebra I will meet or exceed Maryland School Assessment (MSA) standards, and students enrolled in English 10 and Algebra I will pass the High School Assessments (HSAs). (State standard)

What is measured?

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

Results for 2006-2007

Chart 1.1.1 - MSA Elementary Reading Proficient or Advanced

Year	Percentage
2003	66.6
2004	76.6
2005	82.0
2006	82.3
2007	83.1
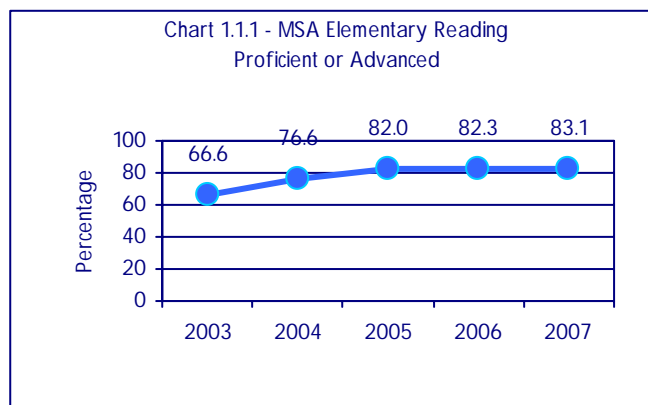
System-level MSA elementary reading proficiency continued to improve in 2006-2007 (chart 1.1.1). The 2006-2007 percentage of students attaining proficiency (83.1%) was the highest the system has achieved since the MSA began.

Greater percentages of students from all racial/ethnic subgroups demonstrated proficiency on the reading MSA in 2006-2007 than in 2002-2003 (chart 1.1.2).

Chart 1.1.2 - MSA Elementary Reading Proficient or Advanced by Race/Ethnicity

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	51	68	73	72	74
Asian	76	83	87	90	92
African American	52	66	73	74	75
White	76	84	88	89	89
Hispanic	58	71	76	77	76

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007
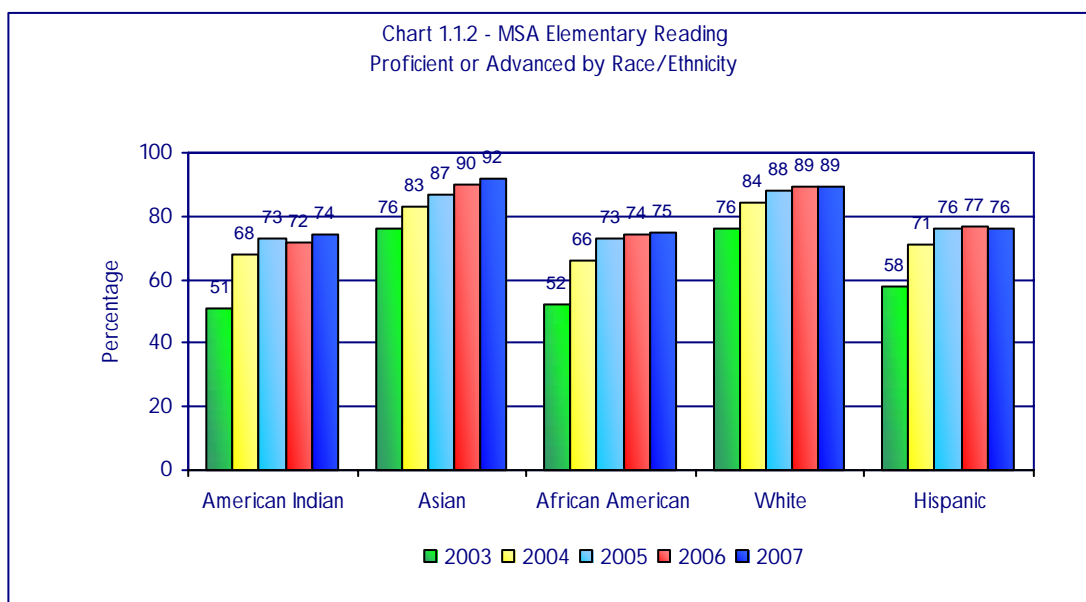
Chart 1.1.3 - MSA Elementary Reading
LEP Proficient or Advanced

Year	2003	2004	2005	2006	2007
Percentage	31.1	51.9	57.8	60.4	67.0
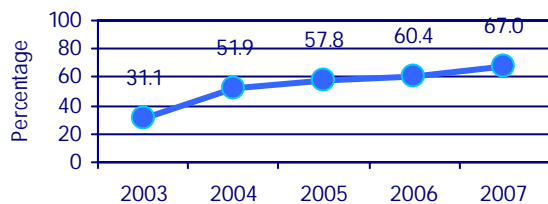
The MSA reading proficiency of English Language Learners in elementary schools continued to improve in 2006-2007 (chart 1.1.3). From 2002-2003 to 2006-2007, the percentage of students in this subgroup achieving proficiency on the MSA reading has increased by 35.9 percentage points.

Chart 1.1.4 - MSA Elementary Reading
Special Ed Proficient or Advanced

Year	2003	2004	2005	2006	2007
Percentage	35.1	54.2	61.9	60.4	62.2
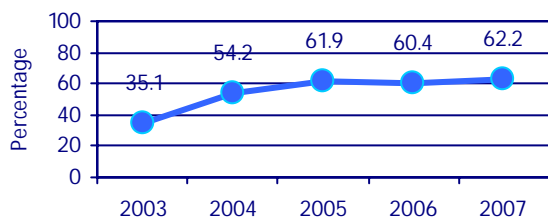
In the elementary schools, the percentage of students receiving special education services that achieved proficiency on the MSA reading was 62.2% in 2006-2007 (chart 1.1.4).

Chart 1.1.5 - MSA Elementary Reading
FARM Proficient or Advanced

Year	2003	2004	2005	2006	2007
Percentage	48.0	63.8	70.7	71.7	73.3
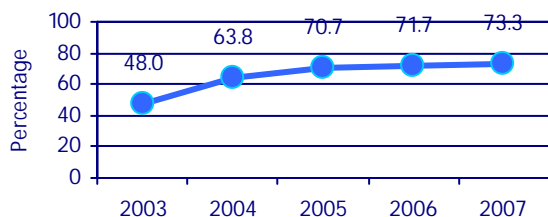
The percentage of elementary students receiving free and reduced price meals that achieved reading proficiency in 2006-

2007 was 73.3% (chart 1.1.5), a gain of 25.3 percentage points since 2002-2003.

Chart 1.1.6 - MSA Elementary Reading
GT Proficient or Advanced

Year	2003	2004	2005	2006	2007
Percentage	98.0	99.0	99.3	99.0	99.0
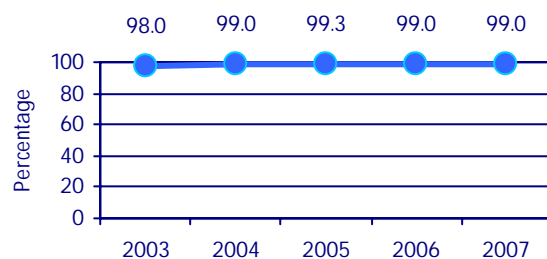
Ninety-nine percent of elementary gifted and talented students achieved proficiency in reading. Chart 1.1.6 indicates that at least 98.0% of the elementary gifted and talented students have achieved proficiency every year since 2002-2003.

Chart 1.1.7 - MSA Elementary Math
Proficient or Advanced

Year	2003	2004	2005	2006	2007
Percentage	58.9	68.8	75.1	78.0	82.9
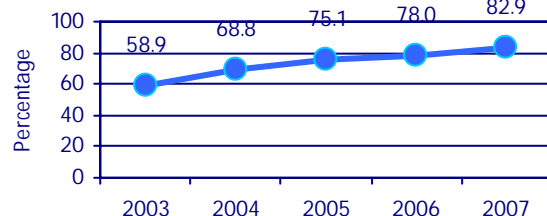
As shown in chart 1.1.7, the percentage of students achieving proficiency in 2006-2007 was 82.9%, an increase of 24.0 percentage points from 2002-2003 to 2006-2007.

Chart 1.1.8 - MSA Elementary Math Proficient or Advanced by Race/Ethnicity

Legend: ■ 2003 ■ 2004 ■ 2005 ■ 2006 ■ 2007

American Indian: 46, 60, 71, 70, 77
Asian: 79, 83, 88, 90, 95
African American: 41, 55, 63, 67, 74
White: 69, 78, 84, 86, 90
Hispanic: 51, 66, 68, 73, 79
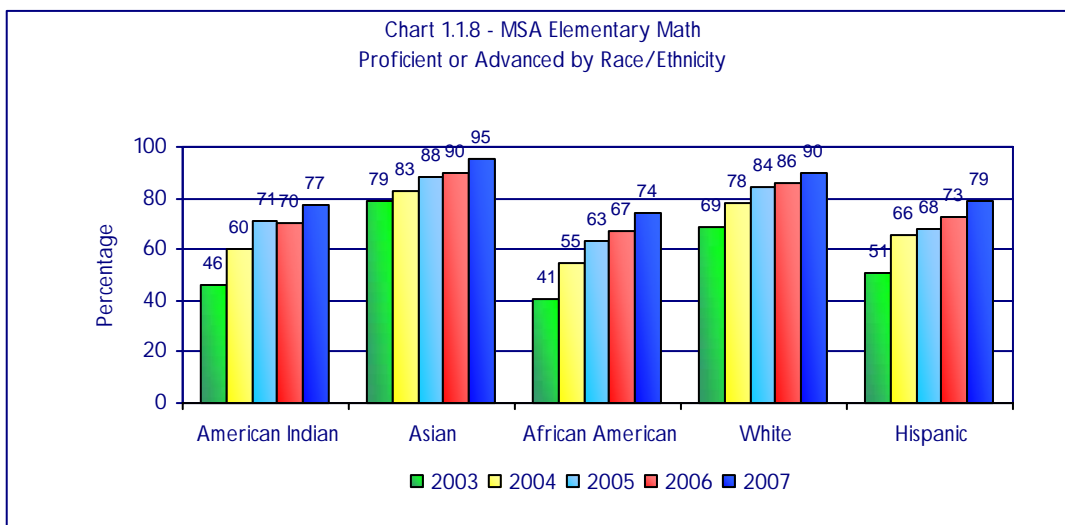
The percentage of students in all of the racial/ethnic subgroups achieving proficiency on the MSA mathematics in the elementary schools increased in 2006-2007 (chart 1.1.8).

Chart 1.1.9 - MSA Elementary Math LEP Proficient or Advanced

2003: 40.5, 2004: 55.6, 2005: 58.4, 2006: 64.2, 2007: 78.8
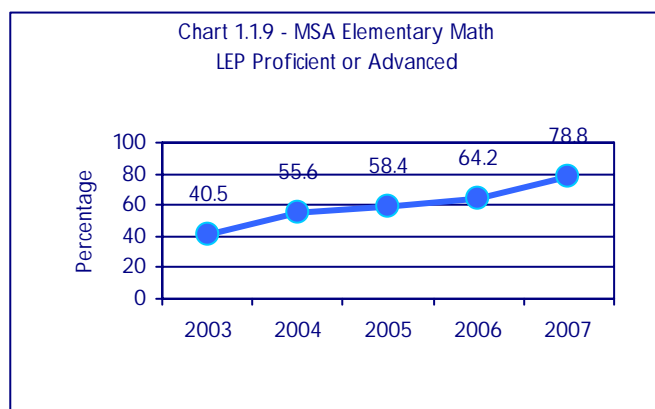
In 2006-2007, 78.8% of the elementary level English language learners (ELL) attained mathematics proficiency in 2006-2007 (chart 1.1.9). The percentage of ELL meeting the proficient target has increased by 38.3 percentage points since 2002-2003.

Chart 1.1.10 - MSA Elementary Math Special Ed Proficient or Advanced

2003: 32.9, 2004: 41.9, 2005: 50.5, 2006: 52.0, 2007: 59.8
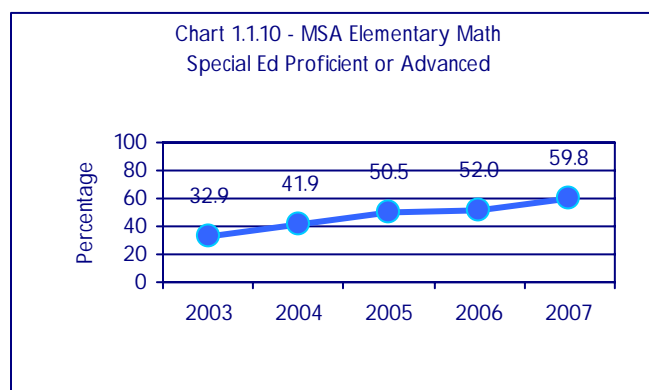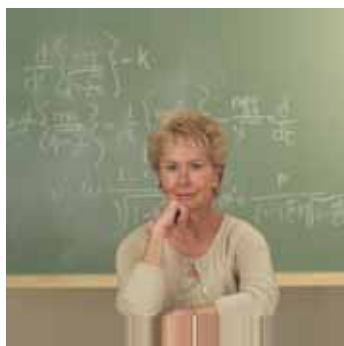
In 2006-2007, 59.8% of elementary school students receiving special education services attained mathematics proficiency. Chart 1.1.10 shows that the percentage of students achieving proficiency has increased by 26.9 percentage points since 2002-2003.

Chart 1.1.11 - MSA Elementary Math FARM Proficient or Advanced

2003: 39.7, 2004: 53.9, 2005: 61.6, 2006: 65.8, 2007: 72.9
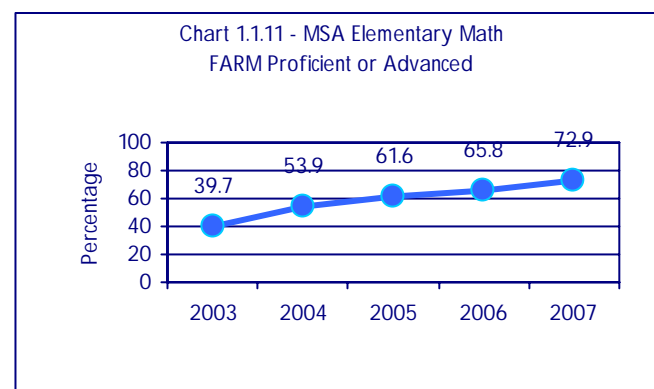
Chart 1.1.11 shows that 72.9% of elementary school students who received free and reduced price meals achieved proficiency on the MSA mathematics in 2006-2007, an increase of 33.2 percentage points higher than in 2002-2003.

Chart 1.1.12 - MSA Elementary Math GT Proficient or Advanced

97.4 98.6 98.9 99.3 99.6

(Percentage vs. years 2003, 2004, 2005, 2006, 2007)
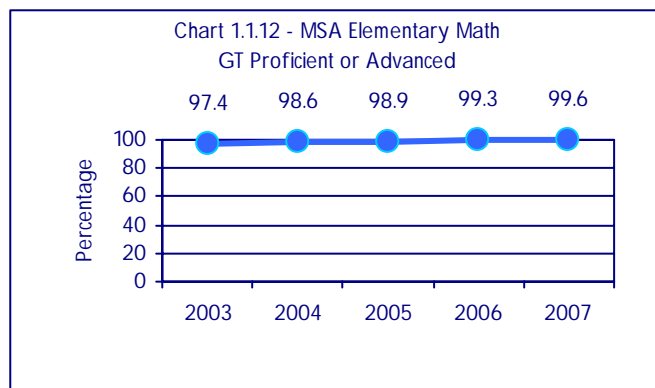
As indicated in chart 1.1.12, 99.6% of the elementary gifted and talented students achieved proficiency on the MSA mathematics assessment in 2006-2007, an increase of 2.2 percentage points since 2002-2003.

Chart 1.1.13 - MSA Middle School Reading Proficient or Advanced

59.9 69.8 71.1 72.6 70.5

(Percentage vs. years 2003, 2004, 2005, 2006, 2007)
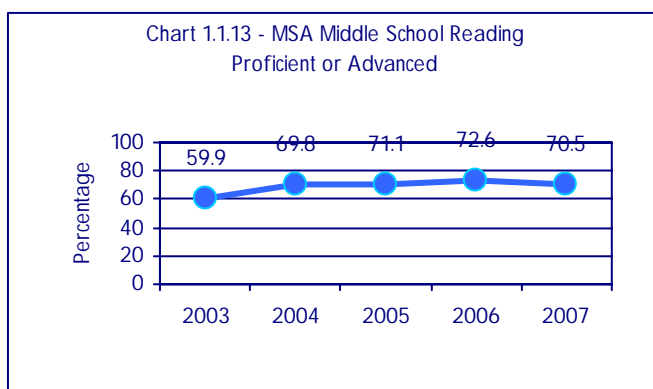
During the 2006-2007 school year, 70.5% of middle school students attained reading proficiency on the MSA (chart 1.1.13), 10.6 percentage points higher than in 2002-2003.

Chart 1.1.14 shows the percentage of each middle school racial/ethnic subgroup attaining proficiency on the MSA reading in 2006-2007. The percentage of students attaining proficiency remains greater in 2006-2007 than in 2002-2003.

Chart 1.1.15 - MSA Middle School Reading LEP Proficient or Advanced

12.3 26.2 27.5 35.5 35.2

(Percentage vs. years 2003, 2004, 2005, 2006, 2007)
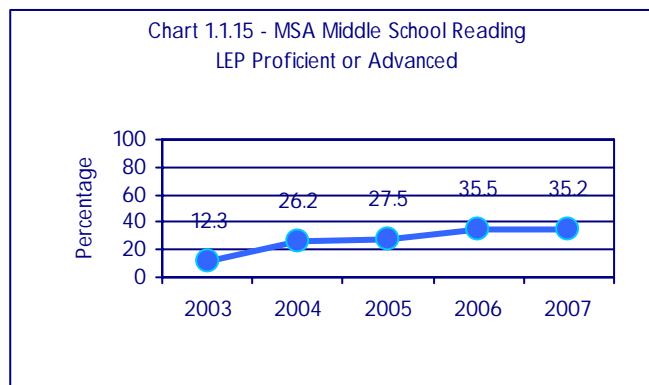
The percentage of middle school English language learners who achieved proficiency in 2006-2007 on the MSA reading was 35.2% (chart 1.1.15). Proficiency rates have improved by 22.9 percentage points since 2002-2003.

Chart 1.1.14 - MSA Middle School Reading Proficient or Advanced by Race/Ethnicity

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	55	63	64	66	59
Asian	62	78	80	83	82
African American	43	58	58	62	60
White	71	78	80	81	79
Hispanic	50	63	67	69	64

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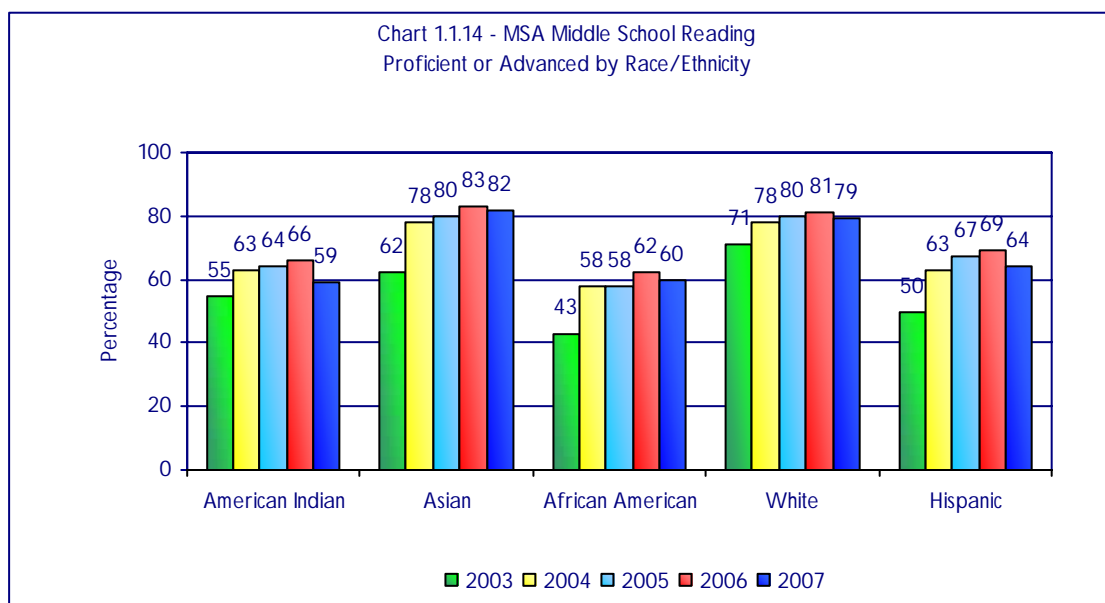
PERFORMANCE GOAL 1

Chart 1.1.16 - MSA Middle School Reading Special Ed Proficient or Advanced

Values: 19.4 (2003), 28.0 (2004), 31.7 (2005), 33.0 (2006), 29.0 (2007)

Chart 1.1.18 - MSA Middle School Reading GT Proficient or Advanced

Values: 94.1 (2003), 97.8 (2004), 97.3 (2005), 97.2 (2006), 96.6 (2007)
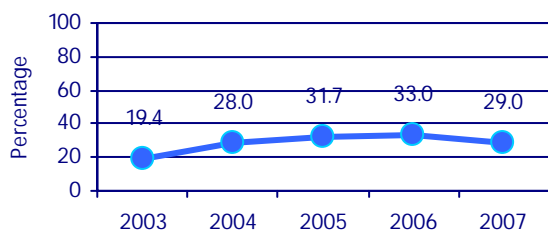
As shown in chart 1.1.16, 29.0% of middle school students receiving special education services achieved proficiency in 2006-2007 on the MSA reading, an increase of 9.6 percentage points since 2002-2003.
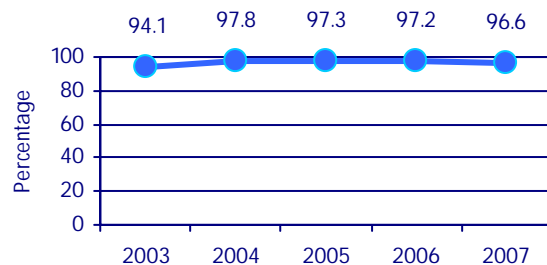
In 2006-2007, 96.6% of the middle school gifted and talented students achieved reading proficiency (chart 1.1.18), an increase of 2.5 percentage points since 2002-2003.

Chart 1.1.17 - MSA Middle School Reading FARM Proficient or Advanced

Values: 36.9 (2003), 54.3 (2004), 55.6 (2005), 58.6 (2006), 55.9 (2007)

Chart 1.1.19 - MSA Middle School Math Proficient or Advanced

Values: 39.5 (2003), 50.3 (2004), 56.3 (2005), 59.4 (2006), 59.2 (2007)
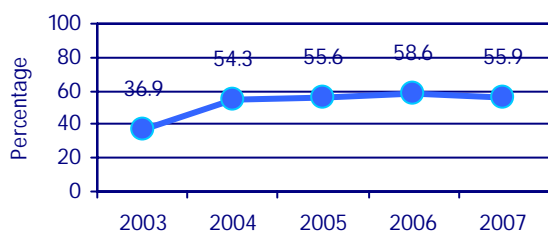
Among the middle school students who received free and reduced price meals during the 2006-2007 school year, 55.9% attained proficiency on the reading MSA. As indicated in chart 1.1.17, proficiency rates improved by 19.0 percentage points from 2002-2003 to 2006-2007.
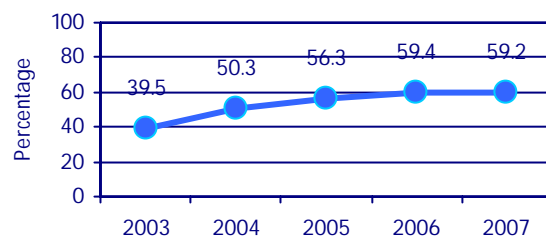
The percentage of students proficient on the middle school mathematics MSA was 59.2% in 2006-2007 (chart 1.1.19), 19.7% percentage points greater than in 2002-2003.

**Chart 1.1.20 - MSA Middle School Math
Proficient or Advanced by Race/Ethnicity**

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	24	41	48	48	43
Asian	62	74	77	82	84
African American	18	31	38	42	43
White	51	62	69	72	72
Hispanic	31	41	52	56	49
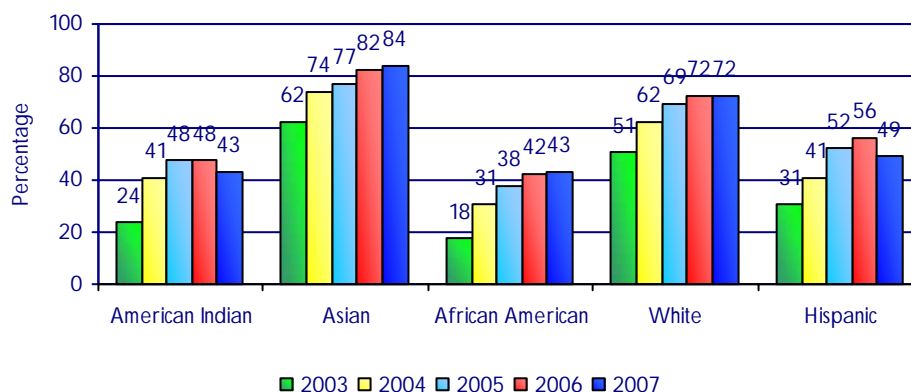
When disaggregated by racial/ethnic subgroup, the percentage of students achieving proficiency in 2006-2007 increased from 2002-2003 (chart 1.1.20).

**Chart 1.1.21 - MSA Middle School Math
LEP Proficient or Advanced**

2003	2004	2005	2006	2007
22.8	27.7	37.0	39.7	36.7
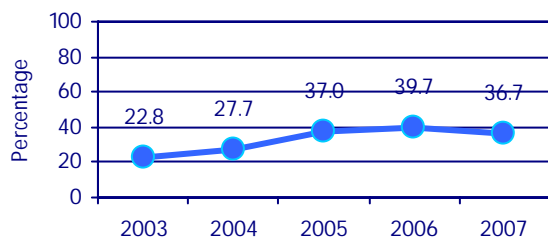
The percentage of middle school English Language Learners who attained mathematics proficiency in 2006-2007 was 36.7% (chart 1.1.21).

**Chart 1.1.22 - MSA Middle School Math
Special Ed Proficient or Advanced**

2003	2004	2005	2006	2007
7.1	12.0	18.1	21.7	22.4
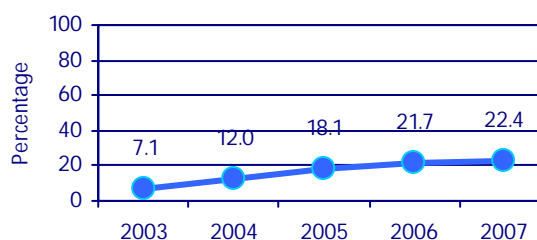
The percentage of middle school students receiving special education services who attained mathematics proficiency in 2006-2007 was 22.4% (chart 1.1.22), an increase of 15.3 percentages points since 2002-2003.

**Chart 1.1.23 - MSA Middle School Math
FARM Proficient or Advanced**
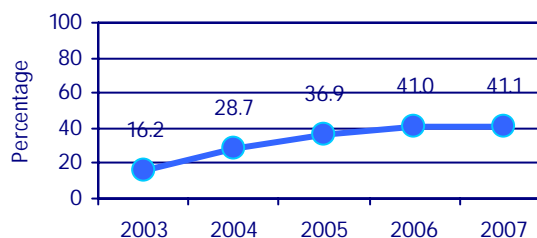
2003	2004	2005	2006	2007
16.2	28.7	36.9	41.0	41.1

Among the middle school students who received free and re-

duced meals in 2006-2007, 41.1% attained mathematics proficiency (chart 1.1.23), an increase of 24.9 percentage points since 2002-2003.

Chart 1.1.24 - MSA Middle School Math GT Proficient or Advanced

86.9   93.7   94.9   94.9   94.4

Percentage (0–100)

2003   2004   2005   2006   2007
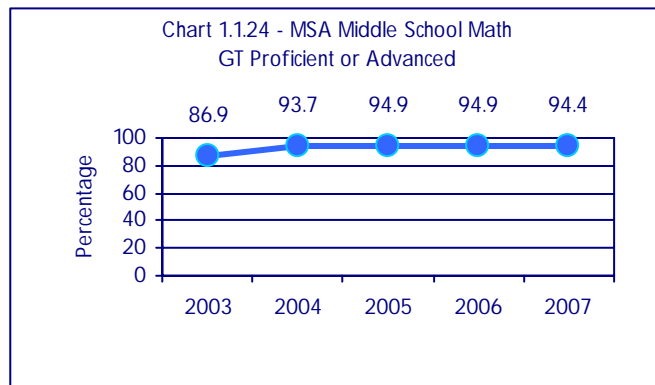
Among the middle school gifted and talented students, 94.4% achieved mathematics proficiency in 2006-2007 (chart 1.1.24), an increase of 7.5 percentage points since 2002-2003.

Chart 1.1.25 - MSA English 2 Proficient or Advanced

52.3   58.1   68.3

Percentage (0–100)
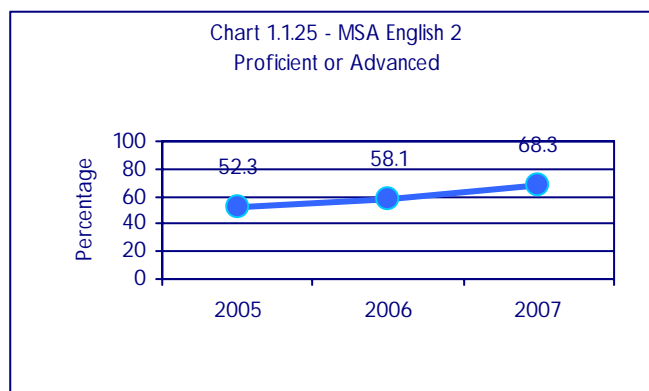
2005   2006   2007

The percentage of high school students who attained proficiency on the English 2 MSA was 68.3% in 2006-2007 (chart 1.1.25). The proficiency rate increased by 16.0 percentage points since 2004-2005.

The percentage of students within each racial/ethnic subgroup meeting the proficiency target for the English 2 MSA has increased each year since 2004-2005 (chart 1.1.26).

Chart 1.1.26 - MSA English 2 Proficient or Advanced by Race/Ethnicity

Race/Ethnicity	2005	2006	2007
American Indian	42	61	65
Asian	67	68	75
African American	36	42	53
White	63	68	79
Hispanic	41	51	56

Page 8
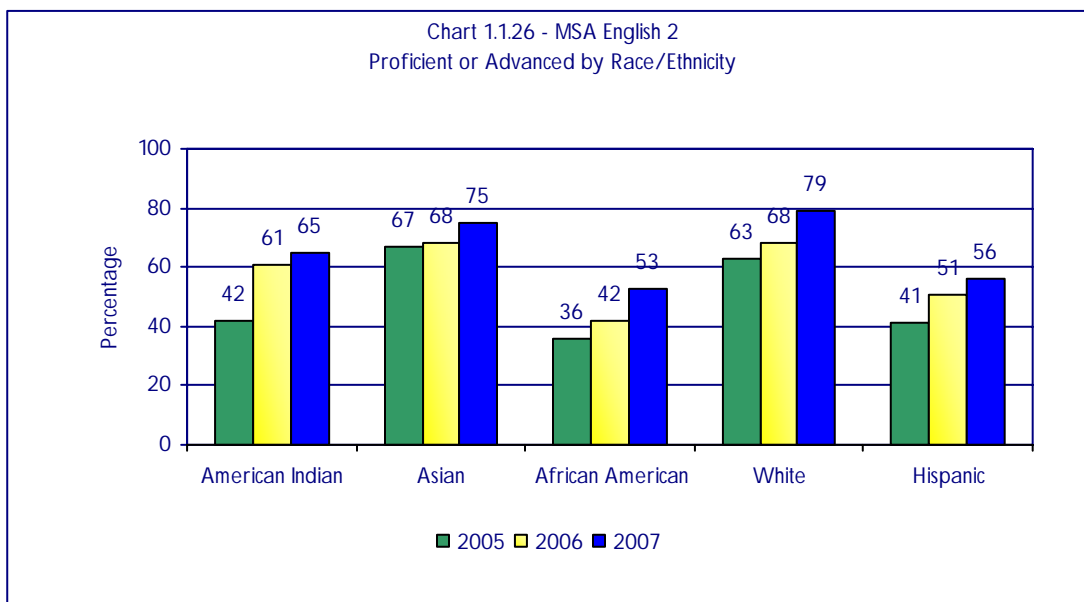
Chart 1.1.27 - MSA English 2
LEP Proficient or Advanced

[Line chart showing Percentage on y-axis (0-100) across years 2005, 2006, 2007: 13.9, 26.9, 21.4]
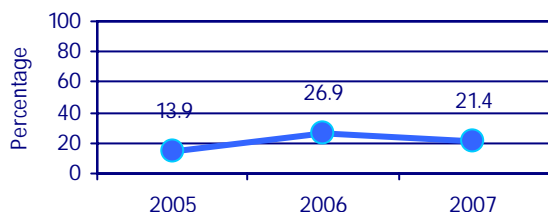
As indicated in chart 1.1.27, the percentage of high school English Language Learners who attained proficiency on the English 2 MSA was 21.4% in 2006-2007, an increase of 7.5 percentage points since 2004-2005.

Chart 1.1.28 - MSA English 2
Special Ed Proficient or Advanced

[Line chart showing Percentage on y-axis (0-100) across years 2005, 2006, 2007: 12.1, 12.3, 23.0]
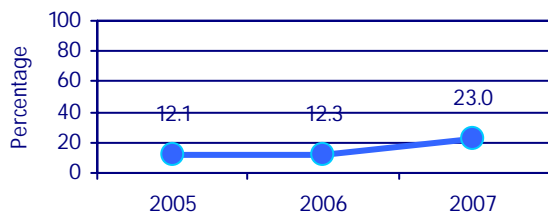
Among the students receiving special education services in 2006-2007, 23.0% achieved proficiency on the English 2 MSA (chart 1.1.28), an increase of 10.9 percentage points since 2004-2005.

Chart 1.1.29 - MSA English 2
FARM Proficient or Advanced

[Line chart showing Percentage on y-axis (0-100) across years 2005, 2006, 2007: 32.2, 41.7, 51.2]
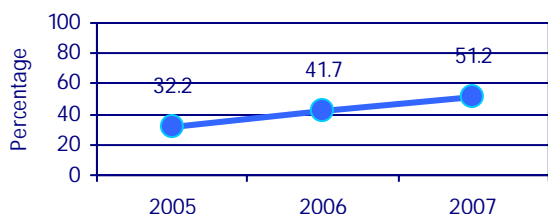
Chart 1.1.29 shows that 51.2% of high school students who received free and reduced price meals achieved proficiency on the English 2 MSA in 2006-2007. The percentage of students

achieving proficiency has increased 19.0 percentage points since 2004-2005.

Chart 1.1.30 - MSA English 2
GT Proficient or Advanced

[Line chart showing Percentage on y-axis (0-100) across years 2005, 2006, 2007: 92.5, 89.6, 94.5]
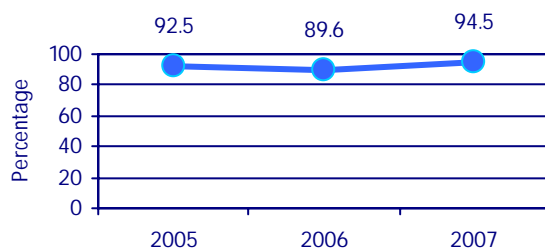
In 2006-2007, 94.5% of gifted and talented high school students achieved proficiency on the English 2 MSA (chart 1.1.30), an increase over both the 2004-2005 and 2005-2006 results.

Chart 1.1.31 - MSA Algebra I
Proficient or Advanced

[Bar chart showing Percentage on y-axis (0-100) across years 2006, 2007: 63.2, 55.1]
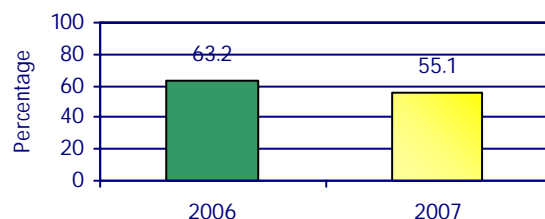
The percentage of secondary school students who attained proficiency on the Algebra I assessment in 2006-2007 was 55.1% (chart 1.1.31).

Chart 1.1.32 - MSA Algebra I
Proficient or Advanced by Race/Ethnicity

	American Indian	Asian	African American	White	Hispanic
2006	57	79	46	76	52
2007	47	75	39	71	54
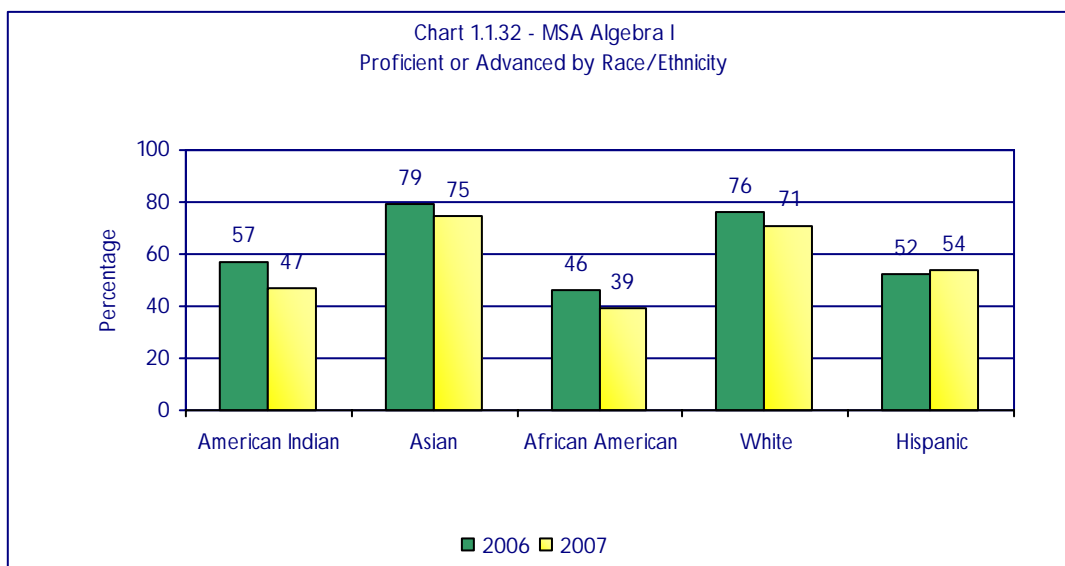
■ 2006 □ 2007

Among the secondary school racial/ethnic groups, 47.0% of American Indians, 75.0% of Asian, 39.0% of African American, 71.0% of White, and 54.0% of Hispanic students achieved proficiency on the 2006-2007 Algebra I assessment (chart 1.1.32).

Chart 1.1.33 - MSA Algebra I
LEP Proficient or Advanced
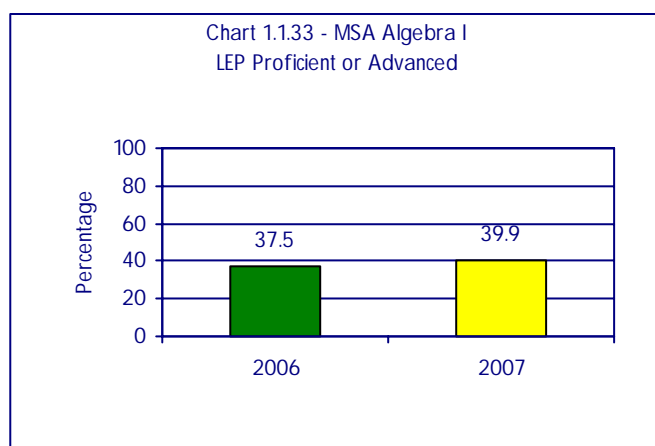
	2006	2007
	37.5	39.9

Chart 1.1.33 shows that greater percentages of secondary school LEP students demonstrated proficiency on the Algebra I MSA in 2006-2007.

Chart 1.1.34 - MSA Algebra I
Special Ed Proficient or Advanced
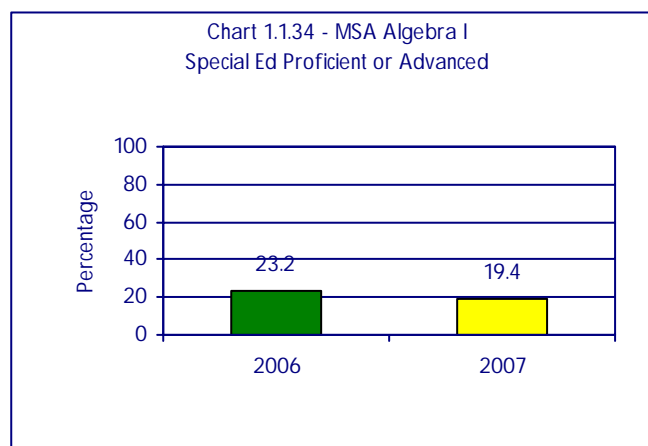
	2006	2007
	23.2	19.4

Among the secondary school students receiving special education services, 19.4% demonstrated proficiency on the Algebra I MSA in 2006-2007(chart 1.1.34).
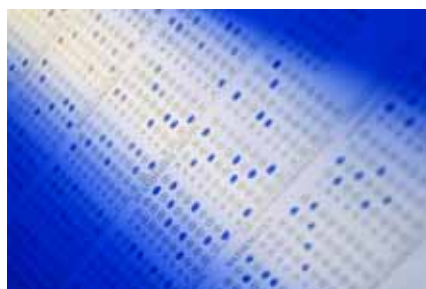
**Chart 1.1.35 - MSA Algebra I
FARM Proficient or Advanced**

Year	Percentage
2006	48.2
2007	42.5
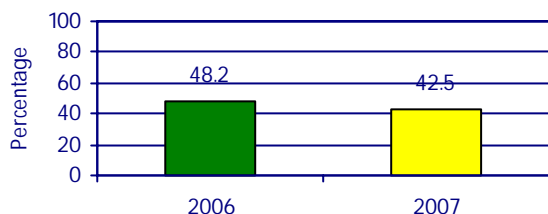
Among the secondary school students who received free and reduced price meals in 2006-2007, 42.5% achieved proficiency on the Algebra I MSA (chart 1.1.35).

**Chart 1.1.36 - MSA Algebra I
GT Proficient or Advanced**

Year	Percentage
2006	91.5
2007	88.4
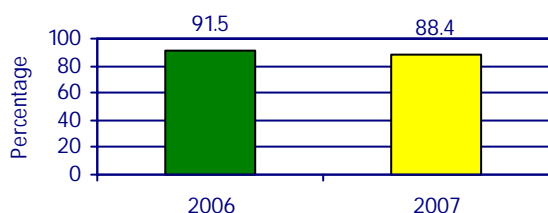
Among the secondary school gifted and talented students, 88.4% achieved proficiency on the Algebra I MSA in 2006-2007 (chart 1.1.36).

Explanation of Results

MSA – Reading (Elementary and Middle)

Several factors contributed to the increases in the percent of students at the proficient level in all subgroups at the elementary level. This growth is due in large part to the implementation of a three-tier model, which allows for data driven small group targeted instruction. Teachers have received ongoing professional development in collecting and analyzing data to drive instruction and regroup students as needed. Resources were created and utilized which enabled teachers to increase rigor and improve student achievement.

Challenges included increasing the level of cognitive demand in daily instruction and class discussion, and deepening teachers' understanding of the VSC, as well as the reading process. Al-

though reading achievement in middle school has improved since 2003, the need for improved differentiated instruction is a contributing factor to the slow rate of progress.

MSA – Mathematics (Elementary and Middle)

The implementation of a new elementary mathematics program comprised the largest contributing factor to the increases in the percentage of students in all subgroups scoring proficient or advanced at the elementary level. This program and the accompanying curriculum planning grids provided alignment to the VSC. Benchmark and short-cycle assessments were developed that also bridged the alignment of the curriculum and the VSC and modeled the expectations of the MSA. Professional development was provided for teachers in all the components of the new elementary program, curriculum planning grids, and system-wide assessments. Although the percentage of students receiving special education services scoring proficient or advanced has increased, this subgroup still presents a challenge.

Although mathematics achievement in middle school has improved since 2003, there continue to be challenges in moving mathematics achievement forward at a faster pace for all subgroups. A new middle school program, Algebraic Thinking, was implemented in grades 6 and 7 during 2006-2007 and will be implemented in Grade 8 during 2007-2008. This program, which is aligned to the VSC, provides supports for students scoring in the basic or low proficient range.

MSA – English 10

Several factors contributed to the 10.2 percentage point increase in the 2006-2007 scores on the HSA English 2. One factor that may have contributed to the growth was the implementation of countywide assessments that measured the Core Learning Goals (CLG). With the introduction of these assessments, teachers had rich and relevant information about each student's strengths and needs. The analysis of the data provided teachers with information to modify instruction. This past year, the county addressed the needs of students who are reading below grade level through the implementation of *Language!*, a comprehensive acceleration reading program. Data from the first year indicate a significant increase in students' overall phonemic awareness and fluency. An additional factor which led to improved achievement was the participation of BCPS teachers in the Governor's Academy for English which started in the summer of 2006.

Challenges include increasing the level of cognitive demand in daily instruction and questioning, increasing the rigor in current curricula, and deepening teachers' understanding of the CLG. Another continuing challenge is to decrease the achievement gap

between race/ethnicity groups.

MSA – Algebra/Data Analysis

The percentages reflected in the given charts include all first time test takers. These data include students who do not have to pass the high school assessments to graduate. However, the number of students passing the HSA Algebra by the end of Grade 9 has increased from 66.3% in 2005-2006 to 69.4% in 2006-2007. There continues to be an increase in the percentage of students passing the HSA who need to pass for a graduation requirement, reflecting the implementation of a revised Algebra I curriculum and the continued implementation of benchmarks and short-cycle assessments in Algebra I.

Challenges include increasing the achievement of students receiving special education services in both inclusion settings and in the course, Algebra and Data Analysis Adapted, intended for Grade 9 diploma-bound students who were recommended through the IEP team process.

Next Steps

MSA – Reading (Elementary and Middle)

- Examine elementary and middle schools' performance on the reading MSA to determine which schools have been successful with disaggregated student groups' performance to glean BCPS best practices to assist other schools.

- Use short-cycle and benchmark assessments to monitor student progress to identify strengths and needs and plan for targeted instruction.

- Provide school based support on the analysis of short-cycle and benchmark assessments to aid teachers in planning targeted instruction.

- Write a scope and sequence of written language instruction PreK-12 adhering to the recommendations provided by the MSDE PreK-12 English Composition Task Force and the recommendations in Writing Next, Alliance for Excellence Education.

- Create a systemwide standardized end-of-year summary form to be kept in student portfolios, along with representative compositions of students' best work with recommendations for improvement and growth.

- Monitor the implementation of a complete written language program (including composition, grammar, me-

chanics and usage) at all grade levels.

- Enhance resources for Grade 6 reading to increase rigor and provide differentiated instruction.

- Provide professional development on small group and differentiated instruction.

- Provide professional development on strategies for teachers' conferencing to promote independent reading and increase the level of cognitive demand in classroom discussions.

- Continue to monitor and support the implementation of the secondary reading intervention.

- Provide ongoing professional development for administrators and teachers on providing rigorous instruction and raising expectations for student achievement.

MSA – Mathematics (Elementary and Middle)

- Continue to monitor the effective implementation of both the new elementary mathematics program and the new middle school program, Algebraic Thinking, to ensure that all students are receiving curriculum aligned to the MSA.

- Provide support to schools identified with large number of students scoring basic, particularly those with low performing subgroups.

- Work with the Office of Special Education to identify the challenges for mathematics achievement of students receiving special education services at both the elementary and middle school level and to implement strategies to improve this achievement.

- Use short-cycle and benchmark assessments to monitor student progress to identify strengths and needs and plan for targeted instruction.

- Provide school-based support on the analysis of short-cycle and benchmark assessments to aid teachers in planning targeted instruction.

- Provide ongoing professional development for administrators and teachers on providing rigorous instruction and raising expectations for student achievement.

MSA – English 10

- Continue use of short-cycle and benchmark assessments to monitor student progress and identify strengths and needs in planning for targeted instruction.

- Creation of a HSA/Governor's Academy Strategies strand of professional development to disseminate strategies, lessons, and information derived from the Governor's Academy.

- Provide HSA targeted workshops at the ongoing New Teacher Induction professional development events.

- Increase the level of cognitive demand and rigor in daily instruction by providing professional development and onsite support to teachers and department chairs.

- Address the needs of special education students by increasing differentiation in instruction through collaborative efforts between the Office of Language Arts and the Office of Special Education.

- Provide ongoing professional development for department chairs through monthly meetings in the areas of instructional leadership, HSA strategies, and developing professional learning communities.

- Provide onsite support through the Office of Language Arts, such as modeling lessons, long-term and short-term planning, differentiation strategies, and data analysis.

- Use Mastery Checklists for students for every short-cycle and benchmark assessment.

- Write a scope and sequence for a composition program for grades 6-12 adhering to the recommendations provided by the MSDE PreK-16 English Composition Task Force and the recommendations in Writing Next Alliance for Excellence Education.

- Continue implementation of *Language!* in the middle and high schools with the addition of Books E and F, which provide greater focus on comprehension skills.

MSA – Algebra/Data Analysis

- Continue to monitor the effective implementation of the revised Algebra I curriculum, especially in schools not performing at the expected achievement level.

- Continue the use of short-cycle and benchmark assessments to monitor student progress and identify strengths and needs in planning for targeted instruction.

- Continue to implement the Algebraic Thinking program in all middle schools in all grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs an alternative method of teaching and learning foundational algebraic concepts for students who are typically on a path to take Algebra I in Grade 9.

- Work with the Office of Special Education to continue to monitor the implementation of Algebra and Data Analysis Adapted for identified students receiving special education services and to make recommendations for changes to improve the implementation of the curriculum.

- Provide Algebra I teachers with HSA materials to support the individualized intervention for students who are not progressing towards proficiency achievement on the HSA Algebra/Data Analysis.

- Work with Algebra I teachers to provide unit-by-unit planning targets and support.

- Work with MSDE on the development of the HSA Online Course for Algebra/Data Analysis for use in identified classrooms and as a professional development course for teachers.

$$A = \pi r^2$$
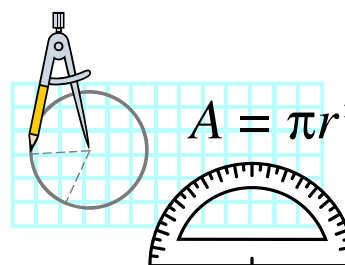
> Performance Indicator 1.2 - All Grade 10 diploma-bound students will participate in the PSAT. (BCPS standard)

What is measured?

Percentage of diploma-bound students in Grade 10 taking PSAT, without exemptions

Results for 2006-2007

Chart 1.2.1 - PSAT Participation Rate Grade 10

BCPS standard is 100%
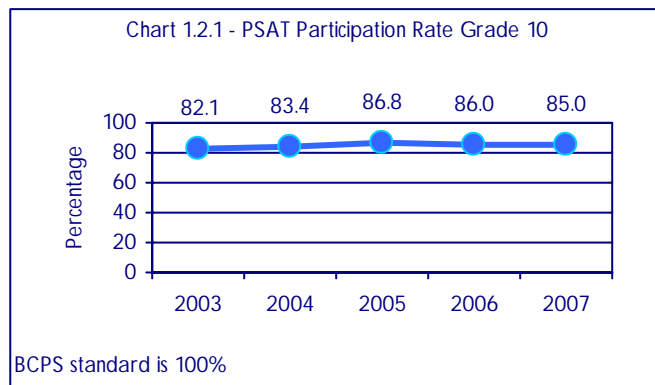
Since 2002-2003, the percentage of students in Grade 10 taking the PSAT has increased by 2.9 percentage points (chart 1.2.1). In 2006-2007, 85.0% of Grade 10 students took the PSAT.

PSAT participation rates in Grade 10 have increased among the FARM, LEP, and special education student groups (chart 1.2.2). Since 2002-2003, FARM student participation increased by 8.0 percentage points, LEP student participation increased by 31.0 percentage points, and special education student participation increased by 20.0 percentage points. Since 2002-2003, the PSAT participation rate in Grade 10 for gifted and talented students has been between 97.0% and 98.0%.

Since 2002-2003, the PSAT participation rate in Grade 10 for students in all the racial/ethnic groups has increased (chart 1.2.3). American Indian student participation increased by 16.0 percentage points; Asian student participation increased by 8.0 percentage points; African American student participation increased by 3.0 percentage points; White student participation increased by 2.0 percentage points, and Hispanic student participation increased by 15.0 percentage points.

Chart 1.2.2 - PSAT Participation Rate Grade 10 by Student Group

BCPS standard is 100%

Chart 1.2.3 - PSAT Participation Rate Grade 10 by Race/Ethnicity

BCPS standard is 100%
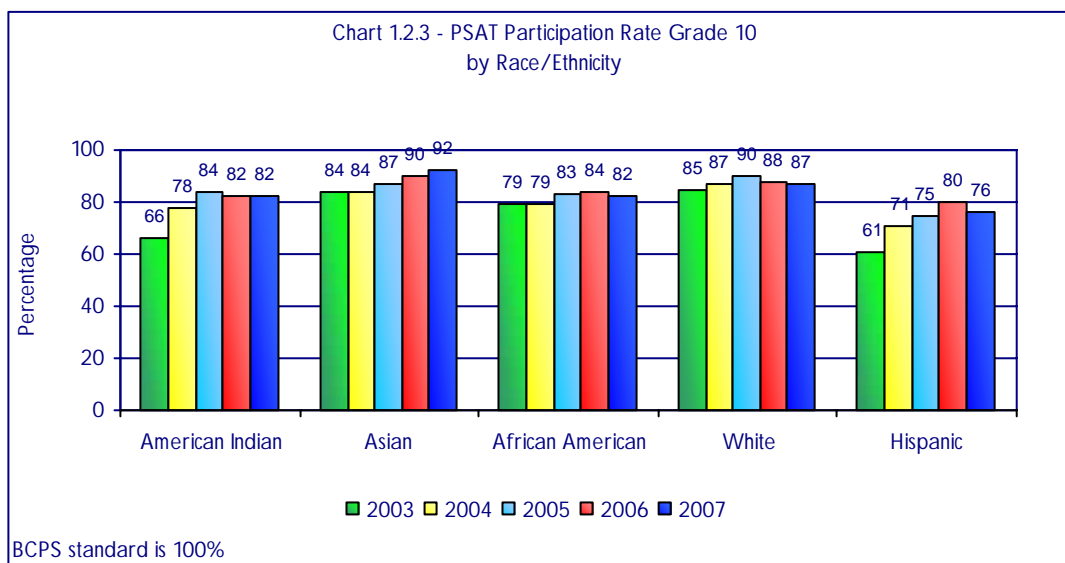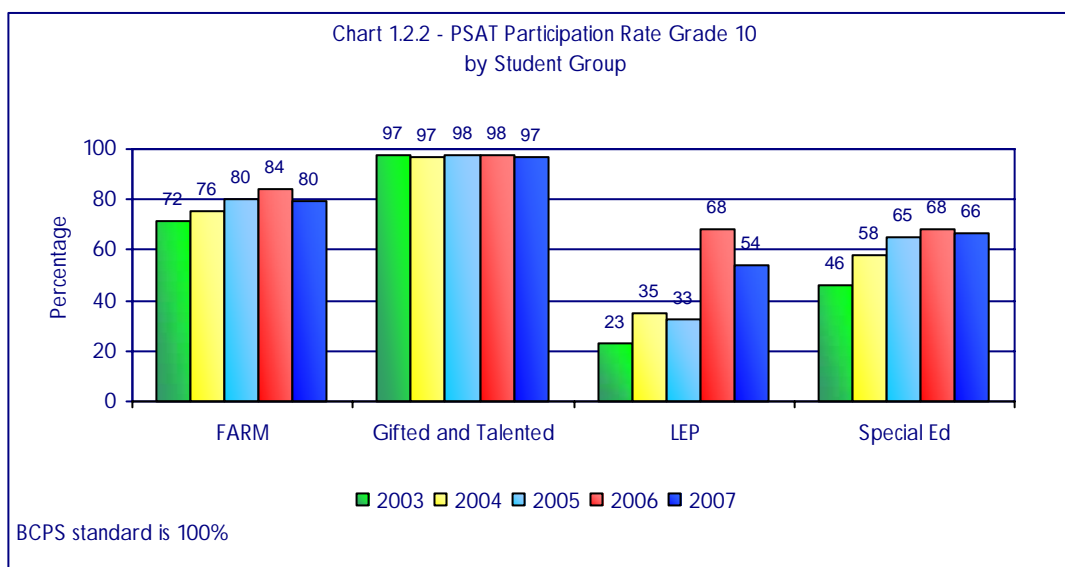
Explanation of Results

The system's PSAT participation rate continues to increase. PSAT participation rates for student groups such as FARM, LEP, and special education increased and are progressing toward the BCPS goal. There is a disparity between the PSAT participation rates of these student groups and the overall BCPS participation rate. The challenges include the need to provide instruction that addresses students' varied learning styles and preferences. There is a need to increase outreach to get information regarding the benefits of PSAT participation to parents. All groups' participation rates are increasing.

Next Steps

High PSAT participation rates for Grade 10 diploma-bound students will continue. BCPS will:

- Continue to pay PSAT registration fees for all ninth and tenth grade students.

- Begin early identification of subgroup populations who are underrepresented in PSAT participation.

- Increase differentiated instruction to underrepresented and/or underachieving student groups.

- Expand implementation of CollegeEd and other college preparatory programs in middle school.

- Continue professional development for school staffs to ensure use of PSAT results to prepare students for rigorous courses and the SAT.

- Increase counselor assistance with PSAT results, student access to rigorous courses, and parent information for underrepresented student groups.

> **P**erformance Indicator 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?

Percentage of students scoring 55 or higher on the Verbal/Math PSAT enrolled in gifted and talented or honors courses, grades 10 - 12

Results for 2006-2007

Chart 1.3.1 - Percentage of Students Enrolled in GT/Honors Courses Scoring 55 or More in PSAT Verbal

96.1 95.2 96.2 95.5 95.6

BCPS standard is 100%
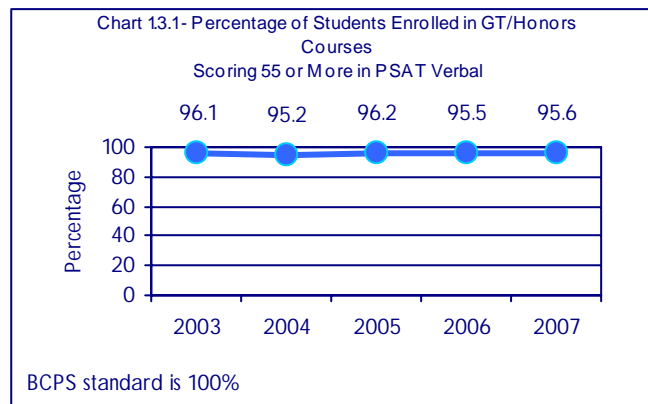
The percentage of high school students who scored 55 or higher on the PSAT Verbal and were enrolled in gifted and talented or honors courses 95.6% in 2006-2007 (chart 1.3.1).

Chart 1.3.2 - Percentage of Students Enrolled in GT/Honors Courses Scoring 55 or More in PSAT Math

89.6 91.2 89.8 90.1 90.0

BCPS standard is 100%
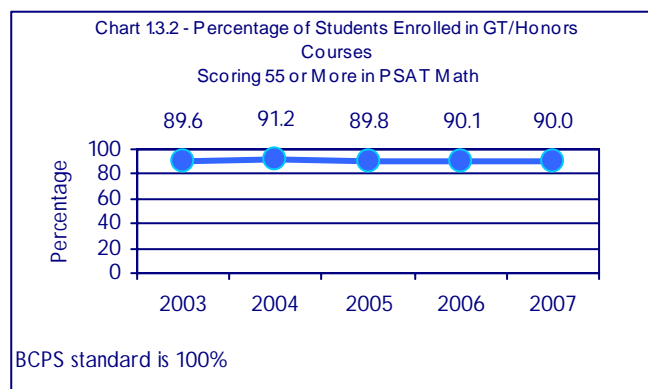
The percentage of high school students who scored 55 or higher on the PSAT Math and were enrolled in gifted and talented or honors courses was 90.0% in 2006-2007 (chart 1.3.2).

Explanation of Results

Schools continue to counsel students scoring 55 or higher on the verbal/math PSAT to enroll in GT or honors courses in order to ensure that all students demonstrating potential for success are placed in a rigorous academic program. Programs such as AVID also provide the opportunity for students to access rigorous coursework starting in Grade 9 or earlier.

Increasing rigor in the middle school curriculum assists students in their preparation for high school honors and gifted and talented courses. The systemwide initiative to fund PSAT testing for all Grade 9 and 10 students provides valuable data for all diploma-bound students. School staff members communicate with students and parents regarding the purpose of the PSAT and the ways in which the results can be useful for academic

improvement. Understanding the importance of their performance on the PSAT encourages students to do their best on the test. When PSAT scores are returned to schools, school staff members meet with groups of students to explain and interpret test results. AP Potential data is used by administrators, counselors, and teachers during the course registration process to encourage students to take honors and gifted and talented level courses. English and mathematics department chairs attend an annual PSAT Summary of Answers workshop to analyze data and plan strategies for improving instruction in the classroom. The BCPS initiative to have every high school offer twelve or more Advanced Placement classes and the inclusion of online AP courses have provided more opportunities for students to take rigorous classes.

Next Steps

- To continue to have students scoring a 55 or above on verbal/math PSAT counseled into honors or gifted and talented courses.

- Continue to fund PSAT testing for all diploma-bound Grade 9 and 10 students.

- Continue to communicate with students and parents the importance of PSAT participation.

- Continue to assist students with the interpretation of PSAT test results.

- Continue to provide data workshops to assist school staff with interpreting test results and planning strategies for the improvement of instruction.

- Continue to use AP Potential to encourage students with scores of 55 and above to take honors and gifted and talented courses.

- Continue to support AVID programs at the high and middle school levels.

- Continue to provide professional development for guidance counselors to ensure proper placement of students.

- Review GT and honors coursework to ensure an academically rigorous program is available for students demonstrating potential for success.

Performance Indicator 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?

Percentage of students who attain a Certificate of Attendance and meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA)

Results for 2006-2007

The percentage of students meeting state standards for Alt-MSA in 2006-2007 evidenced an increase over 2005-2006 results due to the fact that a greater number of students participated in the testing program than in previous years.

Chart 1.4.1 - Received Certificate of Attendance Reading Percent Passing Alt-MSA

Year	Percentage
2004	8.0
2005	12.8
2006	17.0
2007	56.9
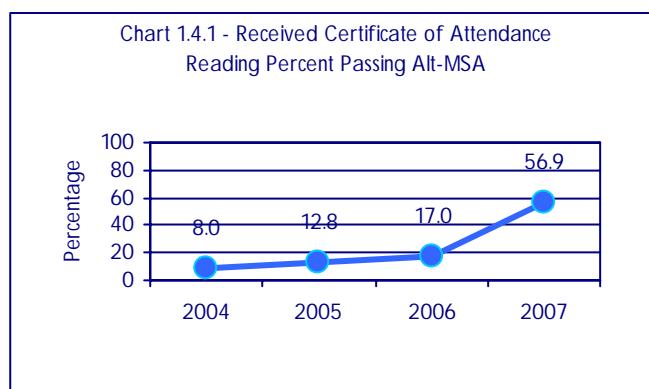
Since 2003-2004, the percentage of students passing the reading Alternate Maryland School Assessment (Alt-MSA) has increased (chart 1.4.1). In 2006-2007, 56.9% of students passed the reading Alternate Maryland School Assessment (Alt-MSA). This represented a 39.9 percentage point increase from 2005-2006 and an overall increase of 48.9 percentage points since 2003-2004.

Chart 1.4.3 - Received Certificate of Attendance
Reading Percent Passing Alt-MSA by Race/Ethnicity

Percentage

	American Indian	Asian	African American	White	Hispanic
2005	100				
2004	0	0, 0	10, 6, 21	5, 15, 13	100
2007		50	48	63	100

☐ 2004 ☐ 2005 ☐ 2006 ☐ 2007

Chart reflects 1 or more groups with low student counts

Chart 1.4.2 - Received Certificate of Attendance
Reading Percent Passing Alt-MSA by Student Group

Percentage

FARM: 7, 11, 8, 50   LEP: 0

☐ 2004 ☐ 2005 ☐ 2006 ☐ 2007

Chart reflects 1 or more groups with low student counts

Chart 1.4.4 - Certificate of Attendance
Math Percent Passing Alt-MSA

Percentage

2004	2005	2006	2007
8.0	14.9	17.0	58.6

Fifty percent of students receiving free and reduced price meals (FARM) passed the reading Alternate Maryland School Assessment (Alt-MSA) in 2006-2007 (chart 1.4.2). This represented an increase of 42.0 percentage points from the previous year and a gain of 43.0 percentage points from the year 2003-2004.

Chart 1.4.3 shows that all Hispanic students passed the reading Alternate Maryland School Assessment (Alt-MSA) in 2006-2007; while 63.0% of White students, 48.0% of African American students, and 50.0% of Asian students passed the reading Alt-MSA.

Since 2003-2004, the percentage of students passing the mathematics Alternate Maryland School Assessment (Alt-MSA) has increased. In 2006-2007, 58.6% of students passed the mathematics Alternate Maryland School Assessment (Alt-MSA). This represented an increase of 41.6 percentage points from 2005-2006 and an increase of 50.6 percentage points from 2003-2004 (chart 1.4.4).

**Chart 1.4.6 - Received Certificate of Attendance
Math Percent Passing Alt-MSA by Race/Ethnicity**

Percentage

- American Indian: 0, 100
- Asian: 0, 0, 0, 50
- African American: 10, 6, 25, 52
- White: 7, 19, 13, 63
- Hispanic: 0, 100

Legend: ■ 2004 ■ 2005 ■ 2006 ■ 2007
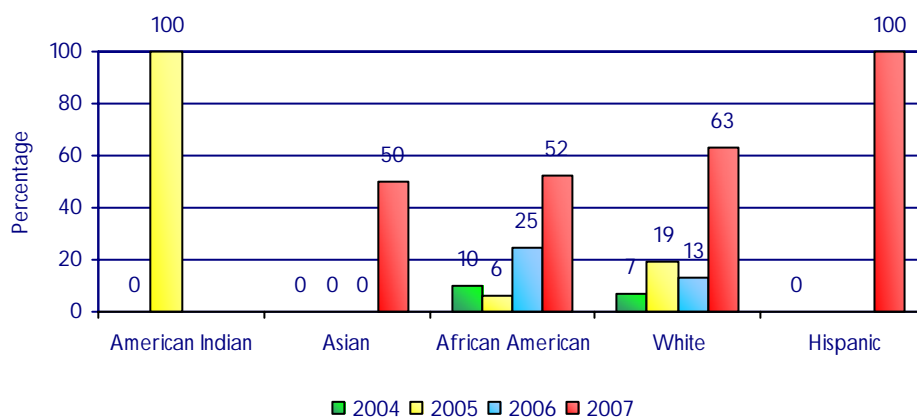
Chart reflects 1 or more groups with low student counts

**Chart 1.4.5 - Received Certificate of Attendance
Math Percent Passing Alt-MSA by Student Group**

Percentage

- FARM: 7, 11, 11, 54
- LEP: 0

Legend: ■ 2004 ■ 2005 ■ 2006 ■ 2007

Chart reflects 1 or more groups with low student counts

Since 2003-2004, the percentage of students who received free and reduced price meals (FARM) and passed the mathematics Alternate Maryland School Assessment (Alt-MSA) has increased. Fifty-four percent of FARM students passed the mathematics Alternate Maryland School Assessment in 2006-2007. This represented a 43.0 percentage point increase from 2005-2006 and a 47.0 percentage point increase from 2003-2004 (chart 1.4.5).
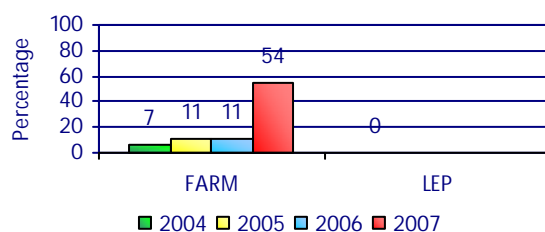
Chart 1.4.6 shows that all Hispanic students passed the mathematics Alternate Maryland School Assessment (Alt-MSA) in 2006-2007; while 63.0% of White students, 52.0% of African American students, and 50.0% of Asian students passed the mathematics Alt-MSA.

Explanation of Results

Prior to 2003-2004, students in certificate programs were assigned to non-graded, multi-aged classrooms. When Alt-MSA was initially administered in the spring of 2004, grade levels for all students in the certificate programs were designated, and students in grades 10 and 11 were tested. Every high school student in Grade 10 has been tested since that time.

Students who earn a Certificate of Attendance are between the ages of 18 - 21 and have been in high school and/or post secondary programs for 4 to 8 years. Fifty-eight students received a Certificate of Attendance in 2007. Alt-MSA data indicate that 36 of those 58 students participated in Alt-MSA; 91.6% of the tested population (33/36) scored advanced/proficient in reading and 94.4% of the tested population (34 of 36) scored advanced/proficient in mathematics.

Next Steps

For students participating in Alt-MSA in Grade 10 (the last grade in which students who earn a Certificate of Attendance are tested):

- Continue to move toward 100% proficient/advanced achievement by supporting daily, purposeful instruction in the areas of reading, mathematics and science through curriculum which is aligned to the Voluntary

State Curriculum.

- Create/revise curriculum support documents and provide professional development to ensure alignment between instruction and proficient/advanced performance on Alt-MSA. Prepare teachers for the additional science assessment items in grades 5, 8, and 10, as well as the infusion of the science items in reading and mathematics in grades 3, 4, 6, and 7.

- Provide professional development to school-based staff (administrators, school test coordinators, teachers, related service providers) for training on the current Alt-MSA handbook and Alt-MSA online.

- Continue technical assistance to Alt-MSA teachers and teams during the testing window through one-on-one contact and after school group sessions to promote meaningful data/error analysis, purposeful instruction, and thorough assessment practices.

Performance Indicator 1.5 - Seventy percent of participating special education students will meet or exceed state standards for the Alternate Maryland School Assessment (Alt-MSA). (State standard)

Since 2002-2003, the percentage of students scoring proficient or advanced across grades 3-10 has increased on the reading Alternate Maryland School Assessment (Alt-MSA). In 2006-2007, 91.2% of students across grades 3-10 achieved proficiency on the reading Alternate Maryland School Assessment (Alt-MSA). This represented a 9.8 percentage point increase from 2005-2006 and a 29.9 percentage point increase from 2002-2003 (chart 1.5.1).

Chart 1.5.2 - Alt-MSA Grades 3 to 10 Reading Proficient or Advanced by Student Group

	FARM					LEP			
2003	62					100			
2004		91					88		
2005			87					100	
2006				82					83
2007					94				100
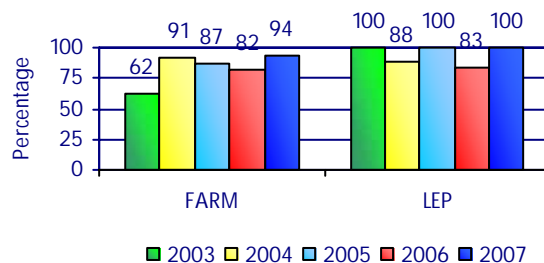
Chart reflects 1 or more groups with low student counts

Chart 1.5.2 shows that 100% of LEP students and 94.0% of FARM students achieved proficiency across grades 3-10 on the Alt-MSA reading in 2006-2007.

What is measured?

Percentage of participating students scoring proficient or advanced on the Alt-MSA

Results for 2006-2007

Chart 1.5.1 - Alt-MSA Grades 3 to 10 Reading Proficient or Advanced

Year	Percentage
2003	61.3
2004	87.6
2005	87.5
2006	81.4
2007	91.2

Chart 1.5.3 - Alt-MSA Grades 3 to 10 Reading Proficient or Advanced by Race/Ethnicity

Chart reflects 1 or more groups with low student counts
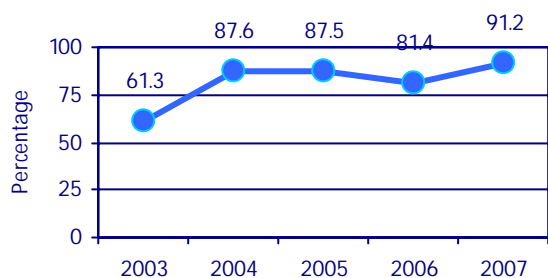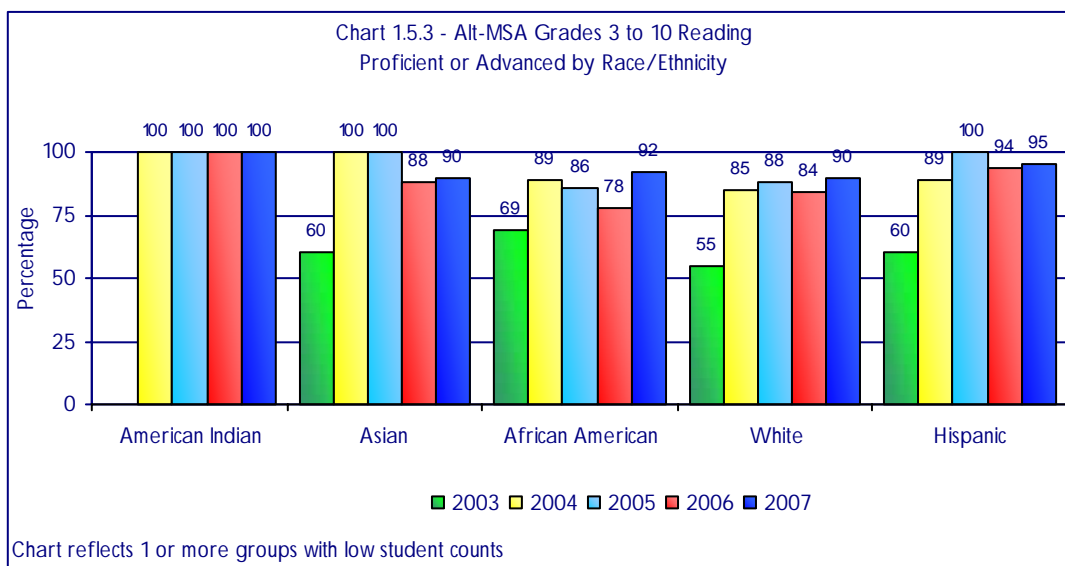
The percentage of students from each racial/ethnic subgroup scoring proficient or advanced on the reading Alt-MSA increased or remained at or above 90.0% across grades 3-10 (chart 1.5.3). Ninety-five percent of Hispanic students scored proficient or advanced on the reading Alt-MSA across grades 3-10; while 90.0% of White students, 92.0% of African American students, 90.0% of Asian students, and 100% of American Indian students scored proficient or advanced on the reading Alt-MSA.

Chart 1.5.5 - Alt-MSA Grades 3 to 10 Math Proficient or Advanced by Student Group

Chart reflects 1 or more groups with low student counts

Chart 1.5.4 - Alt-MSA Grades 3 to 10 Math Proficient or Advanced

In 2006-2007, 100% of LEP students scored proficient or advanced and 95.0% of FARM students scored proficient or advanced across grades 3-10 on the mathematics Alt-MSA. This represented an increase of 33.0 percentage points for the LEP and FARM student subgroups since 2002-2003 (chart 1.5.5).

Since 2002-2003, the percentage of students scoring proficient or advanced on the mathematics Alternate Maryland School Assessment (Alt-MSA) increased in every student group or remained at 100% across grades 3-10 (chart 1.5.6). Ninety percent of Hispanic students scored proficient or advanced on the mathematics Alt-MSA across grades 3-10; while 91.0% of White students, 93.0% of African American students, 95.0% of Asian students, and 100% of American Indian students scored proficient or advanced on the mathematics Alt-MSA.

Since 2002-2003, the percentage of students scoring proficient or advanced on the mathematics Alternate Maryland School Assessment has increased (chart 1.5.4). In 2006-2007, 91.8% of students scored proficient or advanced on the mathematics Alternate Maryland School Assessment (Alt-MSA) across grades 3-10. This represented an increase of 8.8 percentage points from 2005-2006 and 30.0 percentage points from 2002-2003.

**Chart 1.5.6 - Alt-MSA Grades 3 to 10 Math
Proficient or Advanced by Race/Ethnicity**

American Indian: 100 100 100 100
Asian: 80 100 92 94 95
African American: 67 89 80 81 93
White: 56 84 86 84 91
Hispanic: 80 79 92 94 90

Legend: ■ 2003 □ 2004 ■ 2005 ■ 2006 ■ 2007

Chart reflects 1 or more groups with low student counts

Explanation of Results

Data indicate that for the fourth year in a row achievement in reading and mathematics for students participating in Alt-MSA has exceeded the 70.0% proficient/advanced state standard. This achievement has been consistent among all student groups. In 2006-2007, no student group achieved less than 90.0% advanced/proficient in reading and mathematics. Last year, for the first time, MSDE provided information along with the performance results that allowed teachers to complete a full analysis of student performance. This feedback, along with the continued technical assistance provided by the Office of Special Education which included trainings, instructional and assessment mentoring, and direct support to administrators, resulted in the increases in reading and mathematics for 2006-2007.

Next Steps

- Continue to move toward 100% proficient/advanced achievement by supporting daily, purposeful instruction in the areas of reading, mathematics and science through curriculum that is aligned to the Voluntary State Curriculum.

- Create/revise curriculum support documents and provide professional development to ensure alignment between instruction and proficient/advanced performance on Alt-MSA. Prepare teachers for the additional science assessment items in grades 5, 8, and 10, as well as the infusion of the science items in reading and mathematics in grades 3, 4, 6, and 7.

- Provide professional development to school-based staff (administrators, school test coordinators, teachers, related service providers) for training on the current Alt-MSA handbook and Alt-MSA online.

- Continue technical assistance to Alt-MSA teachers and teams during the testing window through one-on-one contact and after school group sessions to promote meaningful data/error analysis, purposeful instruction, and thorough assessment practices.

Performance Indicator 1.6 - All eligible prekindergarten students will have access to a prekindergarten program by the 2007-2008 school year. (State standard)

What is measured?

Percentage of eligible prekindergarten students having access to prekindergarten programs

Results for 2006-2007

- One hundred percent of eligible prekindergarten students were provided access to a program during school year 2006-2007.

- In 2006-2007, 3,048 students were enrolled in prekindergarten classes. Prekindergarten enrollment has increased by 431 students since school year 2003-2004.

Explanation of Results

The 2002-2003 initiative to provide access to all eligible prekindergarten students has been successful to date. Schools with prekindergarten programs screen students for automatic eligibility, regardless of the number of students already enrolled; schools without programs also screen for automatic eligibility. If programs are full, or if schools do not have prekindergarten programs, children with automatic eligibility are referred for placement in other schools.

Next Steps

- Continue efforts to enroll all eligible children as defined in the BCPS Prekindergarten Screening Procedures.

- Continue to collaborate across the system to provide access to children eligible for English for Speakers of Other Languages (ESOL) services.

- Continue to collaborate across the system to provide access to children who are referred by an Individual Educational Plan (IEP) Team and who have an IEP that specifies classroom instruction in a general education classroom.

- Continue to monitor enrollment in existing prekindergarten programs in order to determine the need for additional programs.

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

What is measured?

Percentage of schools having full-day kindergarten classes

Results for 2006-2007

Chart 1.7.1 - Full-day Kindergarten

Year	Percentage
2003	53.8
2004	63.1
2005	71.8
2006	81.7
2007	91.3

State standard is 100% by 2008
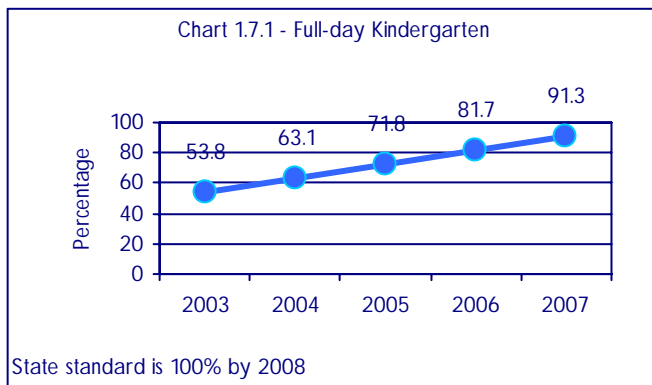
Since 2002-2003, the percentage of elementary schools having a full-day kindergarten program has continued to increase (chart 1.7.1). In 2006-2007, 91.3% of elementary schools had full-day kindergarten.

Explanation of Results

The 2002-2003 initiative to implement full-day kindergarten in ten additional schools each year has occurred according to the established timetable. During school year 2006-2007, full-day kindergarten was implemented at Chapel Hill, Franklin, Kingsville, Lutherville, Pinewood, Seven Oaks, Seventh District, Summit Park, Stoneleigh, and Westchester.

Next Steps

- Expand the final nine schools from half to full-day kindergarten programs at: Carroll Manor, Fifth District, Fort Garrison, Jacksonville, Prettyboy, Riderwood, Rodgers Forge, Sparks, and Timonium during school year 2007-2008. This expansion will reflect 100% implementation.

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

What is measured?

Percentage of students in grades 2 - 6 reaching grade level standards on reading assessments

Results for 2006-2007

No Data Yet Available

Explanation of Results

N/A

> Performance Indicator 1.9 - Each middle school will meet or exceed the county benchmark measure for the student participation rate in Algebra I. (BCPS standard)

What is measured?

Percentage of middle schools whose enrollment in Algebra I meets BCPS benchmark

Chart 1.9.2 - Middle School Algebra I Enrollment Grade 8 by Student Group

BCPS standard is 100%

	FARM	Gifted and Talented	LEP	Special Ed
2003	26	91	29	9
2004	27	92	18	6
2005	31	91	26	6
2006	34	93	24	10
2007	33	92	25	9
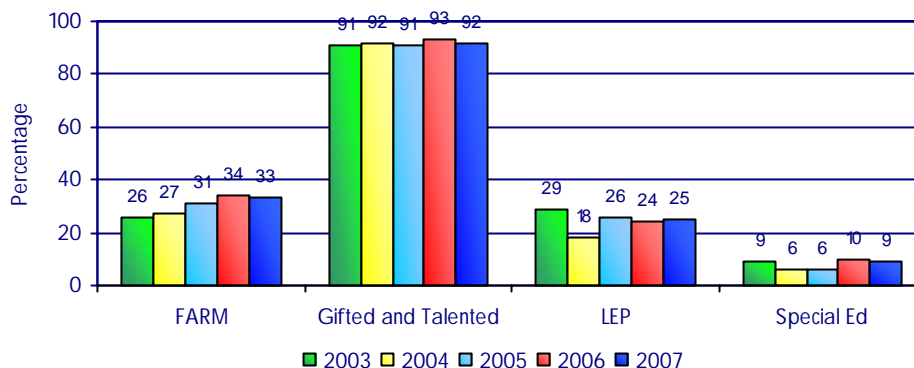
Chart 1.9.3 - Middle School Algebra I Enrollment Grade 8 by Race/Ethnicity

BCPS standard is 100%

	American Indian	Asian	African American	White	Hispanic
2003	27	62	32	56	34
2004	39	67	30	56	32
2005	41	66	35	58	34
2006	40	68	37	62	36
2007	46	72	38	61	36
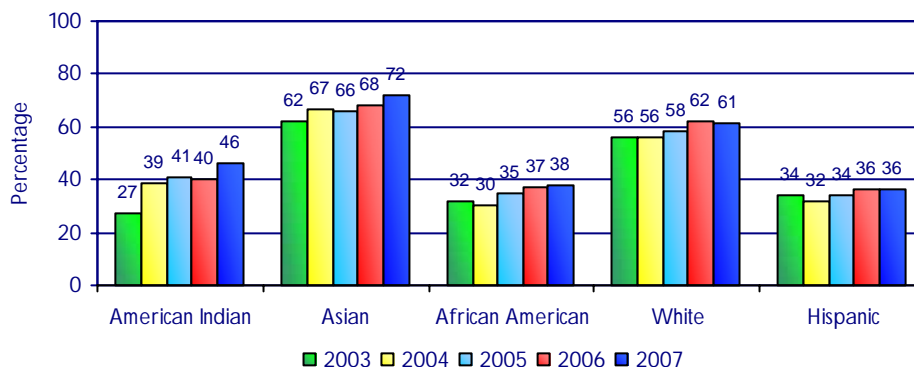
Results for 2006-2007

Chart 1.9.1 - Middle School Algebra I Enrollment Grade 8

2003	2004	2005	2006	2007
47.3	46.0	48.7	51.9	50.7
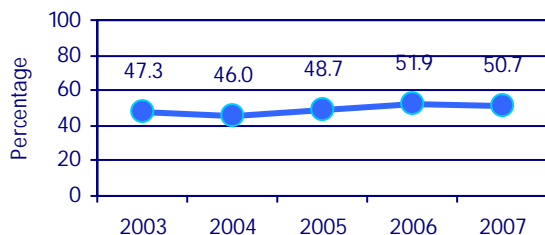
BCPS standard is 100%

The percentage of students enrolled in middle school Algebra I in Grade 8 was 50.7% in 2006-2007, a 3.4 percentage point increase since 2002-2003 (chart 1.9.1).

Thirty-three percent of students receiving free and reduced price meals (FARM), 92.0% of gifted and talented students, 25.0% of LEP students, and 9.0% of students receiving special education services were enrolled in Algebra I at the middle school level (chart 1.9.2).

Chart 1.9.3 shows that 46.0% of American Indian middle school students had taken Algebra I by the end of the 2006-2007 school year; while 72.0% of Asian middle school students; 38.0% of African American middle school students; 61.0% of White middle school students; and 36.0% of Hispanic middle school students had taken Algebra I by the end of Grade 8. In general, the rate of participation in Algebra I during middle school continues to increase.

Explanation of Results

Continued attention has been paid to placing students in Algebra I at the middle school level. Diagnostic and readiness tests are

available to ensure that any middle school student who demonstrates readiness or the potential for readiness for Algebra I is placed in the course. Several programs are in place to provide support for students who were not in a pre-algebra class but have demonstrated potential for Algebra I through their performance in mathematics class. These two programs, Algebra with Assistance and a summer school course, Pre-algebra, have supported the placement of additional middle school students into Algebra I.

Next Steps

- Continue to support the Algebra with Assistance program and the Pre-Algebra summer school course to ensure appropriate placement of students into Algebra I at the middle school.

- Implement a diagnostic benchmark during fourth quarter for all students at the middle school to ensure that students demonstrating a readiness for Algebra I are appropriately placed.

- Continue to support the implementation of the new elementary mathematics program that includes additional opportunities to build the foundation for Algebra I prior to middle school.

P erformance Indicator 1.10 - All students will pass the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9. (BCPS standard)

What is measured?

Percentage of BCPS students (less exemptions) passing HSA Algebra I by end of Grade 9

Results for 2006-2007

Chart 1.10.1 - HSA Algebra I by the End of Grade 9 Pass Rate

Percentage

56.8   54.3   53.0   66.3   69.4

2003   2004   2005   2006   2007

BCPS standard is 100%
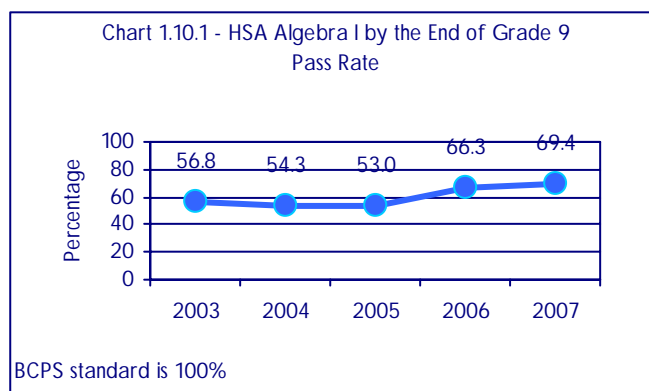
Since 2002-2003, the percentage of students who passed the Algebra/Data Analysis Maryland High School Assessment (HSA) by the end of Grade 9 has increased (chart 1.10.1). In 2006-2007, 69.4% of students who had taken Algebra I had passed the Algebra HSA by the end of Grade 9. This represents a 3.1 percentage point increase from 2005-2006 and overall increase of 12.6 percentage points since 2002-2003.

Chart 1.10.2 - HSA Algebra I by the End of Grade 9 Pass Rate by Student Group

Percentage

FARM: 38 35 37 44 48
Gifted and Talented: 84 90 90 91 91
LEP: 40 39 31 39 43
Special Ed: 23 14 12 23 23

☐ 2003 ☐ 2004 ☐ 2005 ☐ 2006 ☐ 2007

BCPS standard is 100%

Chart 1.10.3 - HSA Algebra I by the End of Grade 9
Pass Rate by Race/Ethnicity

BCPS standard is 100%

Legend: 2003 2004 2005 2006 2007
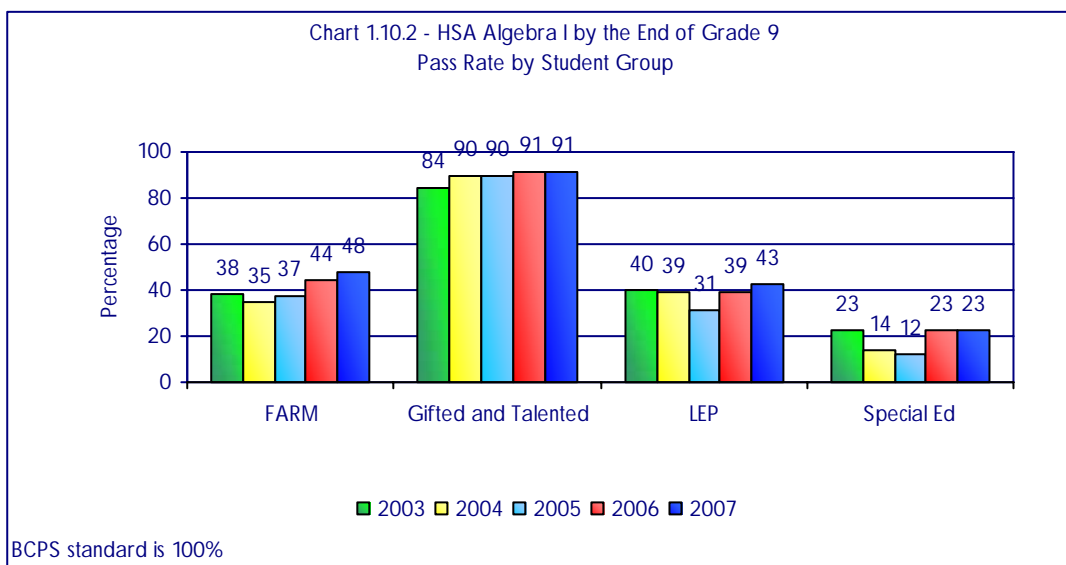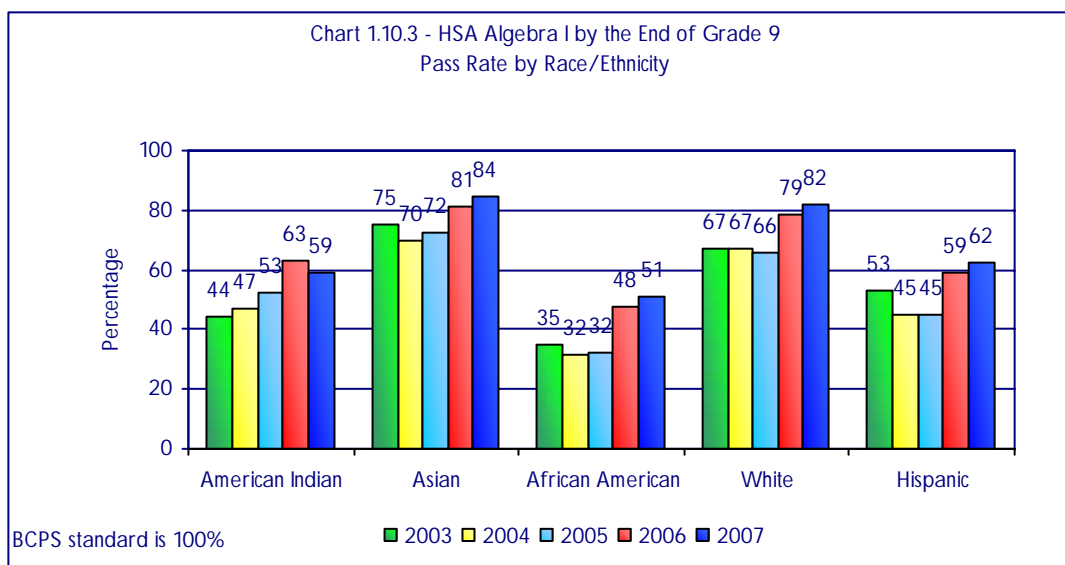
In 2006-2007, students receiving free and reduced price meals (FARM) and English for speakers of other languages (ESOL) services each realized a four percentage point increase in the percentage of students passing the Algebra I HSA by the end of ninth grade in 2006-2007 (chart 1.10.2). LEP students had a 43.0% pass rate, FARM students had a 48.0% pass rate; gifted and talented students had a pass rate of 91.0%; and the special education student group had a 23.0% pass rate on the HSA Algebra I Assessment by the end of Grade 9.

The 2006-2007 pass rates among Asian, African American, White, and Hispanic student groups' pass rate increased by 3.0 percentage points from 2005-2006, while the American Indian student group pass rate decreased by 4.0 percentage points. Chart 1.10.3 shows that 59.0% of American Indian students, 84.0% of Asian students, 51.0% of African American students, 82.0% of White students, and 62.0% of Hispanic students had passed the Algebra HSA Assessment by the end of Grade 9.

Explanation of Results

Several factors contributed to the increase in the percentage of students in all subgroups passing the Algebra/Data Analysis HSA. Students are aware that they need to pass the HSA as a graduation requirement and are taking the test seriously. In addition, it was the second year of the implementation of a revised Algebra I curriculum. Teachers were provided with additional opportunities for professional development with the instructional strategies included in the curriculum, and Algebra I classrooms were monitored for effective implementation of the curriculum. Benchmark and short-cycle assessments were revised to continue to mirror the questions and style of the HSA and to provide teachers with a detailed opportunity to analyze each

student's progress towards mastery of the indicators embedded in the Core Learning Goals (CLG). Additional HSA practice problems were created and distributed to teachers to provide directed intervention opportunities for students who did not show progress towards mastering the CLG.

Although there was continued implementation of the two courses, *Algebra and Data Analysis Adapted* and *Algebraic Functions Adapted*, intended for ninth grade diploma-bound students who were recommended through the IEP team process, the percentage of special education students passing the HSA did not increase. Challenges include monitoring these classrooms to ensure effective curriculum implementation as well as providing content training for special education teachers teaching these courses who may not have a mathematics background.

Next Steps

In order to increase the number of students who will pass the Algebra/Data Analysis Maryland High School Assessment by the end of Grade 9, Baltimore County Public Schools will:

- Continue to monitor the revised Algebra I and benchmark and short-cycle assessment programs at each high school to ensure effective implementation.

- Continue to implement the middle school program, *Algebraic Thinking*, in all grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs an alternative method of teaching and learning of foundational algebraic concepts for students who are typically on a path to take Algebra I in Grade 9.

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- Review the existing curricula and instructional strategies in Algebra and Data Analysis and Algebraic Functions Adapted, to ensure that they are meeting the needs of the special education and English Language Learners who are in these courses. Provide professional development opportunities throughout the year for the teachers of these courses to ensure understanding of the curriculum and effective instructional strategies.

Performance Indicator 1.11 - 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?

Percentage of Grade 12 students who have at least one fine arts credit by end of Grade 12

Results for 2006-2007

Chart 1.11.1 - Fine Arts Pass Rate

92.7 93.2 93.9 93.3 92.4

State standard is 100%
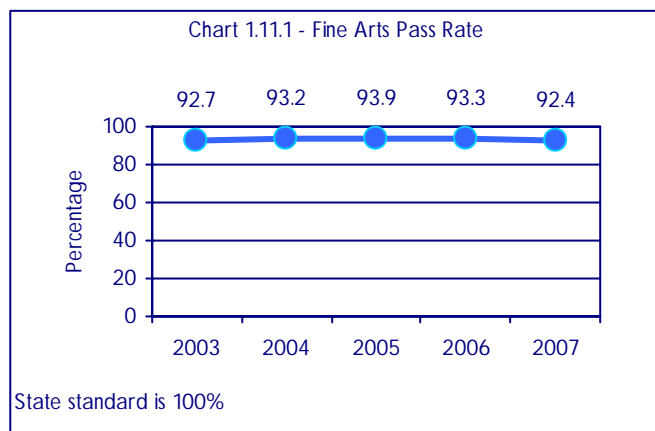
By the end of the 2006-2007 school year, 92.4% of BCPS Grade 12 students had at least one fine arts credit (chart 1.11.1).

Explanation of Results

The percentage of students who have fulfilled the requirement of at least one fine arts credit by the end of Grade 12 remains stable over time. At this time, 1.0% of students in Grade 12 are certificate bound students and are included in the results signifying a need to develop strategies and courses that will help increase the rate of student success and conform to the guidelines established by the Maryland Content Standards. Additional research will be conducted to identify and address root causes related to the remaining 7.0% of Grade 12 students who have not met the fine arts graduation requirement. The Department of Special Programs will collaborate with the Office of Student

Data to identify all courses that fulfill the state graduation requirement for both diploma and certificate bound students ensuring accuracy of reporting enrollment in the Fine Arts courses.

Next Steps

- Continue to implement and update the BCPS Fine Arts Initiative Strategic Plan and explore additional opportunities to enhance teaching and learning in the arts at all levels of instruction.

- Disaggregate the data to identify schools that will benefit from participation in targeted professional development in differentiated instruction in the fine arts to assist in meeting the learning needs of all students.

- Continue to develop, refine, and assess fine arts curricula aligned with the K-8 Voluntary State Curriculum and Core Learning Goals (CLG) to meet high school graduation requirements.

Performance Indicator 1.12 - All students successfully completing Algebra I, Biology, English 10, and Government will pass the Maryland High School Assessment on their first attempt. (BCPS standard)

What is measured?

Percentage of students by cohort group who pass the corresponding High School Assessment (HSA) tests

Results for 2006-2007

Data from two cohorts of students (Class of 2009 and Class of 2010) will be presented for this performance indicator. Disaggregated data by student group and by race/ethnicity are available in Appendix A.

Cohort 1 – Class of 2009

Chart 1.12.1 - Class of 2009
HSA Algebra I Percentage Passed

	End of 9th Grade	End of 10th Grade
Percentage	63.9	73.0
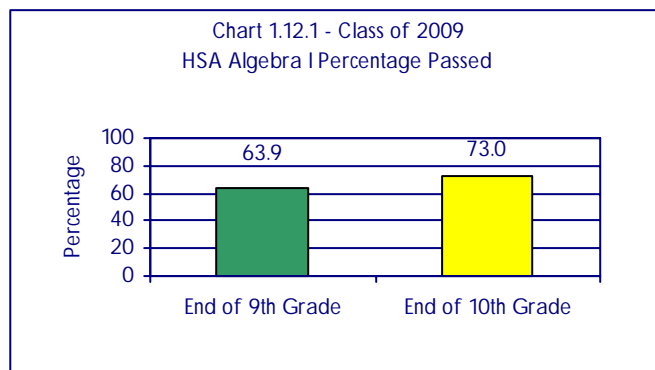
Chart 1.12.1 shows that 63.9% of students in the class of 2009 had completed Algebra 1 and passed the Algebra HSA by the end of their ninth grade year. The percentage of these students completing Algebra 1 and passing the corresponding HSA by the end of their tenth grade year increased by 9.1 percentage points to 73.0%.

Chart 1.12.2 - Class of 2009
HSA Biology Percentage Passed

	End of 9th Grade	End of 10th Grade
Percentage	58.0	69.9
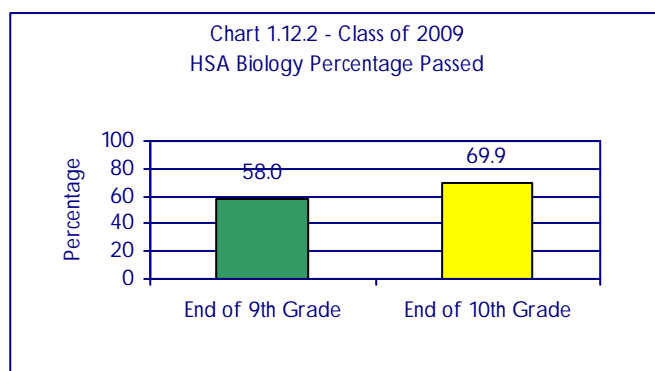
Fifty-eight percent of students in the class of 2009 had completed biology and passed the biology HSA by the end of their ninth grade year (chart 1.12.2). The percentage of these students completing biology and passing the corresponding HSA by the end of their tenth grade year increased by 11.9 percentage points to 69.9%.

Chart 1.12.3 - Class of 2009
HSA English 2 Percentage Passed

	End of 10th Grade
Percentage	67.0
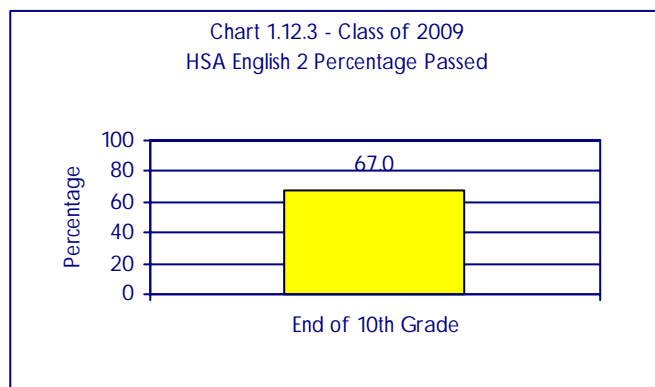
By the end of Grade 10, 67.0% of students in the class of 2009 passed the English 2 HSA at the end of Grade 10 (chart 1.12.3). The English 2 HSA is considered to be an end of course examination taken during Grade 10; therefore, end of Grade 9 data are not reported.

Chart 1.12.4 - Class of 2009
HSA Government Percentage Passed

	End of 9th Grade	End of 10th Grade
Percentage	69.5	78.5
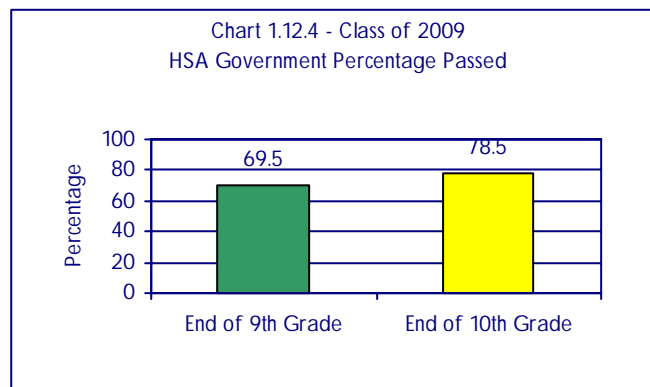
As shown in chart 1.12.4, 69.5% of students in the class of 2009 had completed the Government course and passed the Government HSA by the end of their ninth grade year. The percentage of these students completing the Government course and passing the corresponding HSA by the end of their tenth grade year increased by 9.0 percentage points to 78.5%.

Cohort 2 – Class of 2010

By the end of their ninth grade year

- The percentage of students in the class of 2010 enrolled in Algebra 1 that passed the Algebra HSA was 62.2%

- The percentage of students in the class of 2010 enrolled in biology that passed the biology HSA was 39.1%.

- The percentage of students from the class of 2010 enrolled in Government that passed the Government HSA was 63.7%.

Explanation of Results

Algebra

Class of 2009 Results

The 9.1 percentage point increase in students passing the HSA by the end of Grade 10 may be attributed to several factors including the development of an HSA Intervention Plan for students who passed Algebra I but did not pass the HSA. This plan included diagnostic assessments, 60 hours of instructional resources, and additional practice problems that schools were able

to use with these students in pull-out programs, after school settings and with home assignments. In addition, a comprehensive HSA Review Packet was developed and distributed for use in the schools with students who only needed additional practice opportunities. A ½ credit course, *Mathematics Modeling: Applications to Algebra,* was developed, and two schools offered this course during 2006-2007.

Class of 2010 Results

The consistent percentage of students passing the HSA Algebra on their first attempt may be attributed to the continued implementation of the revised Algebra I curriculum and revised benchmarks and short-cycle assessments. Benchmarks with a developed HSA Prep Plan for Algebra I provided teachers with diagnostic tools and resource materials to help students not showing mastery of specific skills of the Core Learning Goals. Continued attention was paid to the effective implementation of the Algebra I curriculum in classrooms to ensure the success of all students. In addition, the *Algebra and Data Analysis* course, developed for recommended students with IEPs and ELL students who struggle with mathematics, continued to be monitored for effective implementation. Special education teachers were provided with professional development to increase content knowledge and instructional practices appropriate for the students in this course.

Biology HSA

Class of 2009 Results

The 11.9 percentage point increase in students passing the biology HSA on their first attempt may be attributed to continued implementation of the revised biology curriculum, recommended textbook, and revised benchmark and short-cycle assessments, the implementation of a comprehensive HSA Student Review Guide, and the expansion of Concepts of Physical science as Applied to Biology (COPS) for Grade 9 students to 22 high schools.

Class of 2010 Results

Although the number of students in the class of 2010 passing the biology HSA appears to have decreased, it is important to note that 58.3% of the students (4,695) in that class have not yet taken the biology HSA. This is due to implementation of the Concepts of Physical science as Applied to Biology (COPS) course in Grade 9 and subsequent transitioning of biology to Grade 10. Only 5.3% of the students in the class of 2010 who took the biology HSA did not pass, which gives an actual passing rate of 94.6%.

English 2

The 10.2 percentage point increase in students passing the English II exam may be attributed to several factors including the countywide implementation of short-cycle and benchmark assessments. These assessments provided teachers with rich and relevant information about each student's strengths and areas of need as well as direction to modify their instruction. In addition, BCPS implemented *Language!,* a comprehensive reading acceleration program, to address the needs of students who are reading below grade level. Data from the first year indicated a significant increase in the students' overall phonemic awareness and fluency. An additional factor which may have contributed to the increase in scores was the participation of county teachers in the Governor's Academy for English. Approximately 20 teachers from BCPS attended the summer 2006 session and an additional 13 BCPS teachers attended the summer 2007 session.

Government

Students in Grade 10 who had not passed the Government HSA and had not passed *American Government* were afforded opportunities to re-take the course. Students in Grade 10 who had not passed the HSA and passed American Government were serviced through pull-out programs, voluntary after-school sessions, and home assignments. Three sections of *Principles of Government,* a ½ credit course for non-masters, were offered in 2006-2007. The percentage of students in the class of 2010 passing the Government HSA by the end of Grade 9 decreased for all subgroups except for students of limited English proficiency. This decrease is attributable to changes in the collection and reporting of data. Several student groups continue to be underperforming. Improved instruction and plans for re-teaching are required to increase the success rates for these groups.

Next Steps

Algebra

- Increase the number of schools offering *Mathematics Modeling: Applications to Algebra* and provide professional development for teachers implementing the course.

- Continue to monitor the revised Algebra I and benchmark and short-cycle assessment programs at each high school to ensure effective implementation.

- Continue to implement the middle school program, *Algebraic Thinking,* in all grades for students who scored basic or in the lower one-third of the proficiency range on the MSA. This program employs an alternative method of teaching and learning of foundational algebraic concepts for students who are typically on a path

to take Algebra I in the ninth grade.

- Review the existing curricula and instructional strategies in *Algebra and Data Analysis* and *Algebraic Functions Adapted,* to ensure that they are meeting the needs of the special education and English Language Learners who are in these courses. Provide professional development opportunities throughout the year for the teachers of these courses to ensure understanding of the curriculum and use of effective instructional strategies.

- Provide curriculum and professional development for teachers of Algebra I students in Evening and Saturday Schools as well as Summer School.

Biology HSA

- Continue to monitor the implementation of the revised biology curriculum, benchmark and short-cycle assessment program, and the HSA Student Review Guide.

- Continue to work toward countywide implementation of the recommended biology textbook.

- Continue to monitor student progress, identify areas of weakness/content misconceptions, and make informed instructional decisions through analysis of benchmark and short-cycle data using AssessTrax.

- Continue to train science department chairs in data analysis and program implementation.

- Increase implementation of Concepts of Physical science as Applied to Biology (COPS) to 24 high schools in 2007-2008.

- Continue the implementation of Contemporary Problems in Biology (CPIB) for students who have passed the biology course but failed the biology HSA.

- Continue to improve teacher effectiveness and increase student performance by providing ongoing professional development for biology teachers in content, pedagogy, classroom management, and use of instructional technology.

English 2

- Continue to provide teachers and administrators with extensive professional development to support the implementation of the identified acceleration curriculum, *Language!.*

- Continue to implement the *Language!* curriculum and regularly monitor students' progress through the use of both internal and external assessments.

- Continue to facilitate professional development that ensures the fidelity of implementation of the core curricula.

- Include special educators and special education office resource personnel in professional development related to content.

- Review and refine the high school English and reading courses listed in the Course Registration Guide to ensure that all high school English and reading courses are supported by rigorous curricula.

- Revise and implement English 10 short-cycle and benchmark assessments to ensure alignment between the tested, written, and taught curricula.

- Continue to provide demonstration lessons to English 10 teachers by modeling instruction, coaching, and providing support to ensure effective implementation of the curriculum and reading programs.

- Provide ongoing professional development for teachers implementing the revised ½-credit course, *Accelerated English*, a course designed to address those students who failed the English HSA in their tenth grade year.

Government

- Increase the number of schools offering *Principles of Government.*

- Provide additional support for schools with challenged populations through the services of a special educator assigned to the Office of Social Studies.

- Develop a re-teaching manual that provides teachers with recommendations for instructional strategies, resources, and assessments appropriate for students who do not demonstrate mastery.

- Provide equipment and training so that Kurzweil technology is available and used in every high school.

PERFORMANCE GOAL 1

Performance Indicator 1.13 - All high schools will meet or exceed the national average of a 7.0% participation rate on the Advanced Placement (AP) examinations. (BCPS standard)

In 2006-2007, 62.5% of BCPS high schools had at least a 7.0% participation rate in AP examinations (chart 1.13.1). The participation rate increased 4.2 percentage points from 2005-2006 and 14.7 percentage points since 2002-2003.

What is measured?

Percentage of high schools with at least a 7.0% participation rate

Results for 2006-2007

Chart 1.13.1 - AP Participation Rate
Schools Meeting or Exceeding National Average

47.8 50.0 54.2 58.3 62.5
2003 2004 2005 2006 2007

BCPS standard is 100%

Chart 1.13.2 - AP Participation Rate

8.6 9.6 10.2 10.7 11.5
2003 2004 2005 2006 2007
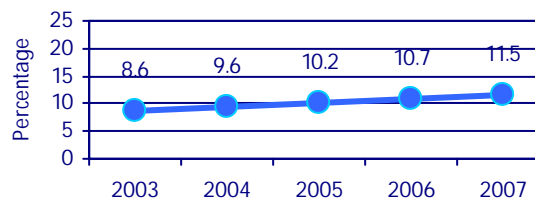
National average is 7.0%

Chart 1.13.2 shows that 11.5% of the total high school enrollment took AP exams in 2006-2007, an increase of 0.8 percentage points from 2005-2006 and 2.9 percentage points since 2002-2003.

Chart 1.13.3 - AP Participation Rate
by Student Group

FARM: 2 2 3 3 4
Gifted and Talented: 35 38 40 39 41
LEP: 1 1 1 1 0
Special Ed: 1 1 1 1 1

☐2003 ☐2004 ☐2005 ☐2006 ☐2007
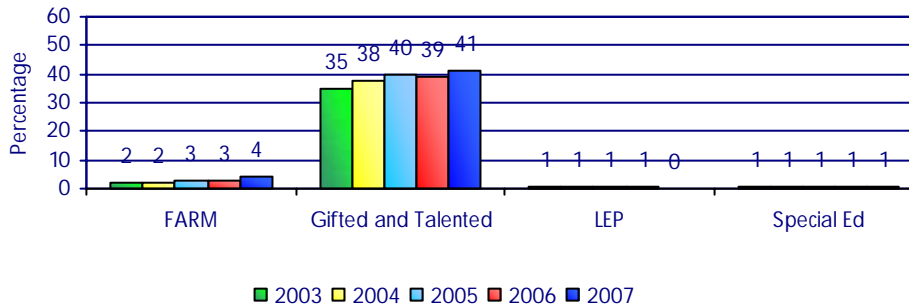
National average is 7.0%

Chart 1.13.4 - AP Participation Rate
by Race/Ethnicity

American Indian: 3 4 8 6 7
Asian: 17 20 21 23 24
African American: 3 3 4 4 5
White: 11 12 13 14 15
Hispanic: 4 6 7 7 7

☐2003 ☐2004 ☐2005 ☐2006 ☐2007

National average is 7.0%

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007
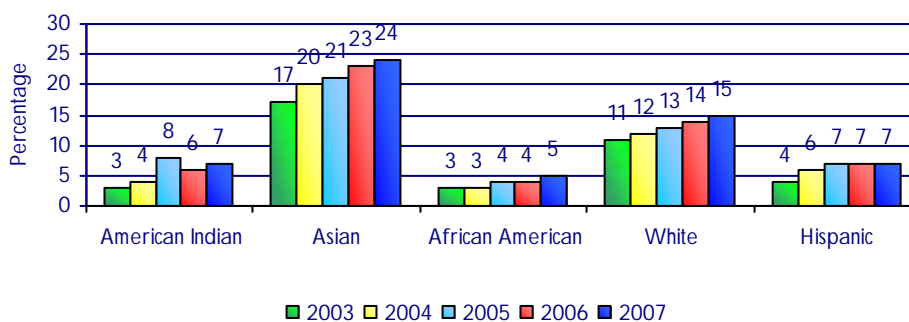
In 2006-2007, 4.0% of FARM students, 41.0% of gifted and talented, and 1.0% of special education students took AP exams (chart 1.13.3).

There were increases in AP participation from the previous year among all of the racial/ethnic subgroups: 7.0% of American Indian; 24.0% of Asian; 5.0% of African American; 15.0% of White and 7.0% of Hispanic high school students took an AP exam in 2006-2007 (chart 1.13.4).

Explanation of Results

From 2002-2003 to 2006-2007, the percentage of high schools with an AP participation rate of 7.0% shows a progressive increase exceeding the national average of 7.0%, the *Blueprint for Progress* standard. AP participation rates for all ethnic groups indicate increases except for the Hispanic student group. For the first time in two years, the AP participation rate for African Americans increased. AP participation rates for FARM and gifted and talented groups improved and others remained stable. The data suggest improved communication and adapted instruction that will enhance the learning process for students with varied cultural and academic needs may be beneficial.

Next Steps

The following recommendations are suggested:

- Expand various opportunities for all student groups to have access to rigorous courses and explain the benefits of a college education.

- Facilitate creative ways to communicate college preparatory information in middle schools to students and parents of all student groups.

- Remove the "fear" factor of AP participation with middle and high school student mentors, college tutors, and parent coaches.

- Increase vertical teaming professional development at schools.

- Increase AP training for ESOL and special education students and teachers of these students.

- Continue professional development regarding students with diverse cultural and academic needs.

Performance Indicator 1.14 - All high schools will have at least 70.0% of their students who take AP examinations achieve passing scores. (BCPS standard)

What is measured?

Percentage of high schools with at least a 70.0% AP pass rate (scores of 3, 4, or 5)

Results for 2006-2007

Chart 1.14.1 - AP Pass Rate
Percentage of Schools with at least 70% Pass Rate

Year	Percentage
2003	43.5
2004	45.8
2005	45.8
2006	41.7
2007	37.5

BCPS standard is 100%
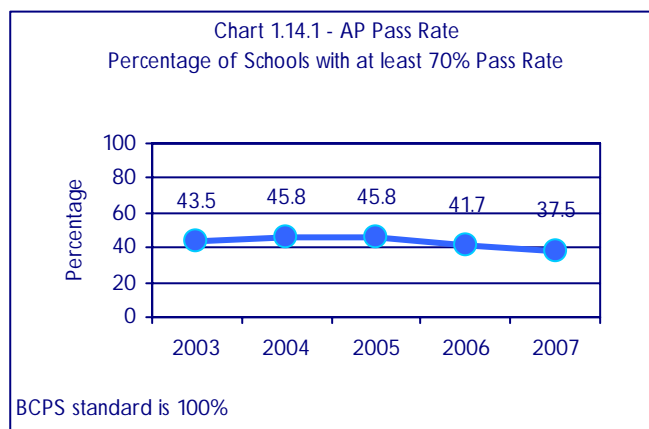
In 2006-2007, 37.5% of schools had at least a 70.0% pass rate on AP tests. This was a decrease of 4.2 percentage points from 2005-2006 (chart 1.14.1).

Chart 1.14.2 - AP Pass Rate

Year	Percentage
2003	70.6
2004	71.1
2005	70.8
2006	70.8
2007	68.7

BCPS standard is 70.0%
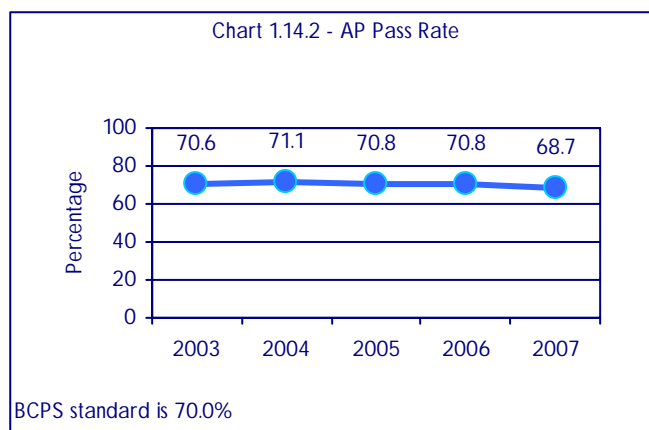
In 2006-2007, 68.7% of AP exams that were taken by BCPS high school students were passed (chart 1.14.2). This is a decrease of 2.1 percentage points from 2005-2006.

In 2006-2007, 37.0% of the AP exams taken by FARM students were passed; 69.0% of the AP exams taken by gifted and talented students were passed, 64.0% of the AP exams taken by special education students were passed (chart 1.14.3).

In 2006-2007, 70.0% of American Indian students passed AP exams; while 70.0% of Asian students; 34.0% of African American students; 75.0% of White students; and 62.0% of Hispanic students passed AP exams (chart 1.14.4).

Explanation of Results

Due to the continued focus on AP participation for all high school students, an increased number of students at more schools are taking additional AP exams. As participation rates increase and the number of tested AP subjects increases, a slight decrease in passing scores has occurred. For the first time the pass rate for all students in all schools fell below the pass rate of 70% identified in the *Blueprint for Progress*. Newly-implemented delivery systems such as on-line courses and distance learning may have a slight affect on the decline in scores. In addition, all AP course syllabi must now pass through the AP Audit process initiated by the College Board. This will ensure the consistent implementation of AP courses in all Baltimore County schools.

Next Steps

In order to increase AP pass rates for all high schools, Baltimore County Public Schools will:

- Implement Pre-AP strategies as defined in the College Board Partnership Strategic Plan.

- Provide professional development for AP teachers including Pre-AP topics for vertical teams.

- Provide professional development for new AP teachers.

Chart 1.14.3 - AP Pass Rate by Student Group

Student Group	2003	2004	2005	2006	2007
FARM	42	45	43	40	37
Gifted and Talented	71	71	71	71	69
LEP	75	100	67	30	0
Special Ed	51	73	67	74	64

BCPS standard is 70.0%
Chart reflects 1 or more groups with low student counts

Chart 1.14.4 - AP Pass Rate by Race/Ethnicity

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	55	56	52	56	70
Asian	75	71	73	72	70
African American	36	44	39	37	34
White	74	75	75	76	75
Hispanic	66	56	63	69	62

BCPS standard is 70.0%

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- Provide professional development on scoring Free Response answers on AP tests and analyzing students' responses to improve student performance.

- Provide AP student sessions at designated schools to prepare students for the AP exams.

> Performance Indicator 1.15 - All students who participate in the International Baccalaureate (IB) program will complete the IB diploma requirements. (BCPS standard)

What is measured?

Percentage of IB students who participate and complete the IB diploma requirements

Results for 2006-2007

Chart 1.15.1 - IB
Percentage of Diplomas Awarded

Year	Percentage
2003	50.0
2004	45.8
2005	56.0
2006	44.4
2007	23.8

BCPS Standard is 100%
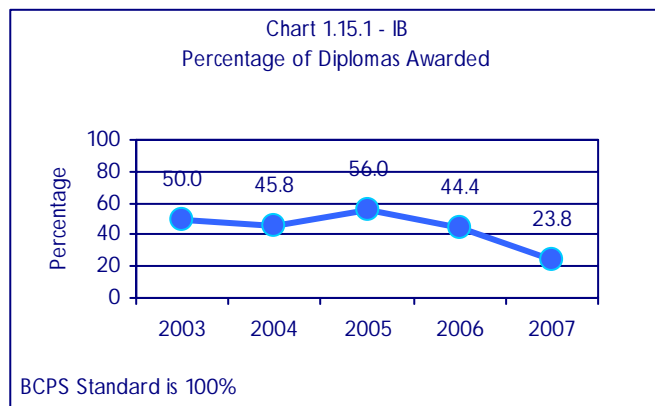
The percentage of IB students who earned an IB diploma was 23.8% during the 2006-2007 school year (chart 1.15.1). The rate of acquiring an IB diploma declined by 20.6 percentage points as compared with 2005-2006. Since 2002-2003, the IB diploma rate has decreased by 26.2 percentage points.

Explanation of Results

In 2006-2007, 5 of the 21 diploma candidates earned an IB diploma, as compared to 8 of the 18 diploma candidates who earned an IB diploma in 2005-2006.

Students not earning the IB diploma earned certificates (passed the subject exams) in one to four individual subject areas.

Next Steps

- Continue to analyze the effectiveness of efforts to recruit and retain students in the IB diploma program.

- Continue to implement activities for grades 9 and 10 pre-IB students and their parents/guardians that provide exposure to rigorous coursework and 24/7 online information resources in order to increase participation in the diploma program.

- Continue to implement activities for grades 11 and 12 IB diploma students and parents for retention in the IB diploma program.

- Continue efforts to identify and analyze the root causes for the decrease in IB diploma attainment rate.

- Continue the development of collaborative partnerships with model IB programs in Maryland for professional development and program enhancement.

- Continue to identify and provide professional development resources, including the International Baccalaureate Organization (IBO), and research-based instructional strategies to improve student achievement.

- Expand IB program recruitment and program enrollment efforts for IB diploma candidates.

> Performance Indicator 1.16 - Seventy-five percent of students participating in the International Baccalaureate (IB) program will meet or exceed the passing score for all IB examinations. (BCPS standard)

What is measured?

Percentage of IB students with passing scores (scores of 4 through 7) on IB exam

Results for 2006-2007

Chart 1.16.1 - IB Pass Rate
Percentage of Exams Passed

Year	Percentage
2003	65.0
2004	64.0
2005	63.0
2006	61.8
2007	44.2

BCPS standard is 75.0%
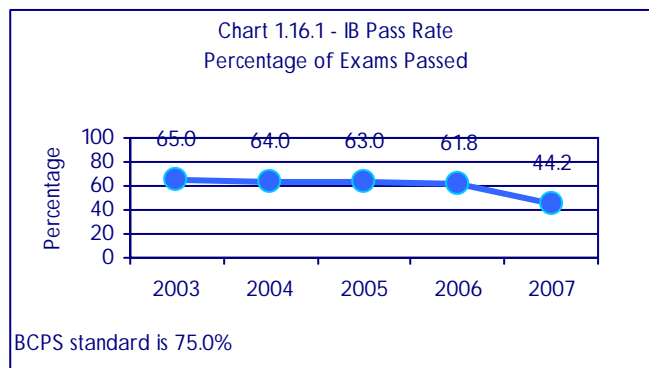
Chart 1.16.1 shows that 44.2% of the IB students passed the IB

exam in the 2006-2007 school year, as compared with 61.8% in the prior year and 65.0% in 2002-2003. The 2006-2007 results were 17.6 percentage points below the previous year.

Explanation of Results

In 2005-2006, there were 231 subject entries (course registrations) representing 74 IB students in 11th and 12th grade.

In 2006-2007, 102 of the 231 IB exams taken received passing scores (4 points or higher).

Next Steps

- Continue efforts to identify and analyze the root causes for the decrease in IB exam pass rates.

- Continue the development of collaborative partnership with model IB programs in Maryland for professional development and program enhancement.

- Continue to identify and provide professional development resources, including the International Baccalaureate Organization (IBO), and research-based instructional strategies to improve student achievement.

- Identify strategies to expand enrollment of qualified candidates.

- Develop strategies to expand IB exam participation and pass rates and lower the program attrition rates.

- Maintain rigor in all program subject areas, grades 9-12.

Performance Indicator 1.17 - All high schools will meet or exceed the national average for participation in the SAT or the ACT. (BCPS standard)

What is measured?

Percentage of high schools with SAT or ACT participation rates that meet or exceed the national average

Results for 2006-2007

Chart 1.17.1 - SAT Participation Rate
Percent of BCPS Schools Exceeding National Average

National Participation Rate for 2007 is 48.0
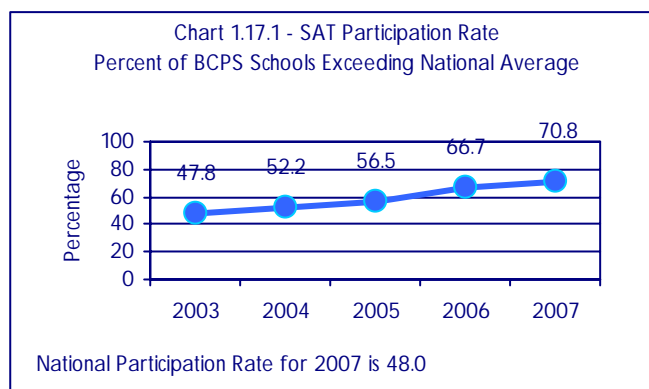
The percentage of BCPS high schools whose SAT participation rate exceeded the national average continued to increase in 2006-2007, reaching an all-time high of 70.8% for the 24 high schools (chart 1.17.1). Since 2002-2003, the percentage has increased by 23.0 percentage points.

Chart 1.17.2 - ACT Participation Rate
Percent of BCPS Schools Exceeding National Average

National Participation Rate for 2007 is 42.0
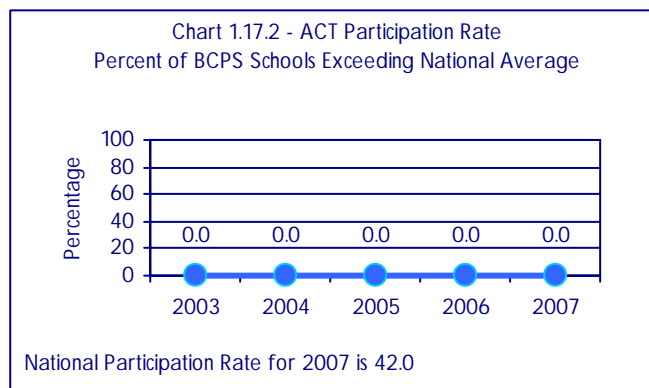
Chart 1.17.2 shows that no BCPS high schools exceeded the national ACT participation rate of 42.0% for the class of 2007.

Chart 1.17.3 - SAT Participation Rate

National Participation Rate for 2007 is 48.0
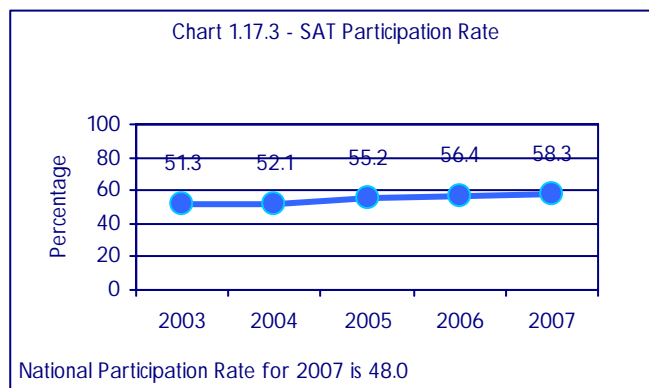
As shown in chart 1.17.3, 58.3% of the class of 2007 took the SAT, an all-time high for BCPS. The participation rate has in-

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Chart 1.17.4 - SAT Participation Rate by Student Group

Student Group	2003	2004	2005	2006	2007
FARM	32	31	37	43	44
Gifted and Talented	89	89	89	87	89
LEP	23	11	6	50	18
Special Ed	15	11	12	9	14
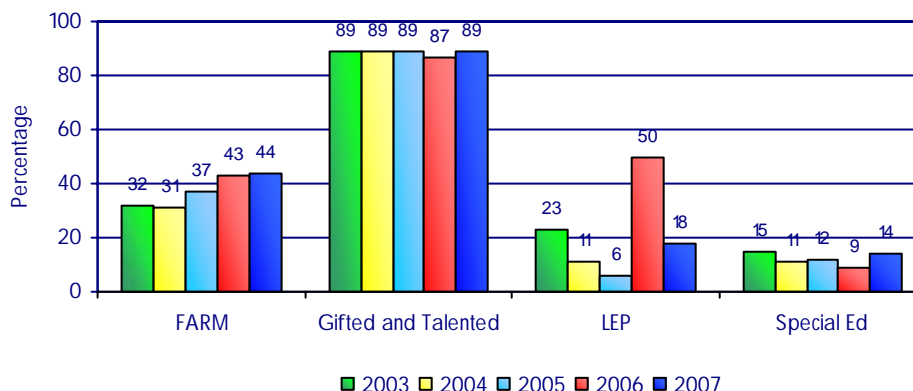
National Participation Rate for 2007 is 48.0

Chart 1.17.5 - SAT Participation Rate by Race/Ethnicity

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	32	34	28	54	32
Asian	76	73	79	78	78
African American	43	43	48	50	55
White	53	55	58	58	59
Hispanic	33	35	42	43	42
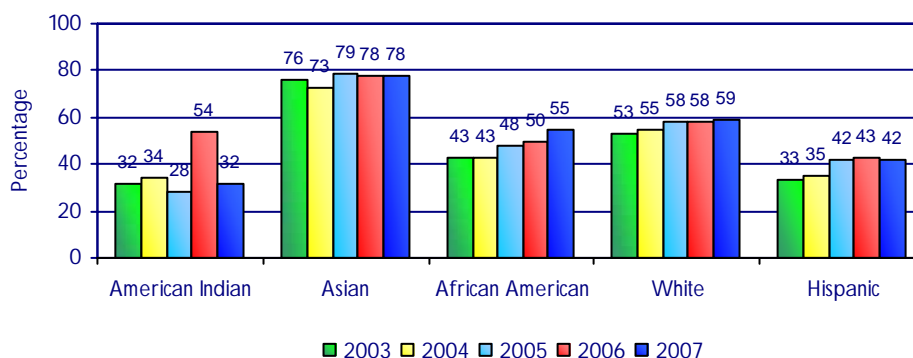
National Participation Rate for 2007 is 48.0

creased every year since 2002-2003, and was 1.9 percentage points higher in 2006-2007 than in the previous year.

For all student groups except LEP, the SAT participation rate was higher in 2006-2007 than for the previous year of 2005-2006 (chart 1.17.4).

From 2003-2004 to 2006-2007, the SAT participation rates for the Asian student group increased by 2.0 percentage points; the African American student participation increased by 12.0 percentage points; the White student participation increased by 6.0 percentage points; the Hispanic student participation increased by 9.0 percentage points, and the American Indian student participation remained the same (chart 1.17.5).

Chart 1.17.6 - ACT Participation Rate

Year	Percentage
2003	7.7
2004	6.9
2005	6.9
2006	6.7
2007	7.1
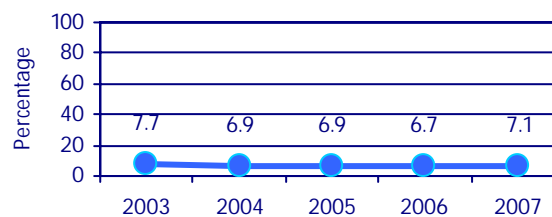
National Participation Rate for 2007 is 42.0

Chart 1.17.6 shows that the classes of 2004 through 2007 had ACT participation rates between 6.9% and 7.1%. The rate for 2006-2007 was 0.4 percentage points higher than the 2005-2006 rate. The highest rate occurred for the class of 2002-2003.

Chart 1.17.7 - ACT Participation Rate by Student Group
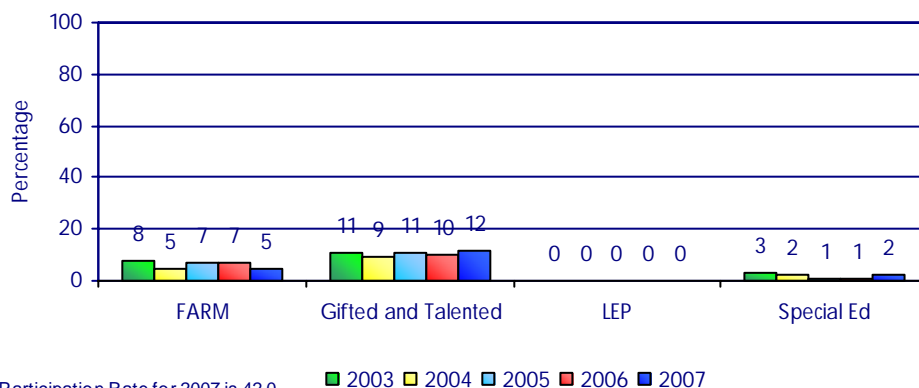
National Participation Rate for 2007 is 42.0
Chart reflects 1or more groups with low student counts

2003 2004 2005 2006 2007

Chart 1.17.8 - ACT Participation Rate by Race/Ethnicity
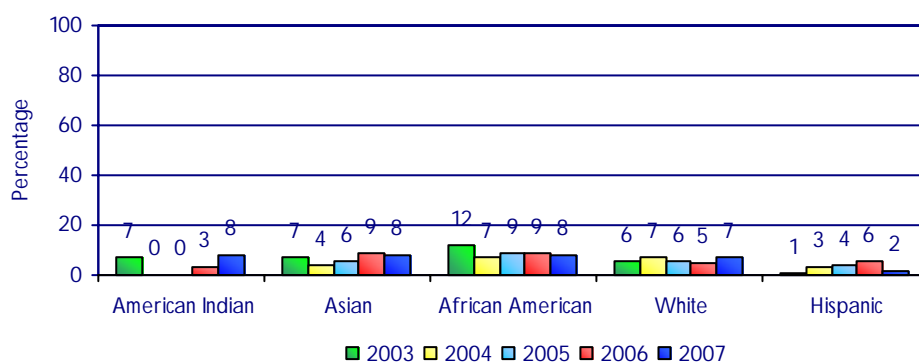
2003 2004 2005 2006 2007

National Participation Rate for 2007 is 42.0
Chart reflects 1or more groups with low student counts

The 2006-2007, ACT participation rate for FARM students was 5.0%; 12.0% for gifted and talented students, and 2.0% for special education students (chart 1.17.7).

In 2006-2007, the ACT participation rate for American Indian was 8.0%; 8.0% for Asian students; 8.0% for African American students; 7.0% for White students, and 2.0% for Hispanic students (chart 1.17.8).

Explanation of Results

SAT participation rates for BCPS high schools have increased each of the last four years. High schools continued to encourage their students to participate in an SAT administration through increased communication with students and their parents about the value of taking the SAT as well as providing opportunities for additional support for interested students with the availability of the College Board SAT online course and BCPS PSAT/SAT preparation courses. Due to BCPS funding PSAT testing for all diploma-bound ninth and tenth grade students, more students became familiar with the College Board testing format and, consequently, were more willing to participate in an SAT administration.

SAT participation rates increased for each of the following student groups: FARM, gifted and talented, special education, African American, and White. SAT participation rates remained the same for Asian students. Participation rates declined slightly for Hispanic students and more significantly for American Indian and ESOL students. ACT participation rates have increased slightly, including the following student groups: gifted and talented, special education, American Indian, and White students.

ACT participation rates have decreased slightly for the following student groups: FARM, Asian, African American, and Hispanic.

Next Steps

- Continue to fund PSAT testing for all diploma-bound ninth and tenth grade students so that students are familiar with College Board testing format.

- Continue to assist students and parents with the interpretation of PSAT test results.

- Communicate to students and parents the differences between the SAT and ACT and the advantages of each.

- Continue to pursue rigor in daily instruction using AVID methodologies and college preparatory skills.

- Continue to provide professional development regarding differentiated instruction to support different learning styles and cultural differences.

- Use PSAT data and AP Potential to encourage students to take honors, gifted and talented, and advanced placement courses.

Performance Indicator 1.18 - All high schools will meet or exceed the national average for critical reading, mathematics and writing scores on the SAT or the ACT. (BCPS standard)

What is measured?

Percentage of high schools whose verbal and math SAT or composite ACT scores meet or exceed national average

Results for 2006-2007

Chart 1.18.1 - SAT Combined Scores
Percent of BCPS Schools Exceeding National Average

Year	2003	2004	2005	2006	2007
Percentage	47.8	43.5	43.5	45.8	41.7

National Mean for 2007 is 1017.0
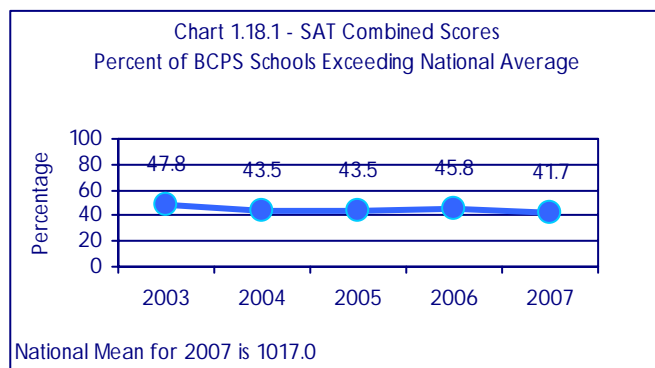
As the SAT participation rate continued to increase, there were

10 out of 24 (41.7%) BCPS high schools that exceeded the national combined average for the class of 2007 compared with 11 schools (45.8%) in 2005-2006 (chart 1.18.1).

Chart 1.18.2 - ACT Composite Scores
Percent of BCPS Schools Exceeding National Average

Year	2003	2004	2005	2006	2007
Percentage	21.7	44.4	36.4	33.3	37.5

National Mean for 2007 is 21.2
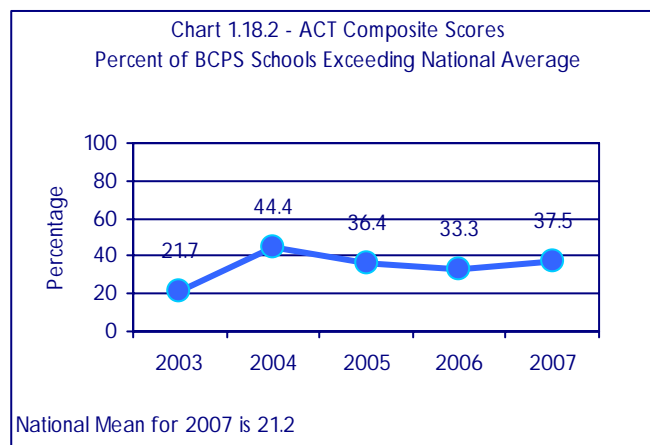
Chart 1.18.2 shows that there were 9 out of 24 (37.5%) BCPS high schools exceeding the national composite ACT score in 2006-2007, compared with 8 (33.3%) schools in 2005-2006 (chart 1.18.2).

Chart 1.18.3 - SAT Combined Scores

Year	2003	2004	2005	2006	2007
Mean	1034	1027	1025	1003	988

National Mean for 2007 is 1017.0
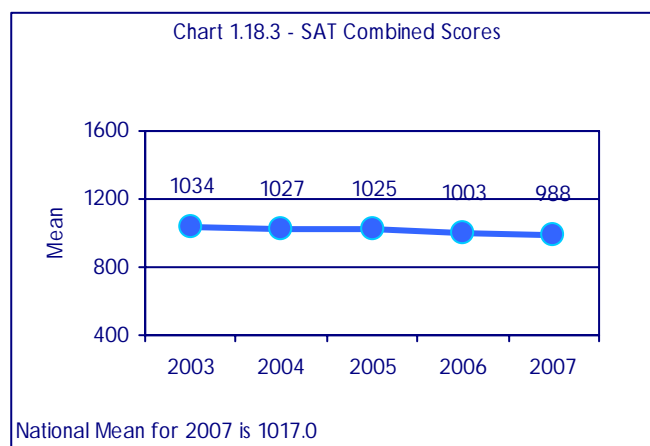
As the SAT participation rate continued to increase, the combined reading and mathematics average score continued to decline (chart 1.18.3). The mean score of 988 in 2006-2007 was 15 points below the score for 2005-2006 and 46 points lower than in 2002-2003.

Chart 1.18.4 - SAT Combined Scores by Student Group

Student Group	2003	2004	2005	2006	2007
FARM	900	874	862	852	838
Gifted and Talented	1132	1126	1129	1097	1082
LEP	906	810	580	734	724
Special Ed	843	855	840	807	827
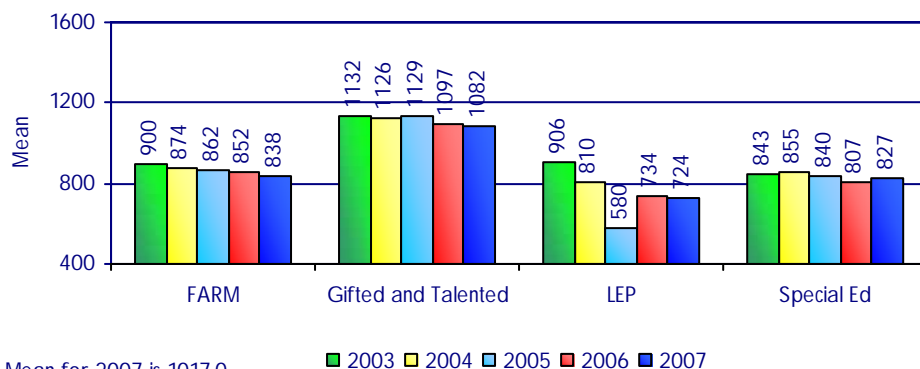
National Mean for 2007 is 1017.0
Chart reflects 1 or more groups with low student counts

Chart 1.18.5 - SAT Combined Scores by Race/Ethnicity

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	949	883	1057	915	913
Asian	1076	1085	1068	1063	1054
African American	857	851	859	847	825
White	1096	1094	1096	1074	1075
Hispanic	1003	940	942	946	914
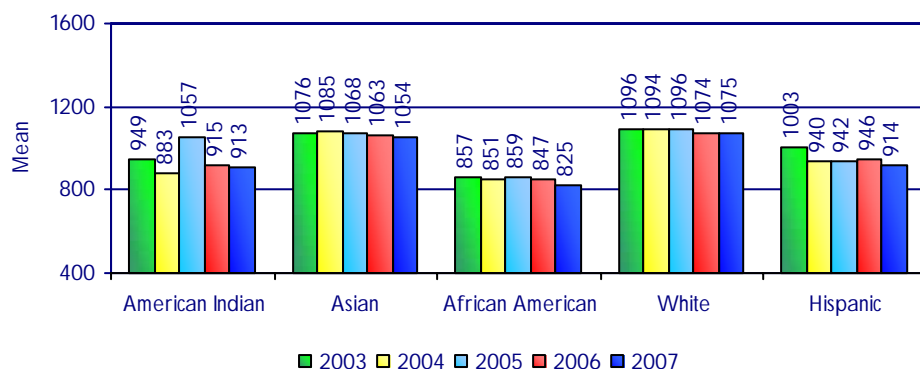
National Mean for 2007 is 1017.0

Chart 1.18.4 shows that combined SAT average scores for all student groups except special education were lower in 2006-2007 than for the previous year. All student groups had lower average scores in 2006-2007 than in 2002-2003.

All racial/ethnic student groups, except White students, had lower combined average SAT scores in 2006-2007 than in 2005-2006 (chart 1.18.5). In 2006-2007, Hispanic students' scores declined by 32 points from the previous year, followed by African American students with a 22 point decrease, and Asian students with a 9 point decrease, and American Indian students with a 2 point decrease.

Chart 1.18.6 - ACT Composite Scores

Year	Mean
2003	18.6
2004	20.6
2005	20.0
2006	19.6
2007	20.5
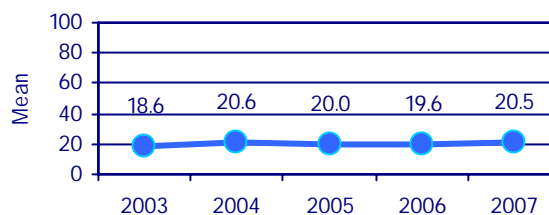
National Mean for 2007 is 21.2

Chart 1.18.6 shows that in 2006-2007, the ACT composite average scores were 20.5 , an increase of 0.9 points from the previous year. The 2006-2007 ACT average scores were 1.9 points higher than in 2002-2003.

All of the student groups had equal or higher ACT composite average scores in 2006-2007 than in 2005-2006 and 2002-2003 (chart 1.18.7).

In 2006-2007 Asian, African American, and White students had the same or higher ACT composite average scores than in 2005-2006 as well as in 2002-2003. The 2006-2007 ACT composite average scores for American Indian students decreased by 2 points from the previous year, and average scores for Hispanic students decreased by 1 point from the previous year (chart 1.18.8).

Explanation of Results

SAT data for 2006-2007 indicated a decrease in the percentage of BCPS high schools that met or exceeded the national SAT combined average score of 1017. The decrease was largely due to the steady increase in participation rates for BCPS. SAT combined scores increased for some student groups including special education and White students. SAT combined scores decreased for some student groups including FARM, gifted and talented, LEP, American Indian, Asian, African American, and Hispanic. ACT composite scores have remained consistent since 2003-2004. The ACT participation rate has not increased significantly since 2003-2004.

Next Steps

- Continue to fund PSAT testing for all diploma-bound ninth and tenth grade students so that students are familiar with the College Board testing format.

- Use PSAT data and AP Potential to encourage students to take honors, gifted and talented, and advanced placement courses.

Chart 1.18.7 - ACT Composite Scores by Student Group

Legend: ■ 2003 ■ 2004 ■ 2005 ■ 2006 ■ 2007

Student Group	2003	2004	2005	2006	2007
FARM	17	15	16	17	17
Gifted and Talented	21	23	23	22	23
LEP					
Special Ed	14	14	14	16	17

Chart 1.18.8 - ACT Composite Scores by Race/Ethnicity

Legend: ■ 2003 ■ 2004 ■ 2005 ■ 2006 ■ 2007

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	14			17	15
Asian	22	21	23	20	22
African American	16	18	17	17	17
White	21	22	23	23	23
Hispanic	19	17	22	17	16

National Mean for 2007 is 21.2
Chart reflects 1 or more groups with low student counts

PERFORMANCE GOAL 1

- Inform students and parents about the relationship between SAT/ACT scores and college admission requirements.

- Communicate to students and parents the importance of test preparation.

- Advise students to take the BCPS PSAT/SAT preparation course and to utilize the College Board SAT online course.

- Continue to pursue rigor in daily instruction using AVID methodologies and college preparatory skills.

- Continue to provide professional development regarding differentiated instruction to support different learning styles and cultural differences.

Performance Indicator 1.19 - All high schools whose students take the placement test will meet or exceed scores on the Accuplacer that enable students to enroll in college level courses at two-year colleges. (BCPS standard)

What is measured?

Percentage of students whose Accuplacer scores enable them to enroll in two-year colleges

Chart 1.19.1 - Accuplacer English Placement
Percentage of Students College-ready or On-track

73.2 72.6 77.0

BCPS standard is 100%
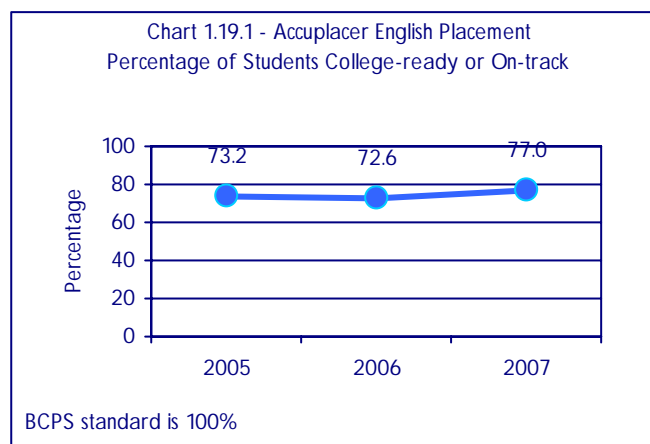
Chart 1.19.1 shows that 77.0% of BCPS high school students during 2006-2007 who took the Accuplacer were college-ready or on-track for college level work in English. The 2006-2007 rate was 4.4 percentage points higher than the previous year and was above the level reached in 2004-2005.

Chart 1.19.2 - Accuplacer English Placement
Percentage of Students College-ready or On-track by Student Group

FARM: 67, 67, 70
Gifted and Talented: 92, 90, 96
LEP: 0, 50
Special Ed: 32, 16, 43

■ 2005 □ 2006 ■ 2007

BCPS standard is 100%
Chart reflects 1 or more groups with low student counts

Chart 1.19.3 - Accuplacer English Placement
Percentage of Students College-ready or On-track by Race/Ethnicity

American Indian: 100, 62, 100
Asian: 83, 54, 70
African American: 71, 72, 79
White: 74, 74, 75
Hispanic: 86, 76, 75

■ 2005 □ 2006 ■ 2007

BCPS standard is 100%
Chart reflects 1 or more groups with low student counts

All student groups in 2006-2007 had higher percentages scoring college-ready or on-track on the Accuplacer English than in the prior year or in 2004-2005 (chart 1.19.2).

All racial/ethnic groups, except Hispanic, had higher rates of college-ready or on-track scores on the 2006-2007 Accuplacer English than in the previous year (chart 1.19.3).

Chart 1.19.4 - Accuplacer Reading Placement
Percentage of Students College-ready or On-track

2005: 53.6, 2006: 56.1, 2007: 50.7

BCPS standard is 100%
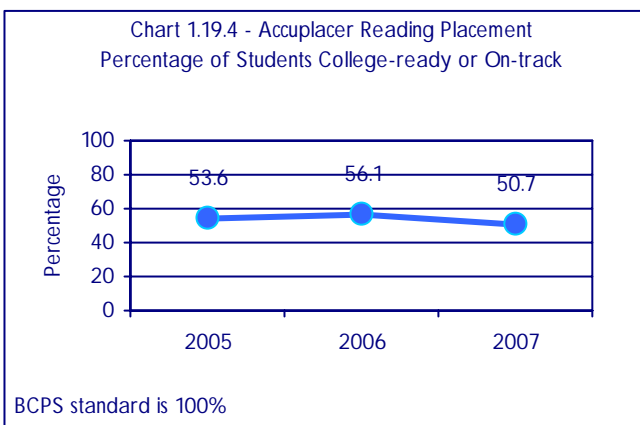
As shown in chart 1.19.4, 50.7% of the BCPS high school students in 2006-2007 who took the Accuplacer reading attained the level of college-ready or on-track. This rate was lower than the previous year and lower than the 2004-2005 rate.

Chart 1.19.5 - Accuplacer Reading Placement
Percentage of Students College-ready or On-track by Student Group

Student Group	2005	2006	2007
FARM	46	46	39
Gifted and Talented	79	80	75
LEP	0	0	
Special Ed	19	16	16

BCPS standard is 100%
Chart reflects 1 or more groups with low student counts
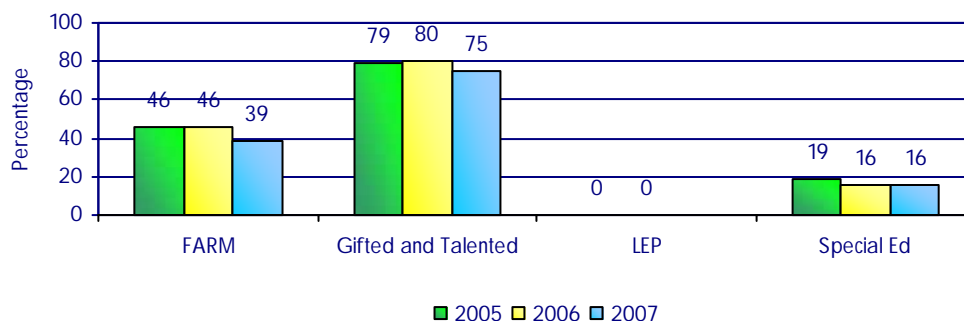
Chart 1.19.6 - Accuplacer Reading Placement
Percentage of Students College-ready or On-track by Race/Ethnicity

Race/Ethnicity	2005	2006	2007
American Indian	67	38	33
Asian	42	34	48
African American	49	49	49
White	57	62	52
Hispanic	71	48	50

BCPS standard is 100%
Chart reflects 1 or more groups with low student counts
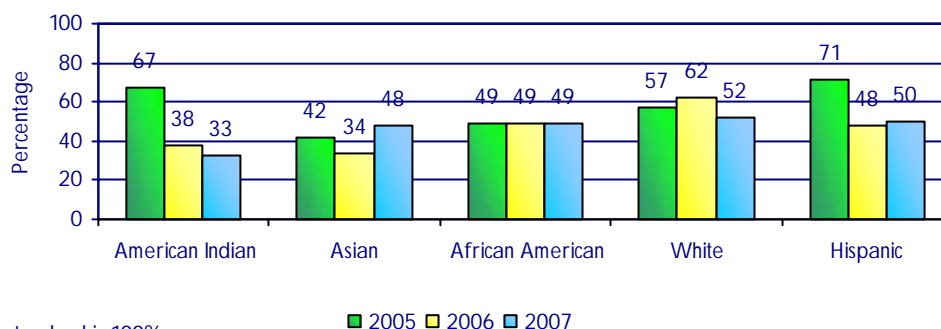
All student groups had lower rates of college-ready or on-track scores on the 2006-2007 Accuplacer reading than in 2004-2005 (chart 1.19.5).

On the 2006-2007 Accuplacer reading assessment, Asian, African American, and Hispanic high school students had higher or comparable percentages of college-ready or on-track performance than in 2005-2006 (chart 1.19.6); American Indian and White students had lower level percentages of college-ready or on-track performance than in the previous year.

Chart 1.19.7 - Accuplacer Math Placement
Percentage of Students College-ready or On-track

Year	Percentage
2005	28.6
2006	20.8
2007	14.6

BCPS Standard is 100%
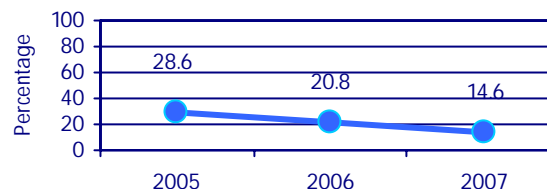
In 2006-2007, BCPS high school students had lower levels of college-ready or on-track Accuplacer mathematics achievement than in the prior year or in the 2004-2005 (chart 1.19.7). The rate declined from 28.6% in 2004-2005 to 14.6% in 2006-2007.

Chart 1.19.8 - Accuplacer Math Placement
Percentage of Students College-ready or On-track by Student Group
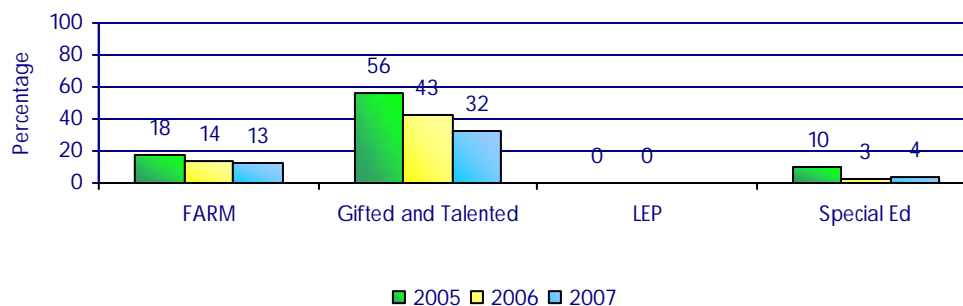
BCPS standard is 100%
Chart reflects 1 or more groups with low student counts

Chart 1.19.9 - Accuplacer Math Placement
Percentage of Students College-ready or On-track by Race/Ethnicity
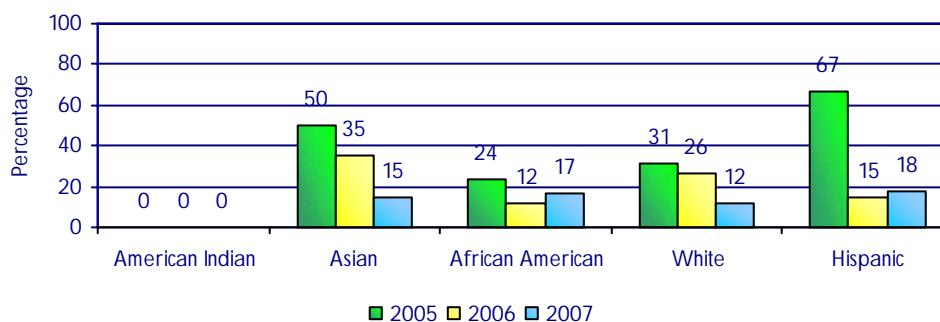
BCPS standard is 100%
Chart reflects 1 or more groups with low student counts

Chart 1.19.8 shows that Accuplacer mathematics placement levels decreased for all student groups except for African American and Hispanic students.

African American high school students increased their rates of college-ready or on-track Accuplacer mathematics scores from 2005-2006 to 2006-2007 by 3.0 percentage points (chart 1.19.9). All of the race/ethnicity student subgroups had lower percentages of college-ready or on-track mathematics levels in 2006-2007 than in 2004-2005.

Explanation of Results

While the number of students taking the Accuplacer in English, reading, and mathematics decreased by approximately 300 students from 2005-2006 to 2006-2007, the number of students scoring on-track or college-ready increased during this time period for English but decreased for reading and mathematics.

The students taking the Accuplacer in BCPS are typically CTE students looking to pursue post-secondary education in programs at CCBC.

In recent years, the Accuplacer has been given to students in the tenth and eleventh grades to determine their status for college readiness. Students not performing at the on-track or college-ready level are counseled and encouraged to take additional English, reading, or mathematics courses beyond their required graduation requirements. In particular, they are counseled into enrolling in College Readiness: English, Reading, or Mathematics, three twelfth-grade courses developed in conjunction with CCBC to provide the bridge from high school to credit-bearing courses at the college level.

Next Steps

- Continue to partner with CCBC to assist students in pursuing post-secondary education.

- Continue to provide Accuplacer to promote career/ college counseling and parallel enrollment.

- Continue to coordinate with College Board to provide professional development for English and mathematics department chairs and reading contacts in reading, grammar/writing, and mathematics as measured on Accuplacer.

Performance Indicator 1.20 - 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?

Percentage of career and technology students whose cumulative and technical GPAs meet or exceed state standards

Results for 2006-2007

Chart 1.20.1 - Career and Technology - OverAll GPA
Percentage Meet or Exceed State Standards

BCPS standard is 100%
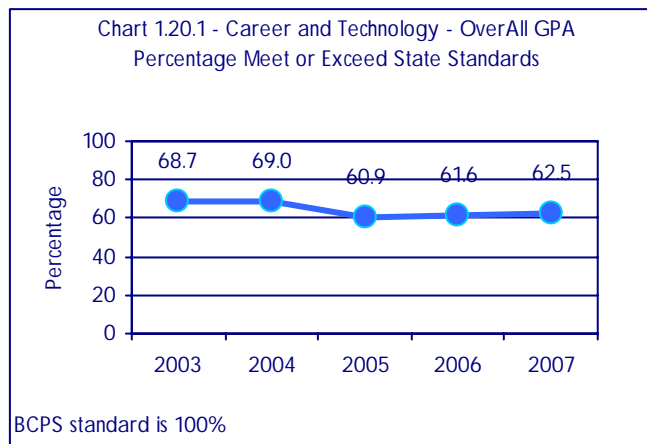
In 2006-2007, 62.5% of career and technology students earned an overall GPA of at least 2.0 (chart 1.20.1). This rate was 0.9 percentage points higher than the previous year, although still below the highest level which was achieved in 2003-2004.

The FARM, LEP, and special education student groups had lower percentages of career and technology students attaining an overall GPA of at least 2.0 in school year 2006-2007 than in the prior year (chart 1.20.2).

Chart 1.20.2 - Career and Technology - OverAll GPA
Percentage Meet or Exceed State Standards by Student Group
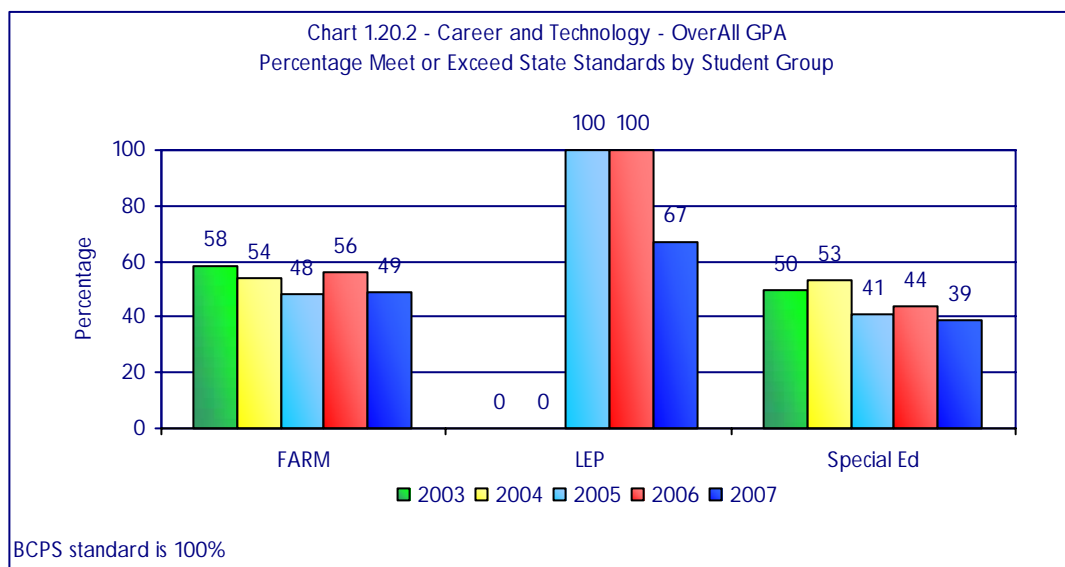
BCPS standard is 100%

Chart 1.20.3 - Career and Technology - OverAll GPA
Percentage Meet or Exceed State Standards by Race/Ethnicity
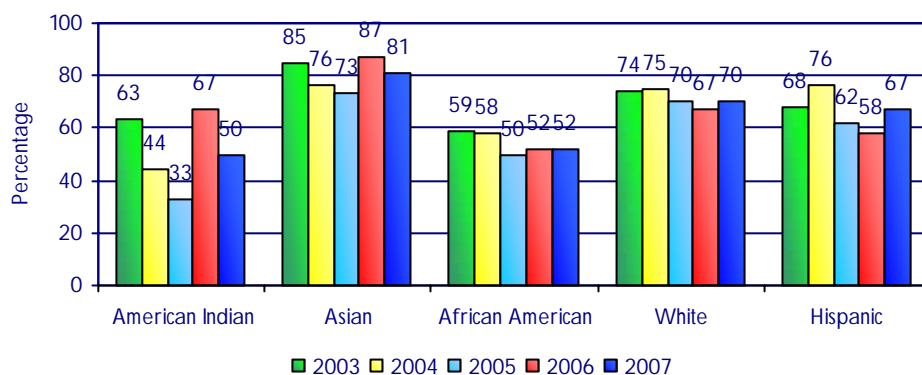
BCPS standard is 100%

Chart 1.20.5 - Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards by Student Group
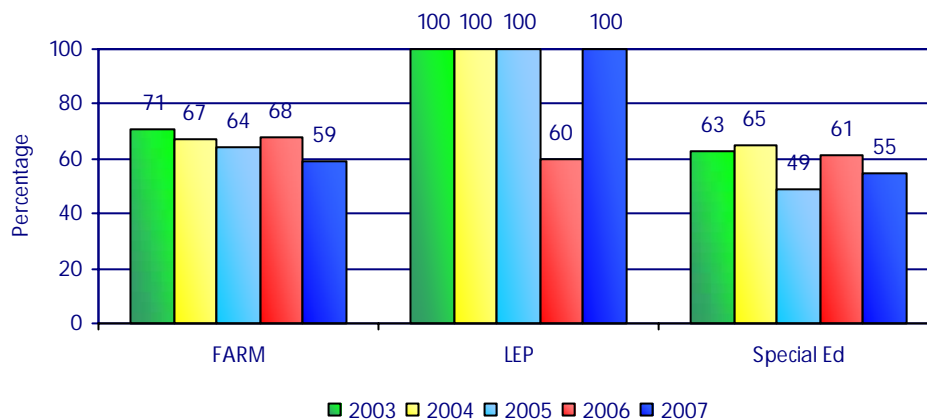
BCPS standard is 100%

Among the racial/ethnic student groups of career and technology students, the percentage of American Indian students with at least a 2.0 GPA in 2006-2007 was 50.0%; the percentage for Asian students was 81.0%; the percentage for African American students was 52.0%, the percentage for White students was 70.0%, and the percentage for Hispanic students was 67.0% (chart 1.20.3).

The FARM and special education student groups had lower percentages of career and technology students attaining an overall GPA of at least 2.0 in school year 2006-2007 than in the prior year (chart 1.20.5); while the LEP student group had a higher percentage of career and technology students attaining an overall GPA of at least 2.0 in school year 2006-2007 than in 2005-2006.

Chart 1.20.4 - Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards
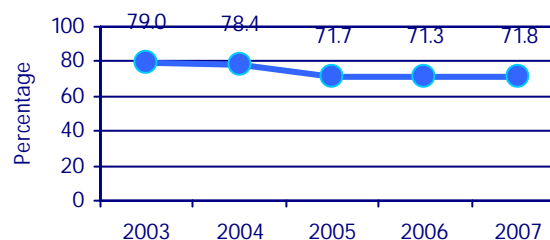
BCPS standard is 100%

In 2006-2007, 71.8% of career and technology students earned a technical GPA of at least 2.0 (chart 1.20.4). This rate was 0.5 percentage points higher than the previous year.

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Chart 1.20.6 - Career and Technology - Technical GPA
Percentage Meet or Exceed State Standards by Race/Ethnicity

Values by Race/Ethnicity and Year (2003, 2004, 2005, 2006, 2007):

Race/Ethnicity	2003	2004	2005	2006	2007
American Indian	74	50	83	75	62
Asian	93	86	81	89	86
African American	72	71	63	66	64
White	83	83	77	74	78
Hispanic	81	81	79	66	70

Y-axis: Percentage (0 to 100)

BCPS standard is 100%
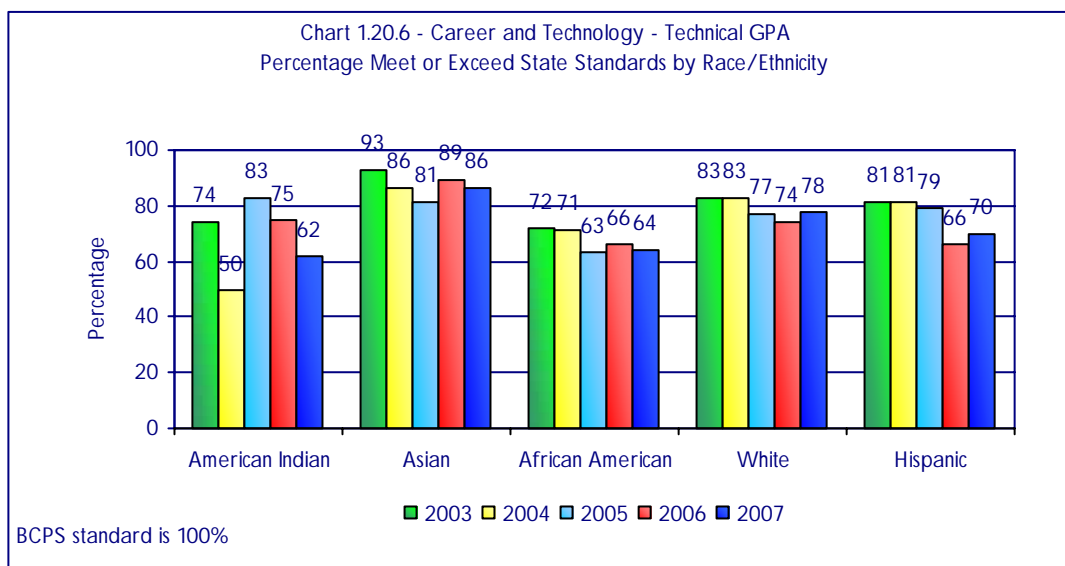
Chart 1.20.6 shows that American Indian, Asian, and African American career and technology students had lower rates of achieving at least a 2.0 GPA in 2006-2007 than in the previous year; while White and Hispanic students had higher rates of achieving at least a 2.0 GPA in 2006-2007 than in 2005-2006.

Explanation of Results

Even though FARM and special education student groups had lower percentages of career and technology students attaining an overall GPA and technical GPA of at least 2.0 in the school year 2006-2007, the overall GPA and technical GPA rate for career and technology students was 0.9 and 0.5 respectively, percentage points higher in 2006-2007 than in 2005-2006. This performance measure is challenging to improve due to the lower number of CTE credits taken by students in comparison to the total number of credits required for graduation and due to the fact that CTE completer programs often begin in the students' tenth or eleventh grade years. Baltimore County Public Schools has been proactive in working to place students with diverse and special needs into CTE programs. Increasing numbers of students with diverse and special needs are being included into the regular education programs in schools. These students may have lower GPAs when first introduced into the regular programs, but with differentiation strategies these students will soon be able to achieve higher GPAs. CTE teachers are constantly improving the delivery, rigor, and relevance of the content. Curriculum activities and in-service workshops were conducted in order to improve the mathematics, writing, reading, and language arts in CTE course content. Through these activities and other professional activities, teachers can deliver more meaningful and relevant programs. These same strategies are employed to improve the technical GPA of students with various needs as well as for all CTE students.

Next Steps

CTE will continue to provide the following interventions to increase the overall GPA and technical GPA of all CTE students:

- Increase student achievement by correlating indicators in career completer programs and other CTE courses with the High School Assessments and the Accuplacer assessments and conducting teacher professional development in these areas.

- Increase student achievement through comprehensive career information initiatives and by increasing the opportunities for students and educators to participate in safe and structured work-based experiences.

- Continue to develop competency profiles for students in technical programs with accommodations for students with special needs.

- Continue to update CTE programs and proposals that focus on high skill careers in high demand and high growth industries and that increase the rigor, relevance and the integration of traditional academic and technical skills of all CTE courses including accommodations for special needs students.

- Include value-added options for students through industry certification, advanced standing, or college credits earned while in high school CTE programs.

- Provide CTE students with multiple career pathways leading to employment and further education that will shape the future of innovation and productivity in the American economy.

- Align career completer programs to meet BCPS, state and national standards.

- Continue to provide opportunities for CTE teachers to upgrade their technical and academic skills.

- Provide the skills, knowledge, and relevance to ensure students are interested in their coursework, while also preparing them for college and the workforce.

- Provide students with high quality contextual opportunities, which are inherent in CTE curricula, to gain critical math, science, and literacy skills.

P erformance Indicator 1.21 - All schools will achieve an attendance rate of at least 94.0%. (State standard)

What is measured?

Percentage of schools achieving at least a 94.0% attendance rate

Results for 2006-2007

Chart 1.21.1 - Attendance for All Schools
Percentage of Schools Meeting or Exceeding State Standard

Year	2003	2004	2005*	2006*	2007*
Percentage	78.7	76.4	78.8	83.0	81.9

BCPS standard is 100%
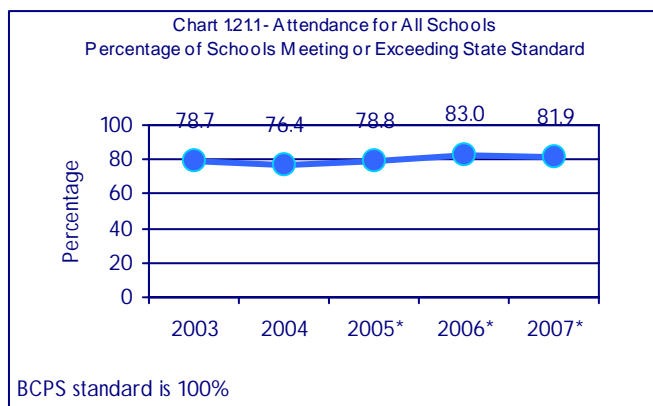
*Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

Since 2002-2003, the percentage of BCPS schools that achieved an attendance rate of at least 94.0% has increased by 3.2 percentage points (chart 1.21.1). In 2006-2007, 81.9% of BCPS schools achieved an attendance rate of at least 94.0% compared with 83.0% in 2005-2006.

Chart 1.21.2 - Attendance for Elementary Schools
Percentage of Schools Meeting or Exceeding State Standard

Year	2003	2004	2005*	2006*	2007*
Percentage	96.1	97.1	96.1	100.0	98.1

BCPS standard is 100%
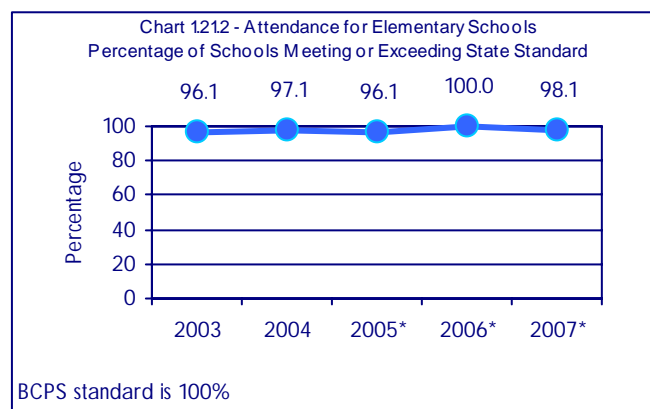
* Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

As shown in chart 1.21.2, 98.1% of elementary schools achieved an attendance rate of at least 94.0% in 2006-2007 compared with 100% in 2005-2006, a decrease of 1.9 percentage points.
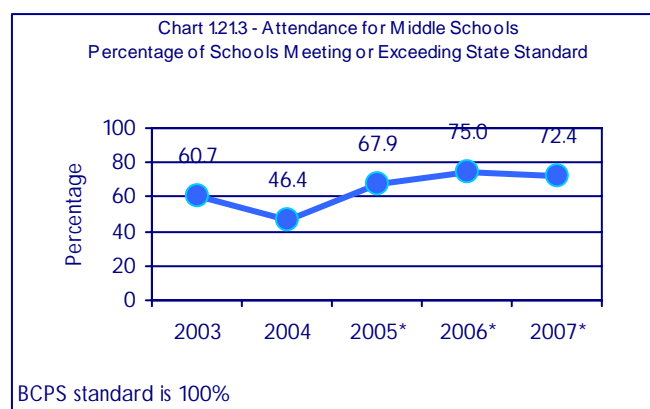
Chart 1.21.3 - Attendance for Middle Schools
Percentage of Schools Meeting or Exceeding State Standard

Year	2003	2004	2005*	2006*	2007*
Percentage	60.7	46.4	67.9	75.0	72.4

BCPS standard is 100%

*Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

In 2006-2007, 72.4% of middle schools achieved an attendance rate of at least 94.0% compared with 75.0% in 2005-2006, a decrease of 2.6 percentage points (chart 1.21.3).
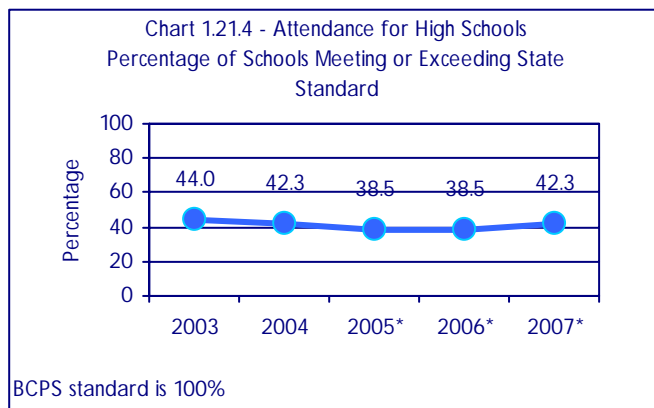
Chart 1.21.4 - Attendance for High Schools
Percentage of Schools Meeting or Exceeding State
Standard

	2003	2004	2005*	2006*	2007*
Percentage	44.0	42.3	38.5	38.5	42.3

BCPS standard is 100%

*Starting with the school year 2004-2005, data are based on March 15 MSDE Attendance Rate

In 2006-2007, the percentage of high schools that met or exceeded the state standard of 94.0% increased by 3.8 percentage points from 2005-2006 to 42.3% (chart 1.21.4).

Explanation of Results

Overall attendance rates declined slightly in 2006-2007 due to decreases at the elementary and middle school levels. High schools showed a 3.8% increase in attendance rate. This increase is a result of numerous programs and services developed to improve student success such as PBIS (Positive Behavioral Interventions and Support), AVID (Achievement via Individual Determination), Alternative Education Programs, College Ed., Accuplacer, Student Support Services Teams and Attendance Committees. These proactive programs provide the supports to promote school attendance and academic success.

Next Steps

- Distribute the attendance manual to school personnel to assist in development and implementation of programs to promote student attendance that will provide a foundation for good attendance.

- Utilize resources in the attendance manual to communicate attendance expectation to parents.

- Apply to the State Legislature to participate in the pilot Truancy Court program.

- Target low socioeconomics and low performing students by increasing interventions.

- Expand and enhance programs to improve student attendance such as Project Attend and school-based attendance committees.

PERFORMANCE GOAL 2

By 2012, all English Language Learners will become proficient in English and reach high academic standards in English/reading/writing, language, mathematics, science, and social studies.

SUMMARY OF PERFORMANCE GOAL 2

By 2012, all English Language Learners will become proficient in English and reach high academic standards in English/reading/ writing, language, mathematics, science, and social studies.

♦ The percentage of ESOL students attaining English proficiency in 2006-2007 on the LAS-Links test was 78.8%.

♦ The percentage of diploma-bound English Language Learners (ELL) achieving proficiency on the MSA reading assessments increased 5.4 percentage points in 2006-2007 over the previous year, and by 31.8 percentage points since 2002-2003.

♦ The percentage of diploma-bound ELL attaining proficiency on the MSA mathematics assessments increased 9.6 percentage points in 2006-2007 over the previous year, and by 29.8 percentage points since 2002-2003.

♦ In 2006-2007, 21.4% of diploma-bound ELL students scored proficient or advanced on the English 2 exam, an increase of 7.5 percentage points since 2004-2005.

♦ In 2006-2007, 39.9% of diploma-bound ELL students scored proficient or advanced on the Algebra I exam, an increase of 2.4 percentage points since 2005-2006.

Performance Indicator 2.1 - All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their fourth school year. (State standard)

What is measured?

Percentage of ESOL students reaching English proficiency on the LAS-Links test by the end of their fourth school year

Results for 2006-2007

Chart 2.1.1 - ESOL LAS-Links Grades Pre-School to 12
Percent Met Exit Criteria
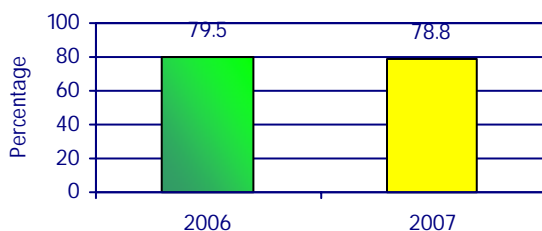
State standard is 100%

As shown in chart 2.1.1, the percentage of ESOL students achieving English proficiency on the LAS-Links test by the end of their fourth school year had decreased 0.7 percentage points from 79.5% in 2005-2006 to 78.8% in 2006-2007.

Chart 2.1.2 - ESOL LAS-Links Grade Pre-School to 12
Percent Met Exit Criteria by Student Group
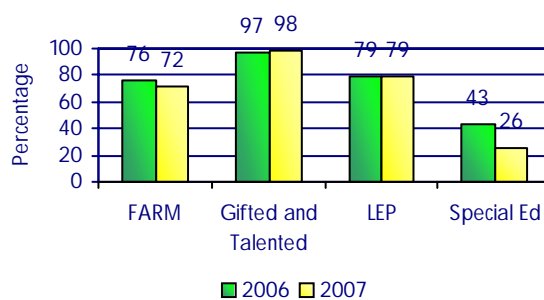
State standard is 100%

The percentage of gifted and talented ESOL students reaching English proficiency on the LAS-Links test by the end of their fourth school year increased one percentage point from 97.0% in 2005-2006 to 98.0% in 2006-2007, while the percentage of LEP students remained the same at 79.0% and the percentage of FARM and special education students both decreased (chart 2.1.2). The percentage of FARM students meeting exit criteria decreased 4.0 percentage points from 76.0% in 2005-2006 to 72.0% in 2006-2007, and the percentage of special education students decreased 17.0 percentage points from 43.0% in 2005-2006 to 26.0% in 2006-2007.

As shown in chart 2.1.3, the percentage of Asian and White ESOL students reaching English proficiency on the LAS-Links test by the end of their fourth school year increased from 2005-2006 to 2006-2007, while the percentage of African American and Hispanic ESOL students reaching English proficiency decreased.

Chart 2.1.3 - ESOL LAS-Links Grades Pre-School to 12
Percent Met Exit Criteria by Race/Ethnicity
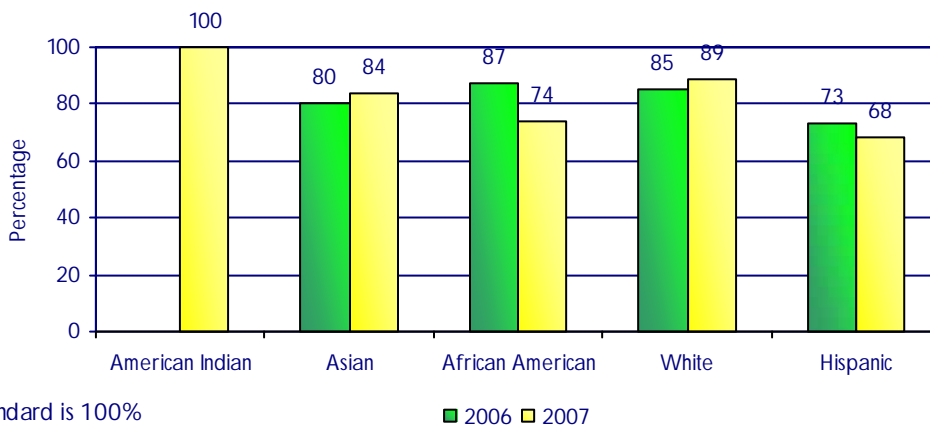
State standard is 100%
Chart reflects 1 or more groups with low student counts

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Explanation of Results

While the percentage of ELL who attained proficiency in English within four years dropped slightly in 2006-2007, the number remains significantly higher than the 40.0% goal set by MSDE. Increasingly, ELL students come to the program with poor literacy skills in their first language and face greater challenges in attaining proficiency in a second language.

Next Steps

- Continue to diagnose English proficiency for ELL to ensure proper placement and instruction.

- Provide professional development to ESOL teachers that focus on strategies to improve listening, reading, and writing skills while supporting the BCPS reading programs at elementary and secondary levels.

- Continue to provide professional development opportunities focused on cross-cultural communication, second language acquisition, and strategies to differentiate instruction for ELL.

Performance Indicator 2.2 - All diploma-bound English Language Learners will meet or exceed Maryland School Assessment (MSA) standards. (State standard)

What is measured?

Percentage of ESOL students who meet or exceed state standards for MSA reading and mathematics

Results for 2006-2007

Chart 2.2.1 - ESOL Reading Proficient or Advanced
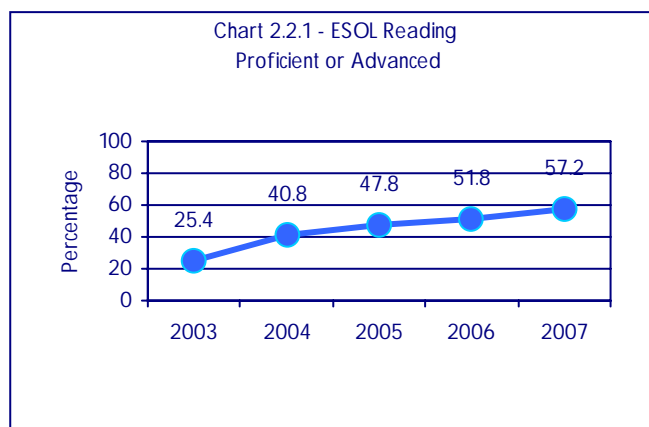
In 2006-2007, 57.2% of diploma-bound English Language Learners (ELL) scored proficient or advanced on the MSA reading, as compared with 51.8% in the previous year, a 5.4 percentage point increase. Since 2002-2003, the proficiency rates have increased by 31.8 percentage points (chart 2.2.1).

As indicated in chart 2.2.2, 72.0% of Asian diploma-bound ELL scored proficient or advanced on the MSA reading in 2006-2007, an increase of 12.0 percentage points from the previous year; 51.0% of African American diploma-bound ELL scored proficient or advanced in 2006-2007, an increase of 2.0 percentage points from 2005-2006; 57.0% of White diploma-bound ELL scored proficient or advanced in 2006-2007, a decrease of 5.0 percentage points from 2005-2006; and 46.0% of Hispanic diploma-bound ELL scored proficient or advanced in 2006-2007 as compared with 39.0% in the previous year.

Chart 2.2.2 - ESOL Reading Proficient or Advanced by Race/Ethnicity

Chart reflects 1 or more groups with low student counts
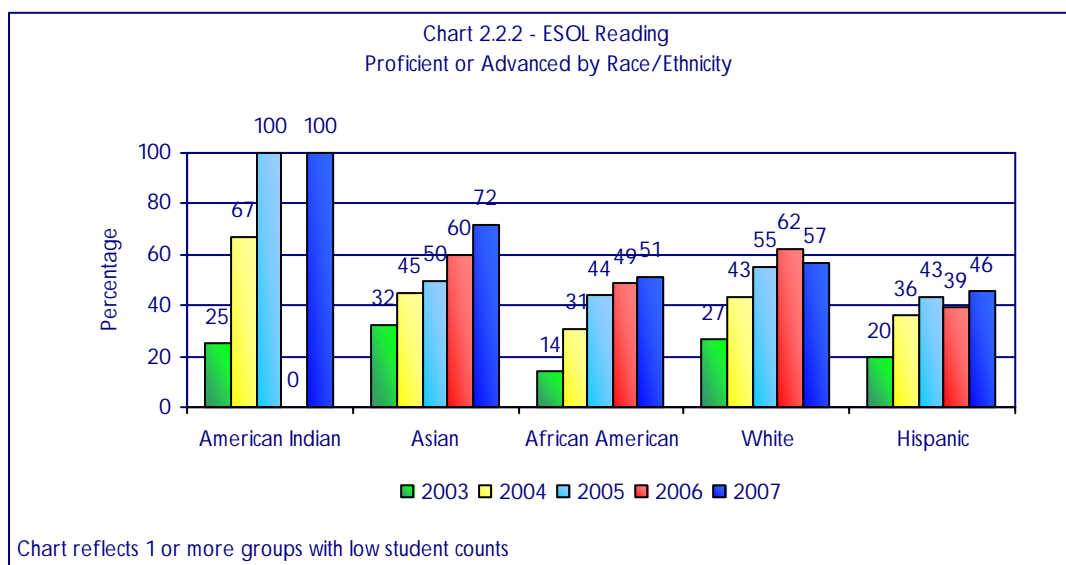
Chart 2.2.3 - ESOL Math
Proficient or Advanced

Chart 2.2.5 - ESOL English 2
Proficient or Advanced
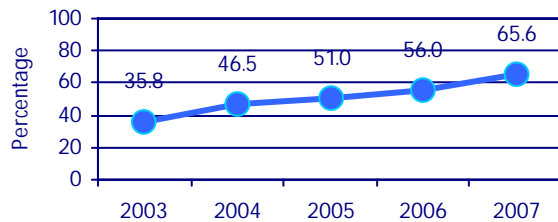
Since 2002-2003, the percentage of diploma-bound ELL scoring proficient or advanced on the MSA mathematics has increased 29.8 percentage points. Chart 2.2.3 shows that in 2006-2007, 65.6% of diploma-bound ELL scored proficient or advanced on the 2006-2007 MSA mathematics, as compared with 56.0% in the previous year, a 9.6 percentage point increase.

As indicated in chart 2.2.4, 85.0% of Asian diploma-bound ELL scored proficient or advanced on the 2006-2007 MSA mathematics, as compared with 73.0% in 2005-2006; 52.0% of African American diploma-bound ELL scored proficient or advanced on the 2006-2007 MSA mathematics, as compared with 46.0% in 2005-2006; 71.0% of White diploma-bound ELL scored proficient or advanced on the 2006-2007 MSA mathematics, as compared with 62.0% in 2005-2006; and 51.0% of Hispanic diploma-bound ELL scored proficient or advanced on the 2006-2007 MSA mathematics, as compared with 38.0% in 2005-2006.

In 2006-2007, 21.4% of diploma-bound ELL scored proficient or advanced on the 2006-2007 English 2 exam, as compared with 26.9% in 2005-2006, a 5.5 percentage point decrease. Proficiency rates were 7.5 percentage points higher in 2006-2007 than in 2004-2005 (chart 2.2.5).

Chart 2.2.4 - ESOL Math
Proficient or Advanced by Race/Ethnicity
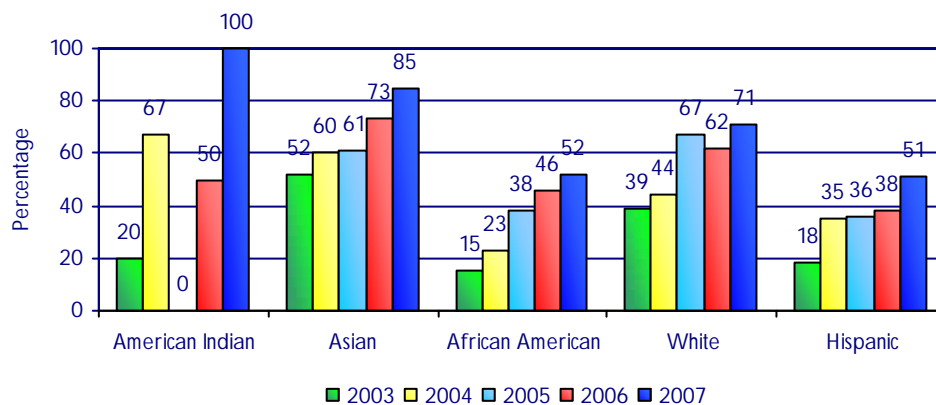
Chart reflects 1 or more groups with low student counts

Chart 2.2.6 - ESOL English 2
Proficient or Advanced by Race/Ethnicity
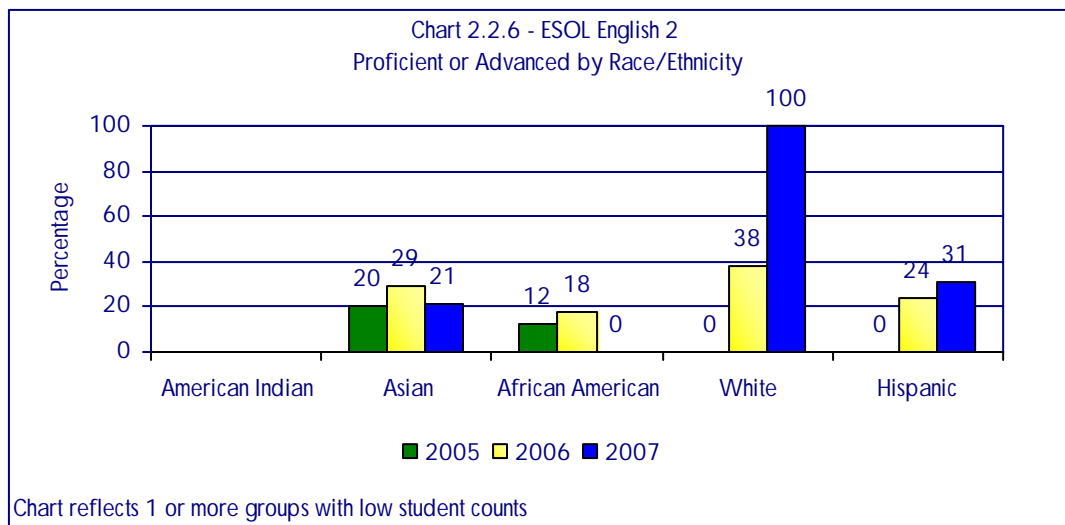
As shown in chart 2.2.6, 21.0% of Asian diploma-bound ELL, 100% of White diploma-bound ELL, and 31.1% of Hispanic diploma-bound ELL scored proficient or advanced on the 2006-2007 English 2.

Chart 2.2.7 shows that 39.9% of diploma bound ELL students scored proficient on the Algebra I exam in 2006-2007, as compared with 37.5% the previous year.

In 2006-2007, comparable or greater percentages of students from all ELL racial/ethnic subgroups met the proficiency target on the Algebra I exam (chart 2.2.8).

Chart 2.2.7 - ESOL Algebra I
Proficient or Advanced

Chart 2.2.8 - ESOL Algebra I
Proficient or Advanced by Race/Ethnicity
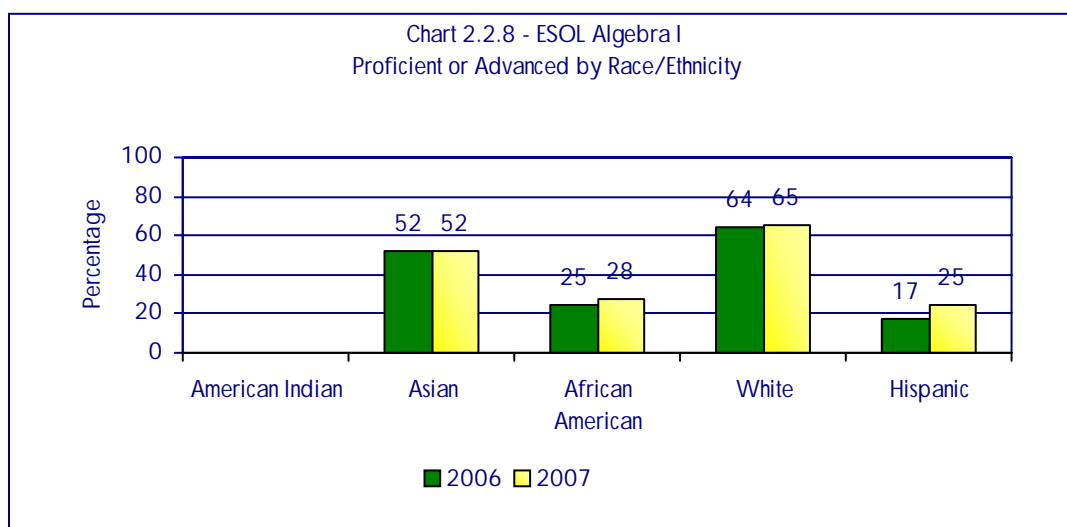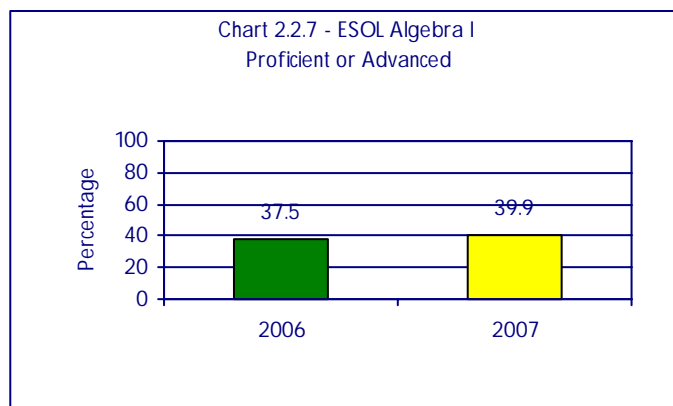
Explanation of Results

While the achievement of English Language Learners (ELL) compared to their English-speaking peers is addressed in Goal 1 Performance Indicators, Indicator 2.2 drills down further in the data and examines the achievement of student groups within the ELL student group. MSA results for ELL in elementary and middle school reading and mathematics continue to improve; however, these data identify gaps between the Hispanic, African American students and the other groups of English Language Learners.

Next Steps

- Continue to provide professional development activities focused on second language acquisition, and strategies to differentiate instruction for ELL

- Monitor the progress of English Language Learners (ELL) in the acceleration curriculum, *Language!*

- Provide professional development activities for ESOL teachers focused on strategies to improve reading comprehension skills.

- Provide after-school tutoring sessions to ELL that support MSA reading and mathematics.

PERFORMANCE GOAL 3

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

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

- In 2006-2007, 95.2% of all teachers in BCPS were highly qualified, an increase of 4.8 percentage points since 2002-2003.

- In 2006-2007, 92.3% of BCPS paraprofessionals were highly qualified, an increase of 47.2 percentage points since 2002-2003.

- During the 2006-2007 school year, teachers and paraprofessionals were provided with high quality professional development focused on PreK-12 Literacy, PreK-12 Algebraic Thinking, and Advancement via Individual Determination (AVID).

- In 2006-2007, 94.4% of middle school mathematics teachers met the requirement for highly qualified, representing an increase of 10.9 percentage points from 2005-2006, and 62.5 percentage points since 2002-2003.

- Ninety-seven percent of Title I teachers hired met the requirements for highly qualified in 2006-2007, an increase of 25.3 percentage points since 2002-2003.

- One-hundred percent of parents/guardians of students in Title I schools were notified of their teachers' qualifications during the 2006-2007 school year.

Performance Indicator 3.1 - All teachers and paraprofessionals will meet the requirements for highly qualified, as defined by the No Child Left Behind and the Bridge to Excellence in Public Schools Education acts. (BCPS standard)

What is measured?

Percentage of teachers and paraprofessionals who meet the highly qualified standard

Results for 2006-2007

Chart 3.1.1 - Percentage of Highly Qualified Teachers

90.4 89.9 87.0 93.9 95.2

Percentage

100
80
60
40
20
0

2003 2004 2005 2006 2007

BCPS standard is 100%
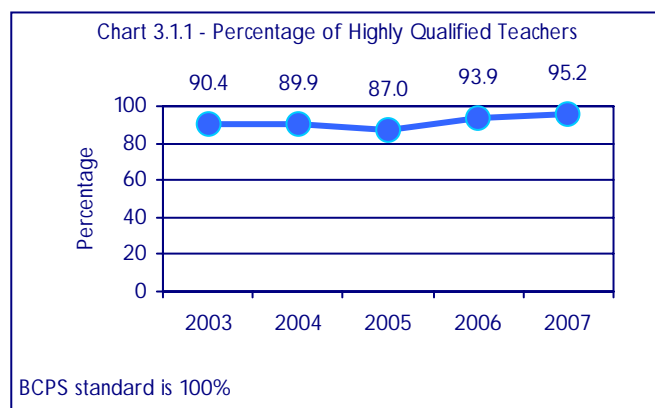
Since 2002-2003, the percentage of highly qualified teachers has increased by 4.8 percentage points. It is important to note that "certified" teachers are reflected in 2002-2003 and 2003-2004. All certified teachers are not "highly qualified". As shown in chart 3.1.1, 95.2% of all teachers in BCPS were highly qualified in 2006-2007, demonstrating a 1.3 percentage point increase from 2005-2006.

Chart 3.1.2 - Percentage of Highly Qualified Paraprofessionals

45.1 61.0 80.5 88.6 92.3

Percentage

100
80
60
40
20
0

2003 2004 2005 2006 2007

BCPS standard is 100%
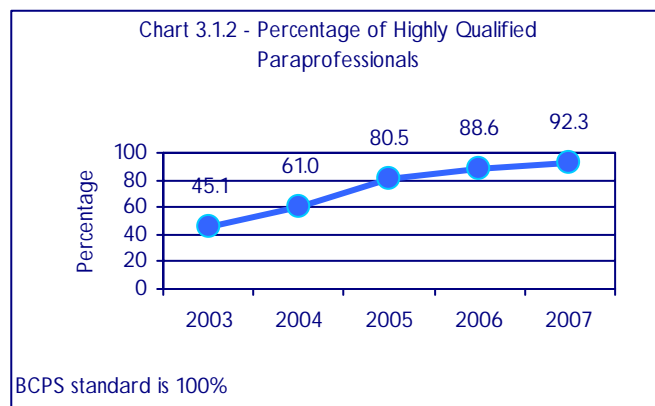
Since 2002-2003, the percentage of highly qualified paraprofessionals has increased by 47.2 percentage points. In 2006-2007, 92.3% of BCPS paraprofessionals were highly qualified, which

was an increase of 3.7 percentage points from 2005-2006 (chart 3.1.2).

Explanation of Results

The system implemented a number of recruitment strategies focused on increasing the number of highly qualified teachers, especially in mathematics, science, and special education. In addition, school visits by personnel officers, collaboration among system offices to provide information regarding college courses, online courses and college partnerships, and cohort programs for teachers and paraprofessionals contributed to the increase in the percentage of highly qualified teachers and paraprofessionals.

Next Steps

- Continue the efforts to recruit highly qualified teachers in core subject areas.

- Continue to provide professional development opportunities for teachers to meet requirements of the No Child Left Behind Act (NCLB).

- Continue to provide assistance to those remaining paraprofessionals to meet the requirements of NCLB.

- Continue to utilize the recruitment and teacher intern specialist to hire highly qualified teachers and place teacher interns.

Performance Indicator 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?

All teachers and paraprofessionals will receive high quality professional development, as required by No Child Left Behind and defined by MSDE

Results for 2006-2007

Baltimore County Public Schools' teachers and paraprofessionals received high quality professional development during the 2006-2007 school year. Specific emphasis was placed on three strategic initiatives, PreK-12 Literacy, PreK-12 Algebraic Thinking and Advancement via Individual Determination (AVID). The PreK-12 Literacy professional development ini-

tiative helped to increase the percentage of sixth graders who achieved at proficient or advanced on the reading MSA from 73.0% in 2005-2006 to 77.3% in 2006-2007. The PreK-12 Algebraic Thinking professional development initiative helped to ensure that the All Students middle school mathematics subgroup made progress in 2006-2007. AVID students' annual attendance is consistently 94.0% and above and AVID students' annual GPA is 2.44.

Explanation of Results

High quality professional development is defined as sustained, content focused and research-based. BCPS professional development initiatives include initial workshops, site-based follow-up and specialized coaches to support the delivery of instruction. Participation in high quality professional development initiatives such as PreK-12 Literacy, PreK-12 Algebraic Thinking, and AVID improves teacher practice and leads to gains in student performance.

Next Steps

- Implement a pilot of the *Language!* program in select schools.

- Monitor implementation of Algebraic Thinking program in middle schools.

- Provide teachers opportunities to observe the implementation of AVID and College Board rigorous instructional strategies to identify best practices.

- Continue to ensure that professional development demonstrates the indicators of high quality.

- Create and implement an updated professional development approval process as defined by both the Master Plan and the Curriculum Management Plan.

- Create a centralized system of tracking and monitoring participation in professional development initiatives.

Performance Indicator 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?

Percentage of middle school mathematics teachers who meet the requirement for highly qualified

Results for 2006-2007

Chart 3.3.1 - Percent of Highly Qualified Math Teachers

Year	Percentage
2003	31.9
2004	57.7
2005	79.4
2006	83.5
2007	94.4

BCPS standard is 100%
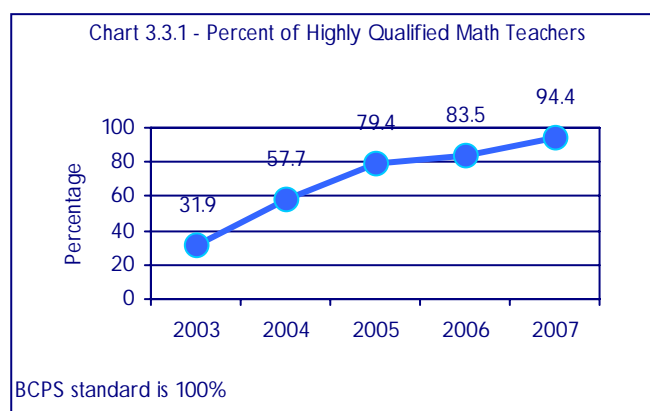
The percentage of highly qualified middle school mathematics teachers has steadily increased since 2002-2003 (chart 3.3.1). In 2006-2007, the percentage of middle school mathematics teachers who met the requirement for highly qualified was 94.4%, which represented an increase of 10.9 percentage points from 2005-2006 and an increase of 62.5 percentage points since 2002-2003.

Explanation of Results

Several factors have contributed to the significant increase in the number of highly qualified middle school mathematics teachers. These factors included the continued implementation of a number of system initiatives that targeted the hiring of highly qualified middle school mathematics teachers as well as the continuation of programs that provided support for teachers seeking highly qualified status. These initiatives included qualification reviews for teachers attaining highly qualified status through the Advanced Professional Certification process, the availability of an eight-hour review session and an online review course for the Middle School Praxis test, and reimbursement of Praxis test fees for passing scores on the Middle School Praxis or Praxis II test.

The number of middle school teachers with highly qualified status in mathematics continues to increase.

Next Steps

In order to increase the number of highly qualified middle school mathematics teachers, Baltimore County Public Schools will:

- Continue all current programs for helping teachers attain highly qualified status in middle school.

- Target middle school teachers not meeting highly qualified status for 2007-2008. These teachers will be individually counseled as to the most appropriate path towards attaining highly qualified status.

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

What is measured?

One hundred percent of new Title I teachers hired will be highly qualified, as required by the No Child Left Behind Act

Results for 2006-2007

Chart 3.4.1 - Percentage of Highly Qualified Title I Teachers

71.6 77.8 84.2 97.4 97.0

2003 2004 2005 2006 2007

State standard is 100%
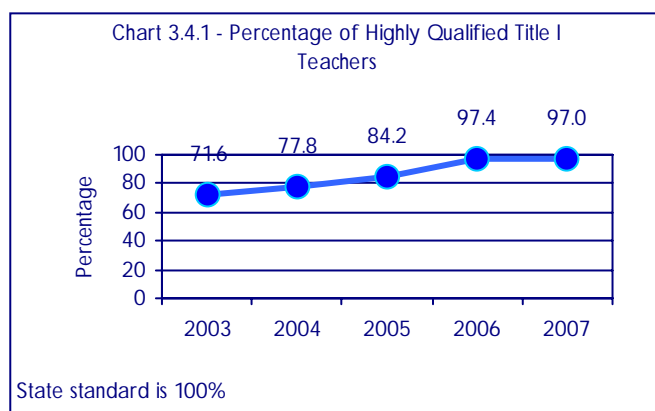
Ninety-seven percent of new Title I teachers hired in 2006-2007 met the requirements for highly qualified, an increase of 25.4 percentage points since 2002-2003 (chart 3.4.1).

Explanation of Results

Baltimore County Public Schools continues to make significant progress in hiring highly qualified teachers for Title I schools. The school system requires that a highly qualified core subject teacher replacement be found before a teacher is approved for

transfer from a Title I school. In addition, BCPS offers signing bonuses and relocation stipends to teachers in critical shortage areas who select a Title I or BCPS-identified priority school. The challenge continues to be recruiting and retaining highly qualified teachers in critical shortage areas for all schools.

Next Steps

- Continue to offer signing bonuses and relocation stipends for teachers accepting teaching positions in critical shortage areas in Title I and priority schools.

- Continue recruitment efforts to attract highly qualified teachers.

- Continue school visits by personnel officers to Title I schools to meet with and assist teachers who still need to complete requirements to become highly qualified.

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

What is measured?

One hundred percent of parents/guardians of students in Title I schools will be notified of their child's teachers' qualifications

Results for 2006-2007

One hundred percent of parents/guardians of students in Title I schools were notified of their teachers' qualifications. Subsequently, parents were notified by letter when a teacher became highly qualified.

Explanation of Results

Principals in Title I schools notified parents by letter if their child's teacher did not meet the highly qualified requirements under No Child Left Behind (NCLB). All schools have verified that parent letters were sent by providing written notification to the Title I Office. In addition, parents were notified by letter when a teacher met the highly qualified requirement.

Next Steps

- Continue to notify 100% of parents/guardians of students in Title I schools of their teachers' qualifications.

PERFORMANCE GOAL 4

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

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

- Ninety-nine percent of schools attended the annual Safe Schools Conference during the 2006-2007 school year.

- In 2006-2007, all schools had an emergency plan in place.

- Ninety-two percent of the schools had a buzzer or card access system as part of their security measures for the 2006-2007 school year.

- All schools distributed and reviewed the *BCPS Student Handbook* with all students at the beginning of the 2006-2007 school year.

- Seventy-seven percent of stakeholders were satisfied with the school system academics in 2006-2007, 8.7% were not sure, and 14.3% were not satisfied.

- The majority of stakeholders (71.5%) expressed satisfaction with the safe and orderly environment that BCPS provided to students during the 2006-2007 school year.

- In 2006-2007, 71.1% of stakeholders were satisfied with the amount of parental involvement in BCPS.

PERFORMANCE GOAL 4

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

- Monitor and provide assistance to schools so emergency plans are complete and the appropriate drills are conducted.

- Continue to upgrade schools to include closed circuit television security systems.

What is measured?

Percentage of schools participating in programs that support a safe, orderly, and nurturing environment

Results for 2006-2007

Chart 4.1.1 - Safety and Security
Percentage of Participating Schools

BCPS standard is 100%
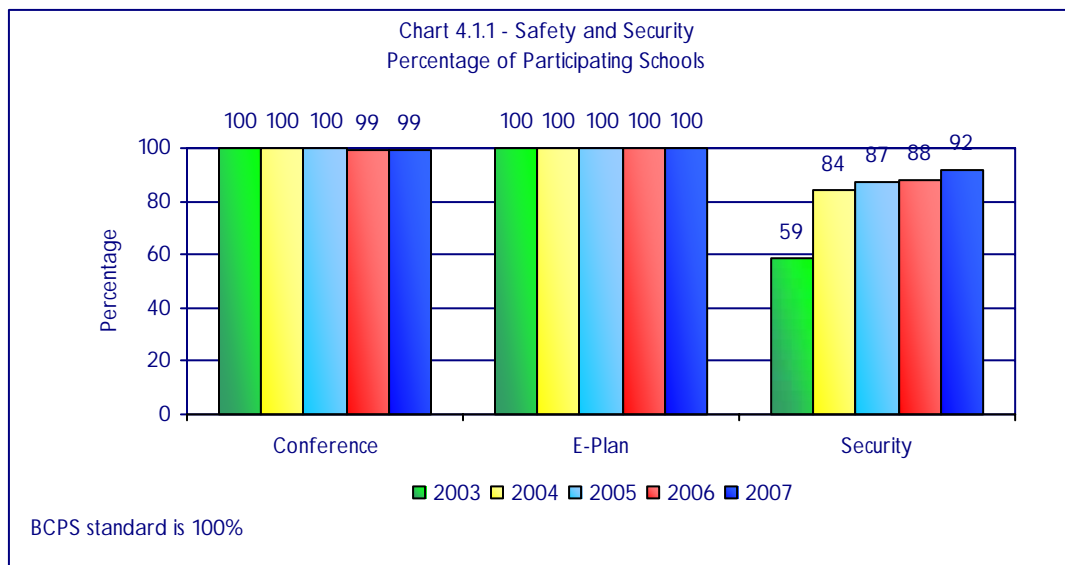
Ninety-nine percent of the schools attended a conference on providing a safe, orderly, and nurturing environment (chart 4.1.1). All schools had in place an emergency plan, and 92.0% of the schools had a buzzer, card scan, or partnership as part of security measures, as compared with 59.0% in 2002-2003.

Explanation of Results

The annual Safe Schools Conference continued to draw administrators and teacher representatives. All schools and offices posted their emergency plans and drills to the system's intranet. All schools have installed motion detectors. Reported in the data above are the additional security systems for intruder protections, and buzzer card scan, or closed circuit television systems. BCPS continues to install and upgrade these systems as the budget permits

Next Steps

- Continue to provide all site administrators and teachers representatives with a research-based professional conference on school safety each year.

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

What is measured?

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

Results for 2006-2007

One hundred percent of schools distributed to all students and parents the BCPS *Student Handbook* and school code of conduct, which defines behavioral expectations. Administrators reviewed the BCPS *Student Handbook* with all students at the beginning of the school year or as students new to school arrived.

Explanation of Results

All BCPS schools communicated to all students and parents/guardians the behavioral expectations identified in the BCPS *Student Handbook* and the school code of conduct. Administrators review ed the BCPS *Student Handbook* with all students at the beginning of the school year or as students new to the school arrived. After reviewing the handbook, students and parents/guardians at each school were given the Student Handbook Acknowledgement Form to sign and date. All signed and dated forms were kept in the school office.

Next Steps

- Continue to monitor the distribution of the BCPS *Student Handbook* and ensure that an action plan is included in each School Improvement Plan (SIP) for increasing parent awareness of the responsibilities and knowledge of behavior expectation identified in the BCPS *Student Handbook* and school code of conduct.

Performance Indicator 4.3 - Staff, students, parents/guardians, and community members will express satisfaction with the learning environment, climate, and school facilities. (BCPS standard)

What is measured?

Percentage of staff, students, and parents/guardians and community people who express satisfaction with the BCPS learning environment, climate, and facilities

Results for 2006-2007

Chart 4.3.1 - Academic

BCPS standard is 100%
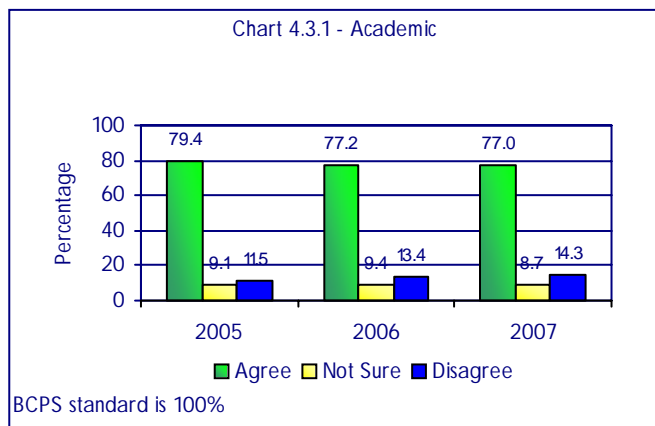
As shown in chart 4.3.1, 77.0% of stakeholders who responded to the 2006-2007 survey were satisfied with the

school system academics; 8.7% were not sure; and 14.3% were not satisfied.

Chart 4.3.2 - Safe & Orderly

BCPS standard is 100%
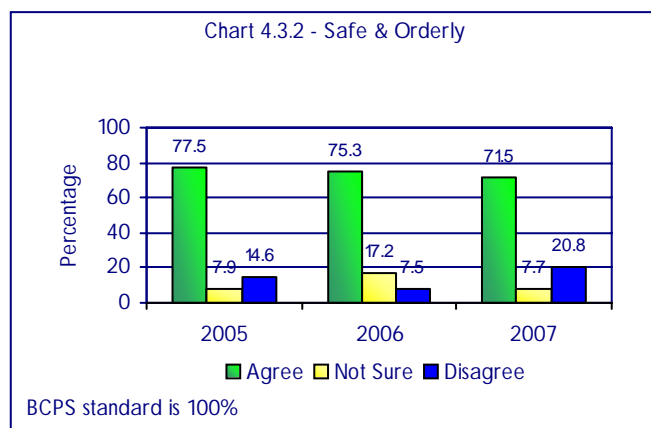
In 2006-2007, the majority of stakeholders (71.5%) were satisfied with the safe and orderly environment that BCPS provided to students (chart 4.3.2); 7.7% were not sure; and 20.8% were not satisfied.

Chart 4.3.3 - Parent Involvement

BCPS standard is 100%
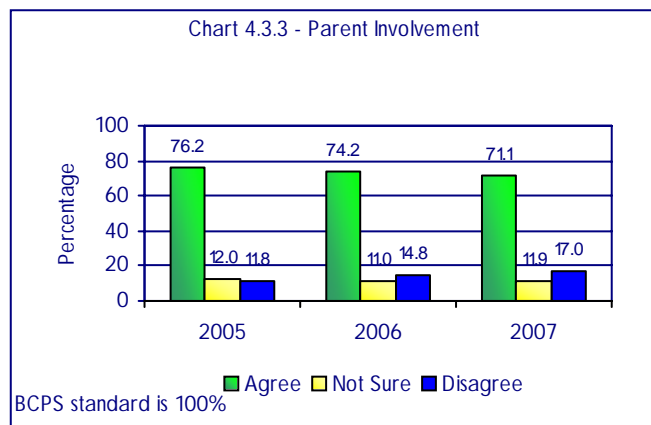
Chart 4.3.3 shows that 71.1% of stakeholders who responded to the 2006-2007 survey were satisfied with the amount of parental involvement in BCPS; 11.9% were not sure, and 17.0% were not satisfied.

Explanation of Results

The BCPS Online Stakeholder Satisfaction Survey was piloted in the spring of 2005 to measure results for the 2004-2005 school year. The survey is available and promoted to all stakeholders including parents/guardians, employees, and community residents who do not have children who attend public schools.

Efforts to increase participation in the 2006-2007 administration of the survey yielded an increase of 1,900 respondents for

2004-2005 and 1,500 respondents for 2005-2006 to 2,500 respondents for 2006-2007. While participation has increased, the system will continue to implement strategies to increase participation.

Next Steps

- Continue to encourage greater participation in the online Stakeholder Satisfaction Survey through expanded marketing and promotion activities.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

PERFORMANCE GOAL 5

All students will graduate from high school.

All students will graduate from high school.

- The BCPS graduation rate of 83.3% exceeded the graduation Annual Measurable Objective (83.2%) for 2006-2007.

- The dropout rate improved in the 2006-2007 school year to a rate of 3.4%, as compared to 4.1% from the prior year.

- The dropout rate improved or remained the same from 2005-2006 to 2006-2007 for all of the racial/ethnic subgroups except the American Indian student subgroup.

- In 2006-2007, the percentage of BCPS graduates who met the University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both continued to be above 80.0%.

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

What is measured?

Percentage of high schools meeting the state Adequate Yearly Progress (AYP) graduation rate standard of 90.0% by 2014

Results for 2006-2007

Chart 5.1.1 - Graduation Rate

88.2   86.1   84.8   83.3   83.3

AMO for 2007 is 83.2%
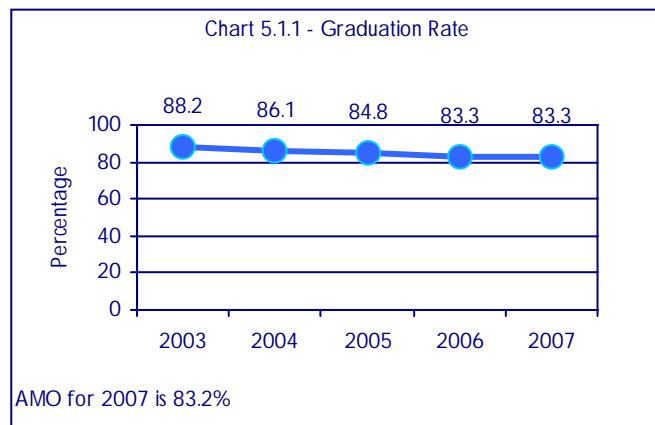
The BCPS graduation rate in 2006-2007 remained at 83.3%, the same as the previous year, but exceeded the Annual Measurable Objective (AMO) of 83.2% (chart 5.1.1).

Chart 5.1.2 shows that in 2006-2007, American Indian, Asian, and Hispanic student subgroups had lower graduation rates than the prior year. In 2006-2007, African American students had higher graduation rates than the previous year and the graduation rate for White students remained unchanged from 2005-2006.
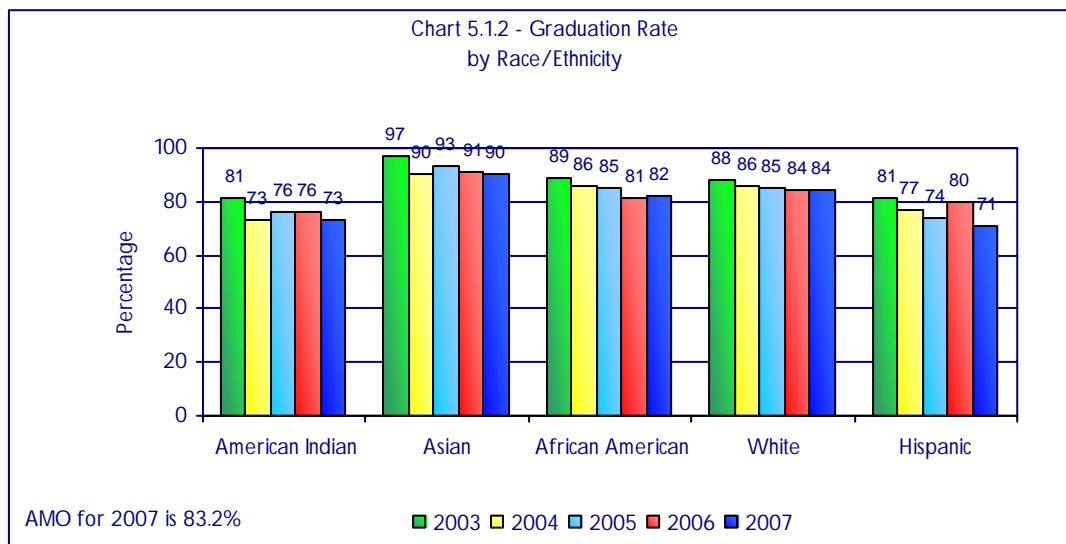
Explanation of Results

The AMO, 83.2%, for the 2006-2007 graduation rate was met, and BCPS did achieve AYP for 2006-2007. Programs that support meeting AYP are summer school, Home and Hospital, and Evening/Saturday High School programs that are fully staffed with teachers certified in their content areas which allow students to complete credit requirements for graduation. Programs such as AVID and Maryland's Tomorrow continue to provide additional support for students who are at risk for not graduating. The College Readiness partnership between the Community College of Baltimore and Baltimore County Public Schools remains in effect to increase achievement and encourage success in college and employment. College Readiness courses continue to encourage and support graduation and moving to higher education.

Next Steps

- Work with the Hispanic, American Indian, and Asian populations through Early Intervention and Family Literacy programs to provide services to keep students and families connected to school and the opportunities for successful completion of diploma requirements.

- Continue to review and improve the accuracy of coding students who withdraw from school.

- Maintain participation in the College Readiness program in partnership with the Community College of Baltimore.

Chart 5.1.2 - Graduation Rate by Race/Ethnicity

	American Indian	Asian	African American	White	Hispanic
2003	81	97	89	88	81
2004	73	90	86	86	77
2005	76	93	85	85	74
2006	76	91	81	84	80
2007	73	90	82	84	71

AMO for 2007 is 83.2%

■ 2003 □ 2004 ■ 2005 ■ 2006 ■ 2007

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PERFORMANCE GOAL 5

- Continue to provide additional opportunities to pass the High School Assessments through Summer School and Evening High School.

- Continue to expand the use of Accuplacer so students are aware of their areas of need for college readiness.

- Integrate the Virtual Instructional Program with Home and Hospital to support a broader range of students to meet graduation requirements.

Performance Indicator 5.2 - All high schools will have annual dropout rates of less than 3.0%. (State standard)

What is measured?

Percentage of high schools with no more than 3.0% annual dropout rates

Results for 2006-2007

Chart 5.2.1 - Dropout Rate

Percentage

2003	2004	2005	2006	2007
3.2	4.3	4.4	4.1	3.4

State standard is 3.0%

Chart 5.2.1 shows that the dropout rate improved in the 2006-2007 school year to a rate of 3.4%, as compared to 4.1% for the prior year.

The dropout rate improved or remained the same from 2005-2006 to 2006-2007 for all of the racial/ethnic subgroups except the American Indian student subgroup (chart 5.2.2).

Chart 5.2.2 - Dropout Rate
by Race/Ethnicity

Percentage

	American Indian	Asian	African American	White	Hispanic
2003	5	2	3	3	6
2004	6	2	5	4	7
2005	6	2	5	4	5
2006	6	2	4	4	5
2007	7	1	4	3	5

State standard is 3.0%

2003 2004 2005 2006 2007

Explanation of Results

Early intervention programs such as Even-Start, Infants and Toddlers, Child Find and full-day kindergarten remain in effect to prepare students for success in high school. Summer School and Evening High School programs are fully staffed with teachers certified in their content areas. Programs such as AVID and Maryland's Tomorrow continue to provide additional support for students who are at risk for dropout. The College Readiness partnership between the Community College of Baltimore County and Baltimore County Public Schools remains in effect to increase achievement and encourage success in college and employment. College Readiness courses continue to encourage and support higher education.

Next Steps

- Participate in the College Gateway partnership with Community College of Baltimore to encourage interest in college for eighth grade students attending Title I schools.

- Investigate participation in Truancy Court, a state pilot program to improve attendance of students who are potential dropouts.

- Continue to provide Pupil Personnel Worker support to potential dropouts.

- Continue to review coding of withdrawn students for accuracy.

- Maintain participation in the College Readiness program in partnership with the Community College of Baltimore County.

Performance Indicator 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?

Percentage of graduates who meet University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements or both

Results for 2006-2007

Chart 5.3.1 - University of Maryland or Career and Technology
Percentage of Students Meeting Requirements

State standard is 100%
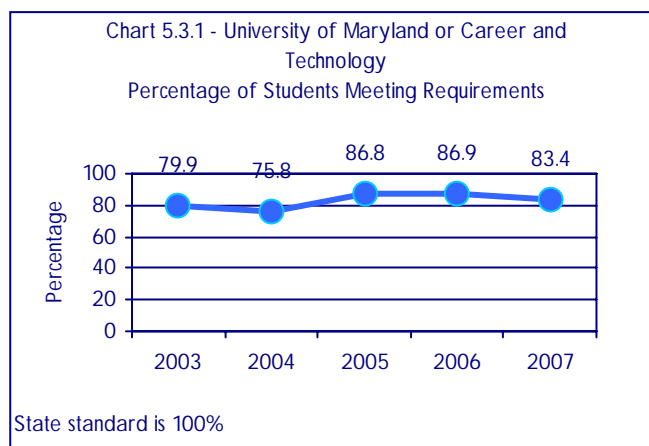
Chart 5.3.1 shows that the percentage of BCPS graduates who met the University System of Maryland entrance requirements, Maryland Career Completer and Technology Education Career Completer requirements, or both continued to be above 80.0% in 2006-2007.
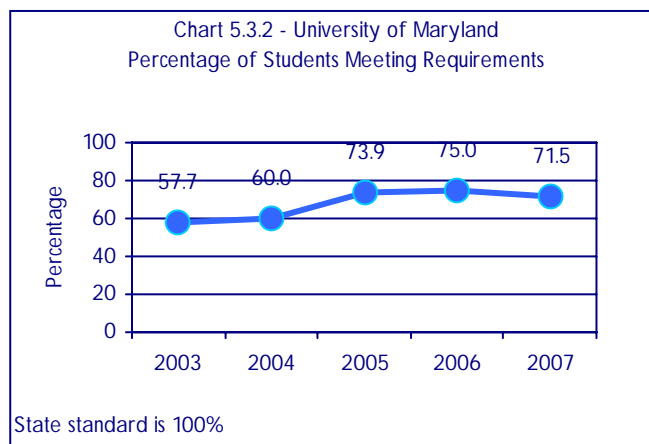
Chart 5.3.2 - University of Maryland
Percentage of Students Meeting Requirements

State standard is 100%

The percentage of BCPS graduates who met the University System of Maryland entrance requirements continued to be above the percentage from 2002-2003 (chart 5.3.2). In the 2006-2007 school year, 71.5% of BCPS graduates met the university entrance requirements, as compared with 57.7% in 2002-2003.

Chart 5.3.3 - Career and Technology Requirements Percentage of Students Meeting Requirements

Percentage

48.3   30.4   37.7   36.4   34.6

2003   2004   2005   2006   2007
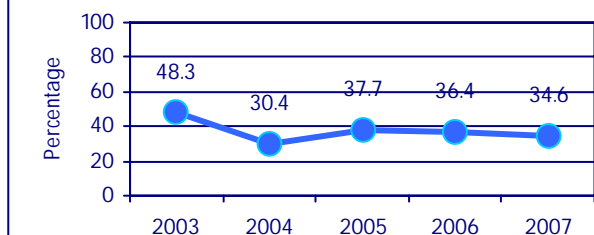
State standard is 100%

In the 2006-2007 school year, 34.6% of the BCPS graduates met the Maryland Career Completer and Technology Education Career Completer requirements (chart 5.3.3). The results for 2006-2007 were lower than the prior year by 1.8 percentage points.

Chart 5.3.4 - University of Maryland and Career and Technology Percentage of Students Meeting Requirements

Percentage

26.1   14.6   24.9   24.5   22.6

2003   2004   2005   2006   2007
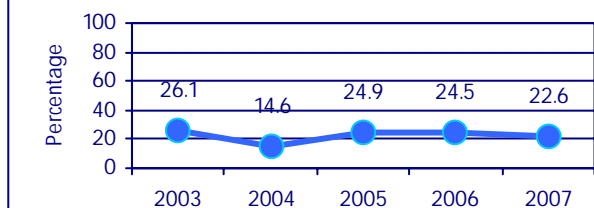
State standard is 100%

In 2006-2007, 22.6% of participating students met both the university and career/technology requirements, a decrease of 1.9 percentage points below the results for the previous year (chart 5.3.4).

Explanation of Results

There has been a concerted effort to assist all student populations to meet higher achievement standards and to graduate from high school. Career and Technology Education programs traditionally attract students who have a specific interest in a career area which instills in learners a clear purpose for the pursuit of education and a sense of influence over their destinies.

There has also been an overall decline in the number of BCPS graduates who met the University System of Maryland entrance requirements or the Maryland Career Completer and Technology Education Career Completer requirements. This was true

across all student groups except for American Indian with an increase of 12.5 percentage points and Hispanics with an increase of 4.7 percent age points (Appendix B).

Next Steps

In order to support student needs and exceed previous benchmarks the Offices of Career and Technology Education will continue to use the following strategies:

Offer Career and Technology Education programs in the ten Maryland Career Clusters:

- Provide Career Pathways recommended sequences of courses and suggested electives designed to provide students with multiple career pathways leading to employment and further education.

- Embed CTE programs in the Career Pathways offered within each career cluster.

- Align career completer programs to meet the standards of the new MSDE CTE pathways.

- Include value-added options for students through industry certification, advanced standing, or college credits earned while in high school CTE programs.

- Continue to develop competency profiles for students in technical programs with accommodations for students with special needs.

- Continue to update CTE programs and proposals to increase the rigor and relevance of all CTE courses including accommodations for special needs students.

- Increase student achievement through comprehensive career information initiatives and by increasing the opportunities for students and educators to participate in safe and structured work-based and/or internship experiences.

Additionally these new strategies will support progress in student completion rate:

- Develop new MSDE Fast Track or Model CTE programs with opportunities for additional industry certifications that align to similar programs at the post-secondary level.

- Develop program advisory committees for new CTE programs with representatives from secondary schools,

two-year colleges, and four-year colleges where possible to ensure that program alignment to industry/technical skill standards, academic standards, and skills for success occurs.

- Use career clusters and the various pathway programs to allow the Offices of Career and Technology Education to give more individual attention to all students. Pathway programs will allow us to diversify student programs. All students will receive the basic cluster knowledge and skills portion of the cluster. As students focus on a specific career pathway, they and their parents/guardians will be informed and guided on the various requirements of the pathway.

- Enable counselors to schedule students according to their needs, ability, and other individual issues to make the student's program relevant, meaningful and achievable. Special attention will be given to the students and subpopulations that are performing below the expectations. This should help to increase the number of students who graduate meeting the Maryland Career Completer and Technology Education Career Completer requirements.

- Expand access for students with special needs and their families to various post secondary educational and training options.

- Provide countywide transportation for students with special needs to attend post-secondary field trips.

- Provide students and parents access to additional resources and materials to be successful in post-secondary endeavors.

- Explain and promote the advantages of the CCBC articulated credits and parallel enrollment opportunities for BCPS students and their families.

PERFORMANCE GOAL 6

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

BALTIMORE COUNTY PUBLIC SCHOOLS

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

♦ All schools provided all parents/guardians multiple opportunities to participate in home-school communication during the 2006-2007 school year.

♦ In 2006-2007, 92.6% of schools increased the number of student, parent/guardian, and teacher conferences.

♦ All schools provided more learning opportunities during the 2006-2007 school year for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes.

♦ During the 2006-2007 school year, 98.8% of schools increased parent/guardian attendance at school-based events.

♦ All schools increased parent/guardian, school, business, and community partnerships in 2006-2007.

♦ In 2006-2007, 100% of schools increased communication and positive relationships with parents/guardians and community members through the dissemination of information about system, school, and student successes.

PERFORMANCE GOAL 6

Performance Indicator 6.1 - All parents/guardians will have multiple opportunities to participate in home-school communication. (BCPS standard)

What is measured?

Percentage of schools providing home-school communication to all parents/guardians

Results for 2006-2007

In 2006-2007, 100% of schools provided all parents/guardians multiple opportunities to participate in home-school communication which met the BCPS standard of 100%.

Explanation of Results

BCPS offers comprehensive programs of parent/guardian, family, and community involvement that require schools to include parents/guardians and families at all grade levels in a variety of roles.

Next Steps

- Continue to publicize the school's commitment to parent/guardian, family, and community involvement.

- Continue to make parent/guardian and family involvement an integral component of the school improvement process.

- Continue to help parents/guardians and families enhance parenting skills and foster conditions that support students' learning.

- Continue to help parents/guardians and families learn techniques for home learning.

- Continue to work cooperatively with community agencies that provide assistance to students as well as to parents/guardians and families.

- Continue to promote clear communication between school and home concerning school programs and students' progress.

- Continue to promote effective use of parent volunteers in instructional and non-instructional roles.

- Continue to support parents/guardians and families as decision makers and promote their leadership in advisory and advocacy roles.

Performance Indicator 6.2 - Increase student, parent/guardian, and teacher conferences to 100% in all schools. (BCPS standard)

What is measured?

Percentage of schools increasing the number of student, parent/guardian, and teacher conferences

Results for 2006-2007

In 2006-2007, 92.6% of schools increased the number of student, parent/guardian, and teacher conferences.

Explanation of Results

BCPS continues to use the six areas of parent involvement to structure and monitor parent involvement goals in individual School Improvement Plans (SIP), and enhance effective home-school partnerships to improve student achievement. The system will continue to implement Board Policy and Rule 1270: Community Involvement, which asserts that schools, parents/guardians, and families have a mutual responsibility to work together in order to increase student achievement.

Next Steps

- Continue to monitor parent-teacher and student-led conferences and include this data in each SIP.

- Continue to provide administrators with guidelines and strategies on multicultural infusion and cultural sensitivity to promote effective parent/guardian-teacher and student-led conferences.

- Continue to facilitate home-school communication by publishing key system documents in other languages.

- Continue to implement the Parental Outreach, Attendance Notification, and Emergency Communication System (Connect-Ed) to deliver messages to parents through automatic telephone and e-mail communication.

Performance Indicator 6.3 - Increase learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. (BCPS standard)

What is measured?

Percentage of schools increasing learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes

Results for 2006-2007

In 2006-2007, 100% of schools increased learning opportunities for parents/guardians, staff, and community members to assist in developing and refining the knowledge and skills needed to support students' academic achievement and recognize students' successes. This result met the BCPS standard of 100%.

Explanation of Results

BCPS endorses cooperation among schools, parents/guardians, families, and community members in order to increase involvement and participation in promoting the social, emotional, and academic growth of students. BCPS welcomes the involvement and input of parents/guardians, families, and community members in the educational process.

Next Steps

- Encourage open and ongoing communications among home, school, and the community.

- Encourage parents/guardians, families, and community members to play an integral role in assisting student learning.

- Encourage parents/guardians, families and community members to volunteer their support and assistance in the school.

- Include parents/guardians, families, community members in the decision making process.

- Collaborate with community resources, as outlined in School Improvement Plans, to strengthen schools, families, and student learning.

- Provide opportunities for parents/guardians, families, and community members to celebrate student success at the system level and local sites.

Performance Indicator 6.4 - Increase parent/guardian attendance at school-based events and activities such as Back-to-School nights and school improvement teams. (BCPS standard)

What is measured?

Percentage of schools increasing parent/guardian attendance at school-based events

Results for 2006-2007

In 2006-2007, 98.8% of schools increased parent/guardian attendance at school-based events in 2006-2007.

Explanation of Results

BCPS continues to provide staff training designed to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/community participation at school events and programs. BCPS continues to provide outreach to parents and the community through the Education Channel 73, BCPS website, Parentmobile and Connect-Ed. These services are intended to provide timely information regarding curriculum and programs, policies, student achievement, and school site activities. Opportunities are also provided for parents/guardians to celebrate student success in programs (e.g. STEM Fair, Black Saga, Mock Trial, Odyssey of the Mind, 24 Challenge, and CTE Awards Ceremony).

Next Steps

- Continue by geographic area to coordinate a schedule for Back-To-School Night, according to feeder schools within a cluster and optimize parent/guardian opportunities to attend.

- Continue to provide workshops for staff to increase awareness of and sensitivity to the needs of stakeholders in order to increase parent/guardian/ community participation at school events and programs.

- Continue to provide opportunities for parents/guardians to celebrate student success at the system level and local sites.

- Continue to implement parent support services in all communities and internally evaluate their effectiveness.

Performance Indicator 6.5 - Increase parent/guardian, school, business, and community partnerships. (BCPS standard)

What is measured?

Percentage of schools increasing parent/guardian, school, business, and community partnerships

Results for 2006-2007

In 2006-2007, 100% of schools increased parent/guardian, school, business, and community partnerships which met the BCPS standard of 100%.

Explanation of Results

BCPS has made it a priority to include all stakeholders in the educational process. Comprehensive communication between parents/guardians and the school are essential to student achievement. In order to prepare BCPS graduates for optimal success in the global marketplace, partnerships have been developed with businesses and community organizations.

Next Steps

- Expand recognition opportunities for student, parents/guardians, community, and business partners.

- Train school personnel in processes to be used for developing and retaining volunteers, tutors, and school-business partnerships.

- Encourage business partnerships that support and complement the educational program.

Performance Indicator 6.6 - Increase communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes. (BCPS standard)

What is measured?

Percentage of schools increasing communication and positive relationships with parents/guardians and community members by disseminating information about system, school, and student successes

Results for 2006-2007

One hundred percent of schools increased communication and positive relationships with parents/guardians and community members in 2006-2007 by disseminating information about system, school, and student successes.

Explanation of Results

BCPS encourages interest and support of community members with regard to the program of education in its schools. It is evident that meaningful involvement by, and partnership with, members of the community offers the potential to produce an improved educational environment for all students. Community members may include parents/guardians, parent groups, businesses, civic groups, and various concerned individuals.

Next Steps

- The system will maintain year-round, regular channels of communication with parents/guardians and other community members to provide information about school programs, resources, policies, issues, and performance. Information that may be of interest to the community or in which persons have indicated an interest should be shared with the community.

- The program of education in the local school is an appropriate matter for community involvement. Each school has a School Improvement Team on which there is parent/community representation.

- Each school will have organizations such as the PTA/PTSA and student government. It is through these representatives that the principal and other school personnel are able to channel communications and allow for participation in issues related to the improvement of schools.

PERFORMANCE GOAL 7

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

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

- In 2006-2007, central office staff at BCPS continued to generate school-level data reports that were shared with schools to facilitate the development of School Improvement Plans.

- Schools communicated student-level data during the 2006-2007 school year to the community through the local results report that provided evidence of progress towards meeting the established standards set forth in the *Blueprint for Progress.*

Performance Indicator 7.1 - All schools will develop a results review report that is aligned with the system's annual *Report on Results.* (BCPS standard)

What is measured?

All schools are provided with school-level data to develop a school improvement plan

Results for 2006-2007

- One hundred percent of schools received school level data.

- One hundred percent of schools have communicated student level achievement results to the community.

Explanation of Results

Schools use school-level data contained in the local results report to determine progress toward meeting established standards, as defined by the *Blueprint for Progress.*

Next Steps

- Continue to provide schools with school-level data used to develop local results reports.

PERFORMANCE GOAL 8

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

SUMMARY OF PERFORMANCE GOAL 8

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

- The 2006-2007 ratio of students to computers was 3.3 to 1, while teachers, administrators, and clerical staff had access to more than one computer each.

- The WAN-ES-Telephone systems were operational 99.9% of the time in 2006-2007.

- In 2006-2007, 99.0% of customer service issues were resolved within 48 hours.

- The 2006-2007 operating and capital budgets continued to be submitted on time.

- During the 2006-2007 school year, 96.3% of buses arrived at school within the established arrival window.

- The 2006-2007 employee attendance rate was steady for a second consecutive year at 95.4%.

- In 2006-2007, school-based positions were allocated based on enrollment projections and filled within one week after school opened.

- The number of EEO complaints continued to decline in 2006-2007, down by 22 complaints in 2002-2003 and 20 complaints from the prior year.

PERFORMANCE GOAL 8

Performance Indicator 8.1 - 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)

Performance Indicator 8.2 - 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 administrator/supervisory and clerical staff by 2007. (BCPS standard)

What is measured?

The computer processing unit (CPU) count of MSDE and BCPS standard computers

Results for 2006-2007

The ratio of students to computers was 3.3 to 1 in 2006-2007.

The ratio of teachers to computers was 1 to 0.95 in 2006-2007.

The ratio of administrators to computers was 1 to 0.99 in 2006-2007.

The ratio of clericals to computers was 1 to 0.99 in 2006-2007.

Explanation of Results for Indicator 8.1

Teachers, administrators, and clerical staff in the BCPS have access to more than one computer. The following initiatives were designed to improve teachers' and students' access to technology:

- Provided the AssessTrax application and scanners to all middle and high schools and 40 elementary schools. This technology allowed teachers to access student test scores within minutes of the test being scanned.

- Completed the implementation of the Tie Net application that provides immediate access to students IEP information for special education staff.

- Converted all high school Career and Technology Education (CTE) computer labs from Apple Macintosh to Dell Windows technology. This effort resulted in new high performing computers for students and new lap tops for CTE teachers.

- Developed and implemented a web-based learning preferences survey for students.

Next Steps for Indicator 8.1

- Revise the Framework for Technology Implementation 2005-2008 to meet the new guidelines in the Maryland Technology Plan 2007-2012.

- Continue to implement Enterprise Student Information System.

- Continue the development of a professional development web application that tracks and reports professional development activities for all school-based personnel.

- Investigate the feasibility of using the current enterprise HR system to track and report professional development activities.

- Continue to implement the short-cycle and benchmark testing; integrate the testing information into the data warehouse in a seamless manner.

- Provide staff development and quality control systems designed to ensure the accurate and expedient entry of data into the data warehouse.

Explanation of Results for Indicator 8.2

The 2006-2007 inventory indicated that the student to computer ratio was 3.1:1 system wide, with all schools having at least a 4.4:1 ratio; all teachers, clerical, administrators, and supervisory personnel have a 1:1 ratio.

Next Steps for Indicator 8.2

- Seek funding to continue the four-year replacement cycle for one computer per five students.

- Continue to provide professional development and support to school-based technology liaisons in maintaining hardware and software inventories and in managing, maintaining, and troubleshooting hardware resources in schools based on the Maryland Teacher Professional Development Standards.

Performance Indicator 8.3 - The annual operating and capital budgets will be developed and administered in a timely and accurate manner. (BCPS standard)

What is measured?

Submission of the operating and capital budgets for board approval by the statutorily required dates

Maintenance of budget to actual variance of 1.0% or less

Receipt of Association of School Business Officials (ASBO) and Government Finance Officers' Association (GFOA) Meritorious Budget awards on the budget book

Results for 2006-2007

The operating and capital budgets were submitted to the board by the statutorily required dates.

The budget to actual variance for 2006-2007 was 0.4% for the expected budget.

BCPS received the Association of School Business Officials (ASBO) and the Government Finance Officers' Association (GFOA) Meritorious Budget Award for the 2006-2007 adopted budget book.

Explanation of Results

All categories of expenditures were at or below the expected budgeted amounts.

Next Steps

- Continue to work closely with the forecasting committee to monitor accounts throughout the year.

Performance Indicator 8.4 - The Department of Fiscal Services' staff will effectively and efficiently provide timely access to functional information. (BCPS standard)

What is measured?

The percentage of end-users who are satisfied with the content of the Comprehensive Annual Financial Report (CAFR)

Results for 2006-2007

One hundred percent of end users were satisfied with the content of the FY2006 Comprehensive Annual Financial Report (CAFR), which was the same as last year.

Explanation of Results

Procedures have been established and implemented to ensure consistent results.

Next Steps

- Continue to distribute user surveys with copies of the CAFR to determine the effectiveness of the document.

Performance Indicator 8.5 - The student enrollment projections will have a 99.0% accuracy rate. (BCPS standard)

What is measured?

September 30 annual BCPS enrollment projection

Results for 2006-2007

Chart 8.5.1 Comparison of BCPS Enrollment Projections Vs. Actual

BCPS standard is 99.0%
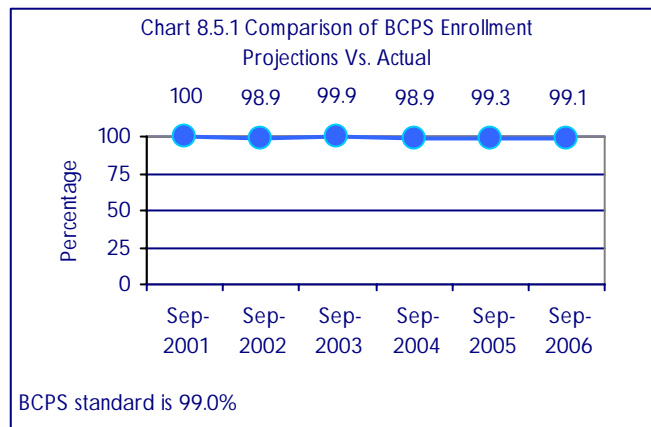
For the past six years, BCPS has been consistently accurate with enrollment projections. This accuracy rate ranged from 100% in September 2001 to 98.9% in September 2001-2002 and 2003-2004 (chart 8.5.1).

Explanation of Results

The results reflect continued accuracy of projections for Baltimore County Public Schools.

Next Steps

- Continue current methods of projections.

- Continue collaborative efforts and data sharing with Baltimore County Government.

- Continue to pursue accurate data and methods of analysis for BCPS students.

> **P**erformance Indicator 8.6 - Ninety percent of buses will arrive each day within the established opening/closing window. (BCPS standard)

What is measured?

Percentage of buses arriving at school within the established arrival window

Results for 2006-2007

Chart 8.6.1 - Bus Arrival
On-Time Percentage

90.0   94.9   96.2   96.3

BCPS standard is 90.0%
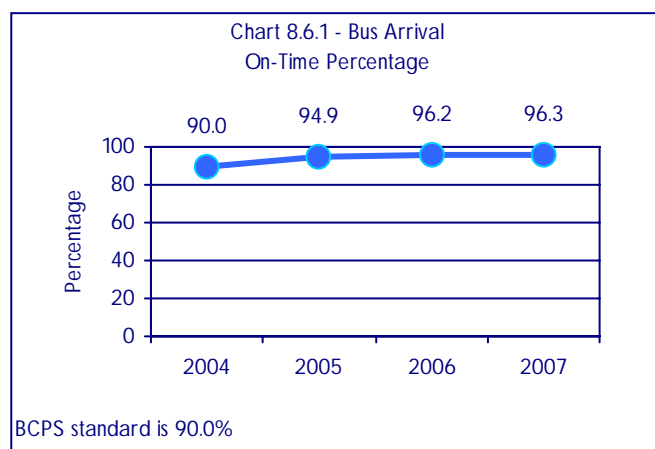
From 2003-2004 to 2006-2007, the percentage of buses arriving within the established arrival window has increased by 6.3 percentage points (chart 8.6.1), and remains above the BCPS standard of 90.0%.

Explanation of Results

Additional bus driver positions and vehicles resulted in fewer scheduled double routes into schools, which resulted in increased on-time arrival.

Next Steps

- Continue to monitor on-time school bus service.

> **P**erformance Indicator 8.7 - All students will have total ride times of less than three hours per day. (BCPS standard)

What is measured?

Percentage of students' ride time of less than three hours

Results for 2006-2007

Chart 8.7.1 - Students' Ride Time
Percent Less than Three Hours

99.80   99.80   99.80   99.99

BCPS standard is 100%
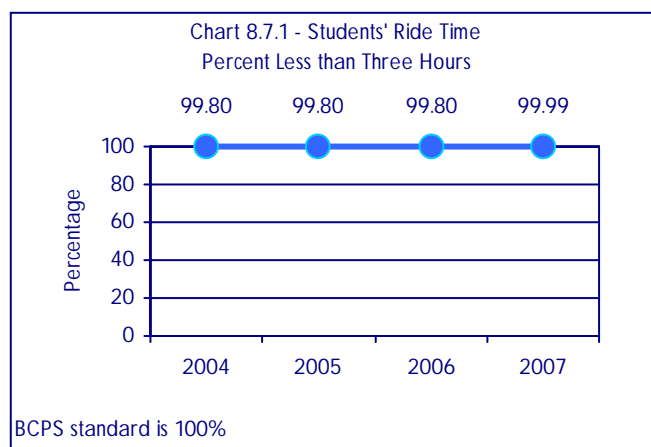
In 2006-2007, 99.99% of student bus riders had daily total ride times of less than three hours per day, which represented an increase of 0.19 percentage points from the previous year (chart 8.7.1).

Explanation of Results

Additional homeless students transported to the school of origin accounts for the 0.19 percentage point increase in on-board time overall.

Next Steps

- Request additional buses and FTE's in the FY2009 budget to be dedicated for the transportation of homeless students transported to their school of origin.

- Continue to monitor the on-board time school bus service.

Performance Indicator 8.8 - Each school will provide meal service at optimal capacity. (BCPS standard)

Performance Indicator 8.9 - The BCPS employee attendance rate will meet or exceed the County standard (BCPS standard)

What is measured?

The number of schools meeting optimal meal service capacity

What is measured?

Employee attendance rate

Results for 2006-2007

Chart 8.8.1 - Percentage of Secondary Schools Meeting Maximum Meal Service Capacity

54.0 — 62.0 — 70.0 — 75.0 (2004, 2005, 2006, 2007)

BCPS standard is 100%

Results for 2006-2007

Chart 8.9.1- Employee Attendance Rate

95.4 (2006) — 95.4 (2007)

BCPS standard for 2006 is 96.0%
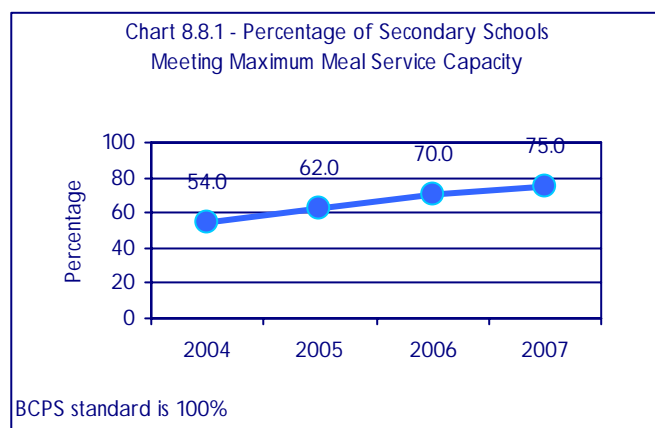
Since 2003-2004, the percentage of secondary schools meeting maximum meal capacity has continued to increase with a 21.0 percentage point increase over four years. Chart 8.8.1 shows that in 2006-2007, 75.0% of secondary schools met the maximum meal capacity, a 5.0 percentage point increase since 2005-2006.

In 2006-2007, the BCPS attendance rate was 95.4%, the same rate as in 2005-2006 (chart 8.9.1).

Explanation of Results

The results represent advances made through the availability of capital project funding for the construction of a satellite lunchroom and the renovation of several serving lines. Student enrollment and school-scheduled meal times may affect the service and seating capacity in meeting established goals.

Explanation of Results

The Employee Attendance Monitoring Program has been fully implemented for two years. During those two years, data on attendance were refined to ensure that all employee groups were included and that employees who were approved for long-term leaves were excluded.

Next Steps

- Continue to seek funding for use in updating service lines and, if possible, adding satellite lunchrooms.

- Continue to monitor student meal schedules and meal service and will work with school administrators to make appropriate adjustments.

Next Steps

Efforts are being focused on the following to improve the attendance rate to meet the BCPS standard.

- Provide training on the Employee Attendance Monitoring Program for all new administrators.

- Provide intensive case management for employees referred to the Office of Risk Management.

- Continue to assist administrators with the implementation of the program.

Performance Indicator 8.10 - Copy and Print Services (CPS) will operate at optimal capacity. (BCPS standard)

What is measured?

The number of impressions (copies) made by Copy and Print Services (CPS)

Results for 2006-2007

Chart 8.10.1 - Print Shop Productivity
(Number In Millions)

Number (In Millions)

- 16.8
- 25.3
- 33.1
- 37.5
- 42.4

2003 2004 2005 2006 2007

Optimum production is 46.7 million
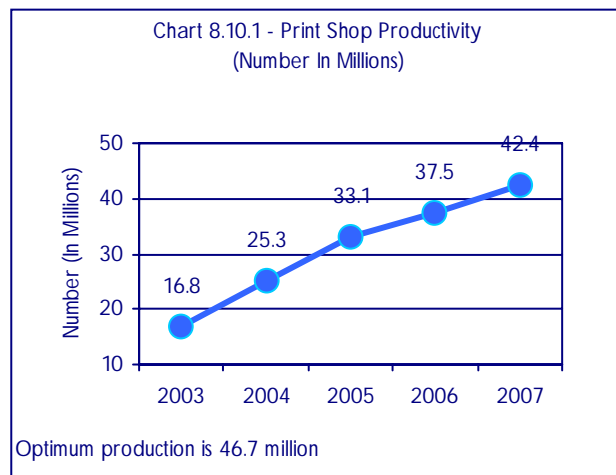
The print shop productivity has continued to increase each year from 2002-2003 to 2006-2007 with an increase of 4.9 million copies last year (chart 8.10.1). Since 2002-2003, there was an increase of 25.6 million copies moving print shop productivity much closer to the optimum production of 46.7 million copies.

Explanation of Results

Copy and Print Services is an award vendor for excess duplication of printed materials and has taken the responsibility for the printing of school letterheads and envelopes. This has increased Copy and Print Services' production of Baltimore County Public Schools print jobs.

Next Steps

- Continue to utilize the Printing, Copying, and Reproduction Services bid to capture print jobs that would normally go to outside printing vendors.

Performance Indicator 8.11 - The Capital Improvement Program will align with the distribution of instructional programs. (BCPS standard)

What is measured?

Submission of the Capital Improvement Program (CIP) to the Superintendent for approval prior to the Capital Budget request

Results for 2006-2007

The Baltimore County Public Schools 2007 Capital Improvement Program (CIP) was submitted to the Superintendent and Board of Education prior to the Capital Budget request.

Explanation of Results

The Capital Improvement Program (CIP) was successfully submitted.

Next Steps

- Continue to submit the CIP prior to the Capital Budget request.

Performance Indicator 8.12 - All schools will receive equitable staffing allocations in a timely manner. (BCPS standard)

What is measured?

Allocation of available school-based positions based on projected enrollment

PERFORMANCE GOAL 8

Results for 2006-2007

Chart 8.12.1 - Percentage of Teacher Positions Filled One Week After School Opened

Year	2003	2004	2005	2006	2007
Percentage	99.8	98.8	99.9	99.2	99.3

BCPS standard is 100%
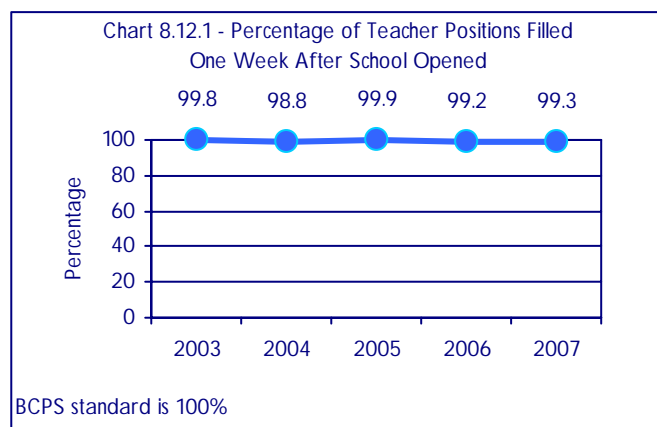
The percentage of teacher positions filled based on projected enrollment in 2006-2007 was 99.3% (chart 8.12.1).

Chart 8.12.2 - Percentage of Instructional Assistant Positions Filled One Week After School Opened

Year	2003	2004	2005	2006	2007
Percentage	98.4	98.6	98.9	98.9	99.2

BCPS standard is 100%
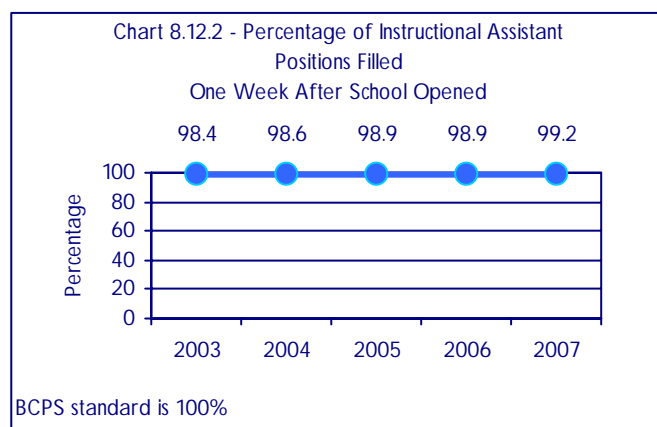
The percentage of instructional assistant positions filled one week after school opened in 2006-2007 was 99.2% which represented the highest percentage since 2002-2003 and nearly met the BCPS standard of 100% (chart 8.12.2).

Explanation of Results

The Office of Personnel recruits in over 16 states and at 43 colleges and universities. In addition, BCPS offers signing bonuses and relocation stipends for teachers in critical shortage areas accepting positions in priority schools. Personnel officers also meet with principals during staffing meetings in May to discuss potential vacancies. The expanded recruitment initiatives, signing bonuses and continued collaboration with principals on instructional teaching needs have resulted in over 99.0% of instructional vacancies being filled.

Next Steps

- Continue to expand recruitment initiatives for critical shortage subject areas. These include providing signing bonuses for teachers accepting positions in critical shortage areas, recruiting in different states and offering recruitment fairs in BCPS for teachers in critical shortage areas.

- Continue to assist teachers who have not meet requirements of No Child Left Behind through school visits and collaboration with Department of Professional Development and Institutions of Higher Education (IHE) to provide coursework to assist teachers to meet requirements of No Child Left Behind.

Performance Indicator 8.13 - Administrative appointments will be made in a timely manner. (BCPS standard)

What is measured?

The number of qualified applicants in the system's pool of administrators

Results for 2006-2007

Chart 8.13.1 - Total Candidates in Principal Pool

Year	2003	2004	2005	2006	2007
Percentage	64	71	54	58	65

BCPS standard is a 5.0% annual increase
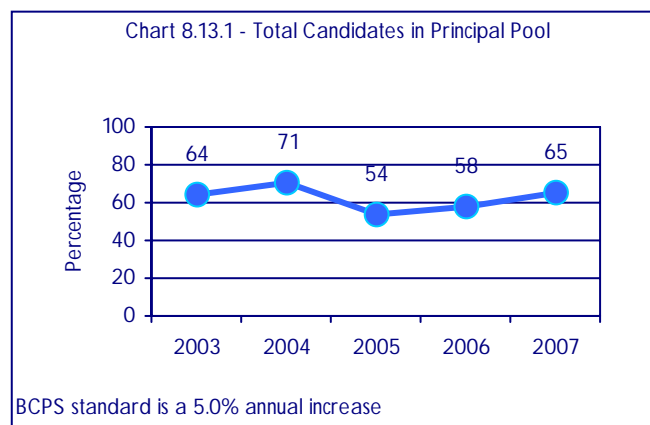
The total number of qualified candidates in the system's pool of principals in 2006-2007 increased to 65 (chart 8.13.1). This represented a 12.1% increase from 2005-2006 which exceeded the goal of a 5.0% annual increase.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

Chart 8.13.2 - Total Candidates in Assistant Principal Pool
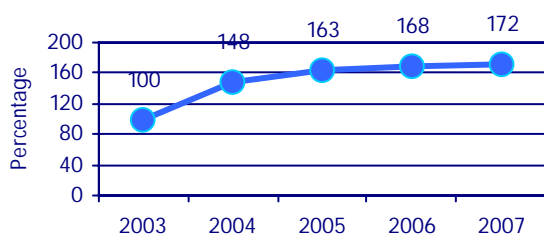
BCPS standard is a 5.0% annual increase

The total number of qualified candidates in the system's pool of assistant principals in 2006-2007 increased to 172 (chart 8.13.2). This increase represented an increase of four candidates (2.4.0%) as compared with 2005-2006 which was below the target of a 5.0% annual increase.

Explanation of Results

Leadership opportunities were communicated to BCPS staff through a variety of means including collaboration with Department of Professional Development to present workshops to aspiring leaders, presentations to the Baltimore County Alliance of Black School Educators (BCABSE), Minority Achievement Advisory Group, and the Aspiring Leaders Modules of the Educational Leadership and Development Program. In addition, individual meetings were held during the school year by the Director of Personnel with aspiring leaders for principal and assistance principal positions. Although the goal of a 5.0% annual increase was not met, the number of candidates in the principal and assistance principal pools increased.

Next Steps

- Collaborate with the Department of Professional Development to provide leadership training for potential candidates.

- Continue to meet with various stakeholder groups to advertise leadership opportunities and discuss eligibility requirements for the principal and assistant principal pools.

- Expand recruitment initiatives to increase candidates in principal and assistant principal pools.

Performance Indicator 8.14 - The number of Equal Employment Opportunity (EEO) complaints will be reduced. (BCPS standard)

What is measured?

The number of EEO complaints

Results for 2006-2007

Chart 8.14.1 - EEO Complaints
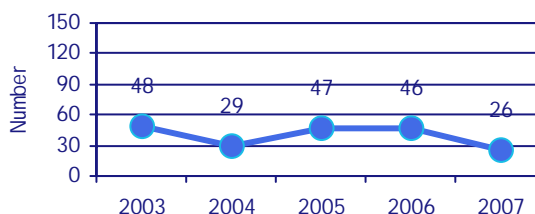
BCPS standard is an annual reduction of at least 5.0%

Chart 8.14.1 shows that in 2006-2007, the number of EEO complaints decreased to 26, a reduction of 20 complaints from the previous year. This reduction in complaints represented a 43.5% decrease from the previous year which is above the goal of a 5.0% decrease.

Explanation of Results

In 2006-2007, the significant decrease in complaints is primarily a result of the screening process applied to all complaints received to accurately assess if the complaint is an EEO issue or needs to be addressed through other processes and procedures. An additional 15 complaints were initially received by the EEO office and referred to be addressed by appropriate offices or procedures. In addition to the screening process, all training materials and information on the web page were revised to clarify information to all employees. Training to employee groups continues to occur.

Next Steps

- Continue screening of all complaints received in EEO office.

- Analyze trends and types of complaints to determine appropriate strategies to address issues.

- Continue to provide EEO related trainings to administrators and supervisors.

- Review, and if necessary, revise or develop EEO related Board Policies and Superintendent's Rules.

Performance Indicator 8.15 - All administrative and supervisory personnel will receive training so that master agreements will be implemented effectively. (BCPS standard)

What is measured?

The number of administrative and supervisory employees trained in various aspects of the master agreements and the appraisal process

Results for 2006-2007

During the 2006-2007 school year, 16 new principals and 45 new assistant principals received training regarding the master agreements and the appraisal process. Additionally, 20 members of the negotiating teams representing the Board of Education and 14 members of the superintendent's staff received training on the negotiating process and various aspects of the master agreements.

Explanation of Results

During the 2006-2007 academic year, the Baltimore County Public Schools employed approximately 703 personnel in administrative and supervisory positions. The goal was to provide training to 10.0%, or 73 of these employees. The system was able to exceed this goal by providing formalized training to 95 employees, or 13.5%.

Next Steps

- Continue to train new principals, new assistant principals, members of the negotiations teams, and superintendent's staff during the 2007-2008 academic year.

- Continue to print and distribute new Master Agreements to all employees that will include all language changes negotiated between the Board of Education and the employee organizations. A *Summary of Changes to the Master Agreements* will be placed in the Superintendent's Bulletin for distribution to employees.

- Schedule training with other groups of supervisors within the system.

Performance Indicator 8.16 - All employees and retirees will have effective information regarding employee benefits. (BCPS standard)

What is measured?

The number of contacts to Office of Benefits' website

Results for 2006-2007

Chart 8.16.1 - Count of Employees Accessing Benefits Websites

BCPS standard is a 5.0% annual increase
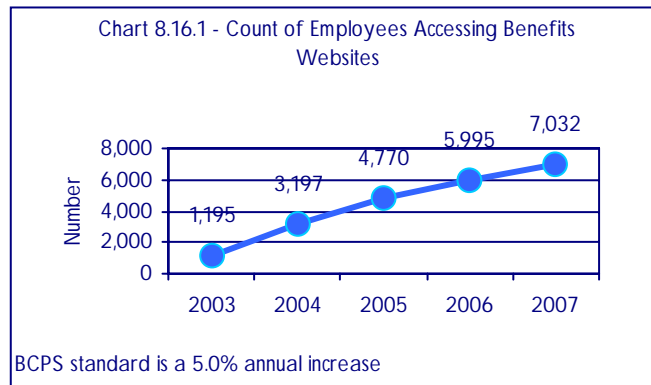
The number of employees accessing the Office of Benefits' website has increased each year since 2002-2003 (chart 8.16.1). In 2006-2007, 7,032 contacts were made to the website. This number exceeded the BCPS standard by 737 contacts and represented a 17.3% increase over the previous year, exceeding the goal of a 5.0% increase.

Explanation of Results

In 2002, the Employee Self Service (ESS) website was created. Employee use of this site has increased each year. This can be attributed to encouraging new employees during orientation sessions to access the site for payroll and benefits information and enhanced web based open enrollment capabilities. The use of the website is also encouraged in employee benefits related communications to employees.

Next Steps

- Continue to monitor use of the ESS website on a monthly basis.

- Continue to provide to employees information on the availability of benefits information through utilization of the website.

- Review the website quarterly to assess the functionality and continued usefulness to employees.

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Performance Indicator 8.17 - All BCPS facilities will be operational in the school year at a level that meets or exceeds the 2002-2003 baseline. (BCPS standard)

- Continue to work with utility providers such as Baltimore Gas & Electric and the Baltimore City Water Department, to reduce power outages and water main breaks, and to improve restorable timeframes.

What is measured?

Percentage of operational facilities that meet or exceed the standard of operational performance of 91.9%

Results for 2006-2007

Chart 8.17.1 - Percent of Schools Operational

91.9 94.1 94.3 97.5 99.8

BCPS standard is at least 91.9%
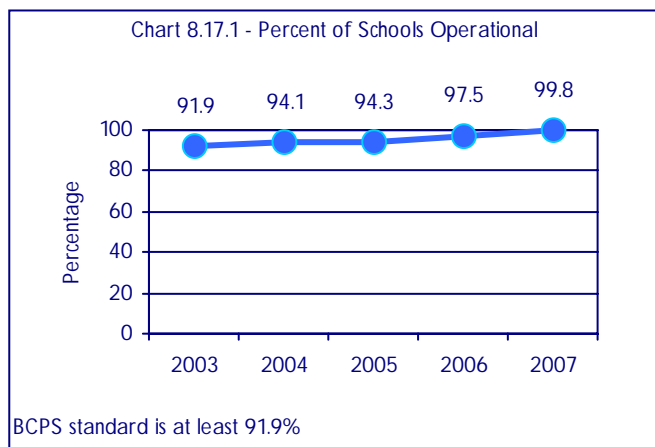
In 2006-2007, 99.8% of schools were operational as compared to 97.5% in 2005-2006 (chart 8.17.1). This represented a 2.3 percentage point increase from the previous year and exceeds the established BCPS standard.

Explanation of Results

The number of operational school days is calculated by multiplying the number of days in a school year (180), times the number of schools in the system for a total of 29,700 school days. School closings and the reason for the closings are then tracked throughout the year. School closings are predominantly caused by utility outages of power and water causing the schools to close early.

Next Steps

- Continue to address maintenance issues through the Capital Improvement Program.

- Continue to implement the Preventive Maintenance Program.

Performance Indicator 8.18 - Reduce the number of schools in which FTE enrollment exceeds seating capacity (state rated capacity plus available relocatable seats). (BCPS standard)

What is measured?

The number of schools in which Full Time Equivalent (FTE) enrollment exceeds seating capacity (state rated capacity + available relocatable seats)

Results for 2006-2007

Chart 8.18.1 - Number of Schools Over Capacity
Elementary Schools

5 5 19 16 12

BCPS Upper Limit is 42
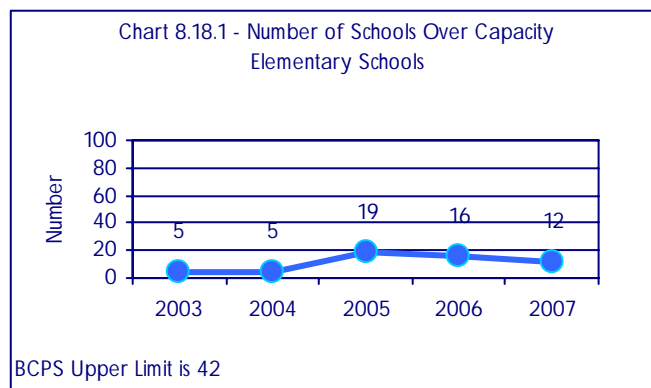
In 2006-2007, twelve elementary schools were over capacity, as compared with sixteen schools in 2005-2006 (chart 8.18.1).

Chart 8.18.2 - Number of Schools Over Capacity
Middle Schools

3 1 3 2 2

BCPS Upper Limit is 50
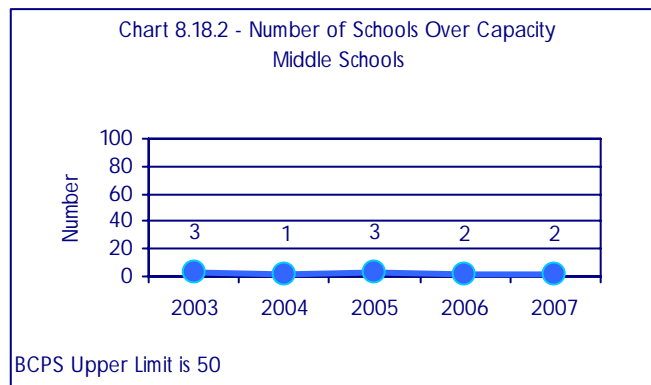
As shown in chart 8.18.2, two middle schools were over capacity in 2006-2007, the same as in 2005-2006.

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

Chart 8.18.3 - Number of Schools Over Capacity High Schools

Year	Number
2003	8
2004	5
2005	4
2006	7
2007	6
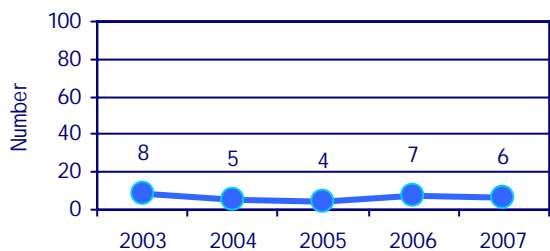
BCPS Upper Limit is 79

Six high schools were over capacity in 2006-2007 (chart 8.18.3), a decrease of one school from the previous year.

Explanation of Results

The data demonstrate progress in reducing the number of elementary schools and high schools, and maintaining the number of middle schools in which the FTE enrollment exceeds total available seating.

This is achieved through annual systematic analysis of enrollments, capacity, projections, capital project priorities, and availability of resources. The Office of Strategic Planning implements a progressive approach of recommendations in considering schools with enrollments approaching capacity. Some steps include capacity analysis, room use recommendations, use of existing relocatable units, enrollment caps/annexing/redistricting, purchase of new relocatable units, renovations, additions, and capital construction. These steps are progressive both in cost and in complexity.

Next Steps

- Use September 30, 2007, enrollment data to analyze current enrollments, capacity, and projection accuracy in fall 2007.

- Hold meetings with the Office of Strategic Planning and all area assistant superintendents to discuss relief options and priorities.

- Ensure that projections will undergo annual enrollment updates.

Performance Indicator 8.19 - The Wide Area Network, Enterprise Systems, and the telephone system will operate effectively 98% of the time. (BCPS standard)

What is measured?

Percentage of issues resolved in 48 hours with customer satisfaction, as measured by open ticket time, and satisfaction response on work order tickets

The percentage of time that the WAN is available to users

The percentage of time that the Enterprise Systems (ES) are available to users

The percentage of time that the telephone system is fully operational

Results for 2006-2007

Chart 8.19.1 - Percentage of Time - Hardware the WAN-ES-Telephones Operated

Year	Percentage
2004	99.6
2005	99.6
2006	99.9
2007	99.9
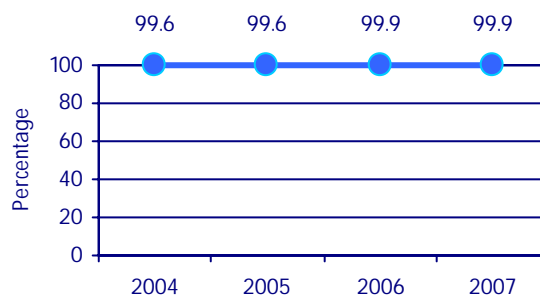
BCPS standard is 98.0%

Since 2003-2004, the WAN, Enterprise System, and Telephone systems have been exceeding the BCPS standard to be fully operational 98.0% of the time. The WAN-ES-Telephone systems were operational 99.9% of the time in 2006-2007, 1.9 percentage points above the BCPS standard (chart 8.19.1).

Chart 8.19.2 - Percentage of Time - Customer Issues Resolved Within 48 Hours

98.0   98.0   99.0   99.0

Percentage: 100, 80, 60, 40, 20, 0

2004   2005   2006   2007

BCPS standard is 98.0%
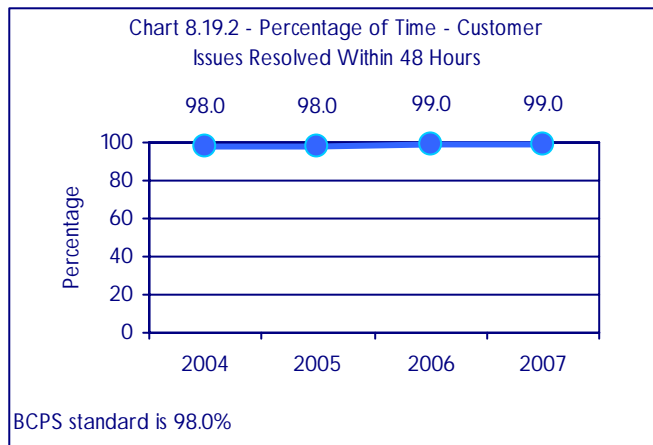
Since 2003-2004, the percentage of customer service issues resolved within 48 hours has met or exceeded the BCPS standard of 98.0% (chart 8.19.2). In 2006-2007, 99.0% of customer issues were resolved within 48 hours, one percentage point above the BCPS standard.

Explanation of Results

The results show that the response time for the customer service center is better than the BCPS standard of 98.0%. Telephones, the Wide Area Network, and the Enterprise systems were all operating and available beyond the BCPS standard of 98.0%.

Next Steps

The following projects are underway and designed to increase system availability further:

- The Stemmers Run Disaster Recovery Center is approximately 50.0% complete, with expected operational date of July 1, 2008.

- Increase bandwidth through conversion to fiber optic technology has been installed in all high schools. Middle school installations will take place during the 2007-2008 school year.

- Implement a Business Services Platform during the 2007-2008 school year. This application will monitor system hardware and software, providing performance information that will allow Department of Technology staff to address problems on a proactive basis.

BLUEPRINT FOR PROGRESS

APPENDICES
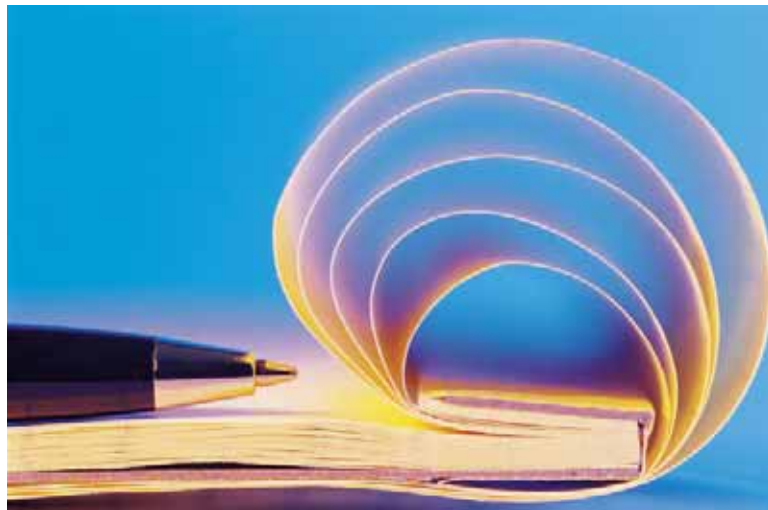
BALTIMORE COUNTY PUBLIC SCHOOLS

APPENDIX A

Class of 2009 Percentage Passed HSA

Algebra I	End of 9th	End of 10th		Biology	End of 9th	End of 10th
STUDENT GROUP				STUDENT GROUP		
FARM	44.4%	56.3%		FARM	37.0%	50.8%
Gifted and Talented	93.7%	94.1%		Gifted and Talented	89.5%	94.2%
LEP	16.0%	31.5%		LEP	5.0%	16.7%
Special Education	21.9%	32.6%		Special Education	19.7%	30.2%
RACE/ETHNICITY				RACE/ETHNICITY		
American Indian	57.1%	56.5%		American Indian	59.5%	60.9%
Asian	77.9%	83.6%		Asian	70.0%	81.9%
African American	45.8%	56.1%		African American	40.4%	51.2%
White	76.6%	84.4%		White	70.5%	82.7%
Hispanic	51.5%	64.4%		Hispanic	43.3%	55.8%

English 10		End of 10th		Government	End of 9th	End of 10th
STUDENT GROUP				STUDENT GROUP		
FARM		47.6%		FARM	51.5%	63.9%
Gifted and Talented		94.2%		Gifted and Talented	95.9%	97.2%
LEP		3.7%		LEP	18.5%	31.5%
Special Education		21.5%		Special Education	29.7%	41.0%
RACE/ETHNICITY				RACE/ETHNICITY		
American Indian		50.0%		American Indian	69.0%	67.4%
Asian		76.3%		Asian	79.3%	87.5%
African American		52.0%		African American	55.8%	66.1%
White		77.7%		White	79.3%	87.0%
Hispanic		51.4%		Hispanic	56.3%	68.8%

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

APPENDIX A

Class of 2010 Percentage Passed HSA

Algebra I	
	End of 9th
STUDENT GROUP	
FARM	44.9%
Gifted and Talented	91.2%
LEP	28.0%
Special Education	20.7%
RACE/ETHNICITY	
American Indian	51.0%
Asian	76.5%
African American	44.6%
White	75.4%
Hispanic	51.3%

Biology	
	End of 9th
STUDENT GROUP	
FARM	20.6%
Gifted and Talented	81.9%
LEP	9.3%
Special Education	7.4%
RACE/ETHNICITY	
American Indian	19.6%
Asian	57.5%
African American	21.1%
White	52.7%
Hispanic	23.6%

English 10

The English 2 exam is an end of course exam for 10th grade English students; therefore 9th graders do not take the course and the test.

Government	
	End of 9th
STUDENT GROUP	
FARM	47.1%
Gifted and Talented	93.4%
LEP	30.8%
Special Education	25.5%
RACE/ETHNICITY	
American Indian	52.9%
Asian	78.7%
African American	48.9%
White	74.7%
Hispanic	52.0%

College Course Requirements

University of Maryland or Career and Technology Percentage of Students Meeting the Requirements

	2003	2004	2005	2006	2007
STUDENT GROUP					
FARM	70.7%	64.0%	76.9%	80.6%	77.3%
Gifted and Talented	86.8%	88.4%	94.9%	93.6%	92.4%
LEP	25.0%	9.1%	18.2%	33.3%	31.3%
Special Education	64.8%	67.8%	70.8%	68.2%	65.4%
RACE/ETHNICITY					
American Indian	83.3%	80.0%	55.1%	66.7%	79.2%
Asian	73.4%	69.6%	81.0%	78.9%	76.4%
African American	74.0%	65.6%	83.4%	83.5%	78.0%
White	83.4%	81.9%	89.6%	90.1%	87.4%
Hispanic	72.1%	59.0%	81.3%	74.8%	79.5%

Career and Technology Percentage of Students Meeting the Requirements

	2003	2004	2005	2006	2007
STUDENT GROUP					
FARM	53.1%	35.6%	45.5%	43.4%	41.0%
Gifted and Talented	26.2%	14.8%	19.8%	19.9%	20.0%
LEP	6.3%	0.0%	9.1%	25.0%	0.0%
Special Education	59.1%	57.6%	55.6%	52.5%	51.3%
RACE/ETHNICITY					
American Indian	63.3%	48.6%	34.7%	40.5%	41.7%
Asian	27.8%	14.4%	22.0%	20.6%	23.3%
African American	56.9%	31.4%	41.2%	38.5%	35.3%
White	45.7%	30.9%	37.1%	36.6%	35.1%
Hispanic	50.0%	29.5%	39.0%	32.5%	30.4%

University of Maryland Percentage of Students Meeting the Requirements

	2003	2004	2005	2006	2007
STUDENT GROUP					
FARM	40.6%	41.5%	57.6%	63.8%	59.6%
Gifted and Talented	82.2%	85.7%	93.6%	91.7%	90.6%
LEP	18.8%	9.1%	9.1%	16.7%	31.3%
Special Education	12.7%	14.8%	23.1%	25.2%	22.9%
RACE/ETHNICITY					
American Indian	43.3%	45.7%	42.9%	47.6%	62.5%
Asian	64.3%	64.7%	73.8%	72.7%	70.7%
African American	42.9%	46.5%	69.3%	72.2%	66.5%
White	64.6%	67.3%	76.9%	77.4%	74.7%
Hispanic	47.1%	38.8%	69.9%	64.2%	70.2%

University of Maryland and Career and Technology Percentage of Students Meeting the Requirements

	2003	2004	2005	2006	2007
STUDENT GROUP					
FARM	23.0%	13.0%	26.2%	26.6%	23.3%
Gifted and Talented	21.6%	12.1%	18.5%	18.0%	18.3%
LEP	0.0%	0.0%	0.0%	8.3%	0.0%
Special Education	7.0%	4.6%	7.9%	9.5%	8.8%
RACE/ETHNICITY					
American Indian	23.3%	14.3%	22.4%	21.4%	25.0%
Asian	18.7%	9.5%	14.9%	14.4%	17.6%
African American	25.8%	12.3%	27.2%	27.3%	23.8%
White	26.9%	16.3%	24.4%	23.9%	22.4%
Hispanic	25.0%	9.4%	27.6%	21.9%	21.1%

APPENDIX B

This page is reserved for notes.

BLUEPRINT FOR PROGRESS

ADDENDUM

BALTIMORE COUNTY PUBLIC SCHOOLS

BCPS High School Advanced Placement Participation Rate
2006/2007 School Year

- 14% to 28%
- 7% to 14%
- 5% to 7%
- 1% to 5%

Hereford HS 21.2%

Franklin HS 15.3%

Dulaney HS 24.4%

Loch Raven HS 13.2%

Owings Mills HS 16.8%

Perry Hall HS 8.9%

New Town HS 5.9%

Carver Center 19.4%

Pikesville HS 24.3%

Parkville HS 7.6%

Towson HS 26.7%

Milford Mill Academy 7.3%

Kenwood HS 5.7%

Overlea HS 4.7%

Randallstown HS 6%

Eastern Tech 20.5%

Woodlawn HS 3.7%

Chesapeake HS 1.8%

Western Tech 8.8%

Patapsco HS 5.3%

Catonsville HS 14.9%

Dundalk HS 3.2%

Lansdowne HS 8.8%

Sparrows Point HS 4.9%

91

BCPS High School Advanced Placement Pass Rate
2006/2007 School Year

- 80% to 100%
- 70% to 80%
- 60% to 70%
- 1% to 60%

Hereford HS 80.2%

Franklin HS 87.5%

Dulaney HS 85%

Loch Raven HS 77.2%

Owings Mills HS 39.2%

Perry Hall HS 83.3%

New Town HS 26%

Carver Center 76.6%

Pikesville HS 67.6%

Parkville HS 59.5%

Towson HS 80.4%

Milford Mill Academy 6.3%

Kenwood HS 17.4%

Overlea HS 22.9%

Randallstown HS 19.5%

Eastern Tech 81.5%

Woodlawn HS 16.5%

Chesapeake HS 26.3%

Patapsco HS 55.8%

Western Tech 54.5%

Catonsville HS 82.5%

Dundalk HS 40.8%

Lansdowne HS 37.9%

Sparrows Point HS 50.8%

92

BCPS Grade 12 SAT Critical Reading Mean Scores
2006/2007 School Year

- 550 to 600 (3)
- 500 to 550 (6)
- 450 to 500 (8)
- 400 to 450 (5)
- 300 to 400 (2)

Hereford HS 546

Franklin HS 499

Dulaney HS 552

Loch Raven HS 527

Owings Mills HS 484

Perry Hall HS 513

New Town HS 431

Carver Center 556

Pikesville HS 506

Parkville HS 471

Towson HS 561

Milford Mill Academy 394

Overlea HS 418

Kenwood HS 441

Randallstown HS 422

Eastern Tech 515

Woodlawn HS 391

Chesapeake HS 413

Western Tech 493

Patapsco HS 475

Catonsville HS 524

Dundalk HS 451

Lansdowne HS 450

Sparrows Point HS 477

93

BCPS Grade 12 SAT Math Mean Scores
2006/2007 School Year

- 550 to 600 (3)
- 500 to 550 (8)
- 450 to 500 (5)
- 400 to 450 (4)
- 300 to 400 (4)

Hereford HS 567

Franklin HS 520

Dulaney HS 566

Loch Raven HS 534

Owings Mills HS 510

Perry Hall HS 541

New Town HS 418

Carver Center 511

Pikesville HS 515

Parkville HS 490

Towson HS 574

Milford Mill Academy 370

Overlea HS 409

Kenwood HS 430

Randallstown HS 395

Eastern Tech 548

Woodlawn HS 379

Chesapeake HS 394

Western Tech 480

Patapsco HS 474

Catonsville HS 533

Dundalk HS 468

Lansdowne HS 431

Sparrows Point HS 495

94

BCPS Grade 12 SAT Writing Mean Scores
2006/2007 School Year

- 550 to 600 (4)
- 500 to 550 (6)
- 450 to 500 (6)
- 400 to 450 (6)
- 300 to 400 (2)

Hereford HS 559

Franklin HS 501

Dulaney HS 562

Loch Raven HS 528

Owings Mills HS 496

Perry Hall HS 518

New Town HS 429

Carver Center 551

Pikesville HS 517

Parkville HS 469

Towson HS 559

Milford Mill Academy 392

Overlea HS 411

Kenwood HS 435

Randallstown HS 421

Eastern Tech 516

Woodlawn HS 387

Chesapeake HS 411

Western Tech 488

Patapsco HS 473

Catonsville HS 526

Dundalk HS 464

Lansdowne HS 443

Sparrows Point HS 479

95

BCPS Grade 12 SAT Participation Rates
2006/2007 School Year

- 75% to 90% (6)
- 60% to 75% (7)
- 50% to 60% (4)
- 30% to 50% (4)
- 1% to 30% (3)

Hereford HS 79.46%

Franklin HS 76.31%

Dulaney HS 88.65%

Loch Raven HS 60.65%

Owings Mills HS 67.61%

Perry Hall HS 57.77%

New Town HS 57.48%

Carver Center 82.12%

Pikesville HS 78%

Parkville HS 50.22%

Towson HS 75.87%

Milford Mill Academy 56.08%

Overlea HS 28.96%

Kenwood HS 39.01%

Randallstown HS 62.81%

Eastern Tech 72.03%

Woodlawn HS 61.71%

Chesapeake HS 30.57%

Western Tech 66.94%

Patapsco HS 35.77%

Catonsville HS 62.47%

Dundalk HS 27.54%

Lansdowne HS 30.11%

Sparrows Point HS 27.36%

96

N
W — E
S

BCPS Grade 12 SAT Combined Mean Score
(Critical Reading + Math), 2006/2007 School Year

- 1,100 to 1,200 (3)
- 1,000 to 1,100 (7)
- 900 to 1,000 (6)
- 800 to 900 (6)
- 600 to 800 (2)

Hereford HS 1113

Franklin HS 1019

Dulaney HS 1118

Loch Raven HS 1061

Owings Mills HS 994

Perry Hall HS 1054

New Town HS 849

Carver Center 1067

Pikesville HS 1021

Parkville HS 961

Towson HS 1135

Milford Mill Academy 764

Overlea HS 827

Kenwood HS 871

Randallstown HS 817

Eastern Tech 1063

Woodlawn HS 770

Chesapeake HS 807

Western Tech 973

Patapsco HS 949

Catonsville HS 1057

Dundalk HS 919

Lansdowne HS 881

Sparrows Point HS 972

97

BCPS Grade 12 SAT Total Mean Scores
(Critical Reading + Math + Writing), 2006/2007 School Year

- 1,650 to 1,800 (3)
- 1,500 to 1,650 (7)
- 1,350 to 1,500 (6)
- 1,200 to 1,350 (6)
- 900 to 1,200 (2)

Hereford HS 1672

Franklin HS 1520

Dulaney HS 1680

Loch Raven HS 1589

Owings Mills HS 1490

Perry Hall HS 1572

New Town HS 1278

Carver Center 1618

Pikesville HS 1538

Parkville HS 1430

Towson HS 1694

Milford Mill Academy 1156

Overlea HS 1238

Kenwood HS 1306

Randallstown HS 1238

Eastern Tech 1579

Woodlawn HS 1157

Chesapeake HS 1218

Western Tech 1461

Patapsco HS 1422

Catonsville HS 1583

Dundalk HS 1383

Lansdowne HS 1324

Sparrows Point HS 1451

98

BCPS Percent Students Completed HSA Graduation Requirement
Class of 2009

- 95% to 100%
- 80% to 95%
- 70% to 80%
- 60% to 70%
- 1% to 60%

Hereford HS 92.9%

Franklin HS 76.9%

Dulaney HS 90.9%

Loch Raven HS 81.1%

Owings Mills HS 62.5%

Perry Hall HS 86.8%

New Town HS 54.1%

Carver Center 92.1%

Pikesville HS 68.9%

Parkville HS 63.3%

Towson HS 88.9%

Milford Mill Academy 22.4%

Kenwood HS 54.5%

Overlea HS 44.3%

Randallstown HS 44.8%

Eastern Tech 98.5%

Chesapeake HS 46.7%

Woodlawn HS 34.4%

Western Tech 95.6%

Patapsco HS 74.8%

Catonsville HS 74.8%

Dundalk HS 48.9%

Lansdowne HS 51.9%

Sparrows Point HS 71%

99

Percent Students Completed/Exempted All 4 HSA Exams
Class of 2009

- 95% to 100%
- 80% to 95%
- 70% to 80%
- 60% to 70%
- 1% to 60%

Hereford HS 87.2%

Franklin HS 62.2%

Dulaney HS 84.8%

Loch Raven HS 73%

Perry Hall HS 73.1%

Owings Mills HS 47.8%

Carver Center 83.6%

New Town HS 39.8%

Pikesville HS 60.7%

Parkville HS 48.6%

Towson HS 82.5%

Milford Mill Academy 15.8%

Kenwood HS 35.3%

Overlea HS 27.4%

Randallstown HS 27.8%

Eastern Tech 97.4%

Woodlawn HS 18.6%

Chesapeake HS 27.6%

Western Tech 85.3%

Patapsco HS 54.8%

Catonsville HS 63%

Dundalk HS 34.9%

Lansdowne HS 35.7%

Sparrows Point HS 64%

100

		Algebra	English 2	Math	Reading	All Test Types
Elementary						
2002-2003	**Basic**	0	0	6,618	5,385	12,003
	Proficient	0	0	7,635	7,564	15,199
	Advanced	0	0	1,854	3,166	5,020
	Total Prof & Adv	*0*	*0*	*9,489*	*10,730*	*20,219*
	Total All	*0*	*0*	*16,107*	*16,115*	*32,222*
	%	*/0*	*/0*	*58.91%*	*66.58%*	*62.75%*
	All Performance Levels	**0**	**0**	**16,107**	**16,115**	**32,222**
2003-2004	**Basic**	0	0	7,406	5,563	12,969
	Proficient	0	0	12,438	13,248	25,686
	Advanced	0	0	3,901	4,939	8,840
	Total Prof & Adv	*0*	*0*	*16,339*	*18,187*	*34,526*
	Total All	*0*	*0*	*23,745*	*23,750*	*47,495*
	%	*/0*	*/0*	*68.81%*	*76.58%*	*72.69%*
	All Performance Levels	**0**	**0**	**23,745**	**23,750**	**47,495**
2004-2005	**Basic**	0	0	5,789	4,181	9,970
	Proficient	0	0	12,468	13,360	25,828
	Advanced	0	0	4,994	5,694	10,688
	Total Prof & Adv	*0*	*0*	*17,462*	*19,054*	*36,516*
	Total All	*0*	*0*	*23,251*	*23,235*	*46,486*
	%	*/0*	*/0*	*75.10%*	*82.01%*	*78.55%*
	All Performance Levels	**0**	**0**	**23,251**	**23,235**	**46,486**
2005-2006	**Basic**	0	0	5,019	4,036	9,055
	Proficient	0	0	12,272	12,692	24,964
	Advanced	0	0	5,563	6,102	11,665
	Total Prof & Adv	*0*	*0*	*17,835*	*18,794*	*36,629*
	Total All	*0*	*0*	*22,854*	*22,830*	*45,684*
	%	*/0*	*/0*	*78.04%*	*82.32%*	*80.18%*
	All Performance Levels	**0**	**0**	**22,854**	**22,830**	**45,684**
2006-2007	**Basic**	0	0	3,805	3,761	7,566
	Proficient	0	0	12,136	12,276	24,412
	Advanced	1	0	6,337	6,227	12,565
	Total Prof & Adv	*1*	*0*	*18,473*	*18,503*	*36,977*
	Total All	*1*	*0*	*22,278*	*22,264*	*44,543*
	%	*100.00%*	*/0*	*82.92%*	*83.11%*	*83.01%*
	All Performance Levels	**1**	**0**	**22,278**	**22,264**	**44,543**
Middle						
2002-2003	**Basic**	0	0	5,353	3,554	8,907
	Proficient	0	0	2,400	3,200	5,603
	Advanced	0	0	1,094	2,101	3,205
	Total Prof & Adv	*0*	*0*	*3,494*	*5,301*	*8,808*
	Total All	*0*	*0*	*8,847*	*8,855*	*17,715*
	%	*/0*	*/0*	*39.49%*	*59.86%*	*49.72%*
	All Performance Levels	**0**	**0**	**8,847**	**8,855**	**17,715**
2003-2004	**Basic**	0	0	12,950	7,861	20,811
	Proficient	0	0	9,496	11,261	20,759
	Advanced	0	0	3,587	6,915	10,508
	Total Prof & Adv	*0*	*0*	*13,083*	*18,176*	*31,267*
	Total All	*0*	*0*	*26,033*	*26,037*	*52,078*
	%	*/0*	*/0*	*50.26%*	*69.81%*	*60.04%*
	All Performance Levels	**0**	**0**	**26,033**	**26,037**	**52,078**

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		Algebra	English 2	Math	Reading	All Test Types
2004-2005	**Basic**	0	0	11,125	7,351	**18,476**
	Proficient	0	0	10,252	10,891	**21,143**
	Advanced	0	0	4,065	7,192	**11,270**
	Total Prof & Adv	*0*	*0*	*14,317*	*18,083*	*32,413*
	Total All	*0*	*0*	*25,442*	*25,434*	*50,889*
	%	*/0*	*/0*	*56.27%*	*71.10%*	*63.69%*
	All Performance Levels	**0**	**0**	**25,442**	**25,434**	**50,889**
2005-2006	**Basic**	488	0	9,873	6,655	**17,016**
	Proficient	2,207	0	10,253	11,031	**23,491**
	Advanced	1,869	0	4,221	6,625	**12,715**
	Total Prof & Adv	*4,076*	*0*	*14,474*	*17,656*	*36,206*
	Total All	*4,564*	*0*	*24,347*	*24,311*	*53,222*
	%	*89.31%*	*/0*	*59.45%*	*72.63%*	*68.03%*
	All Performance Levels	**4,564**	**0**	**24,347**	**24,311**	**53,222**
2006-2007	**Basic**	527	0	9,597	6,931	**17,055**
	Proficient	1,955	0	9,609	10,537	**22,101**
	Advanced	1,946	0	4,314	6,007	**12,267**
	Total Prof & Adv	*3,901*	*0*	*13,923*	*16,544*	*34,368*
	Total All	*4,428*	*0*	*23,520*	*23,475*	*51,423*
	%	*88.10%*	*/0*	*59.20%*	*70.47%*	*66.83%*
	All Performance Levels	**4,428**	**0**	**23,520**	**23,475**	**51,423**
2007-2008	**Basic**	1	0	0	0	**1**
	Proficient	1	0	0	0	**1**
	Total Prof & Adv	*1*	*0*	*0*	*0*	*1*
	Total All	*2*	*0*	*0*	*0*	*2*
	%	*50.00%*	*/0*	*/0*	*/0*	*50.00%*
	All Performance Levels	**2**	**0**	**0**	**0**	**2**
Total High - English2						
2002-2003	**Basic**	0	0	0	3,134	**7,523**
	Proficient	0	0	0	2,755	**5,093**
	Advanced	0	0	0	2,511	**3,332**
	Total Prof & Adv	*0*	*0*	*0*	*5,266*	*8,425*
	Total All	*0*	*0*	*0*	*8,400*	*15,948*
	%	*/0*	*/0*	*/0*	*62.69%*	*52.83%*
	All Performance Levels	**0**	**0**	**0**	**8,400**	**15,948**
2003-2004	**Basic**	0	0	0	2,837	**7,413**
	Proficient	0	0	0	3,080	**5,584**
	Advanced	0	0	0	2,691	**3,613**
	Total Prof & Adv	*0*	*0*	*0*	*5,771*	*9,197*
	Total All	*0*	*0*	*0*	*8,608*	*16,610*
	%	*/0*	*/0*	*/0*	*67.04%*	*55.37%*
	All Performance Levels	**0**	**0**	**0**	**8,608**	**16,610**
2004-2005	**Basic**	0	3,707	0	0	**9,643**
	Proficient	0	2,479	0	0	**5,221**
	Advanced	0	1,580	0	0	**2,894**
	Total Prof & Adv	*0*	*4,059*	*0*	*0*	*8,115*
	Total All	*0*	*7,766*	*0*	*0*	*17,758*
	%	*/0*	*52.27%*	*/0*	*/0*	*45.70%*
	All Performance Levels	**0**	**7,766**	**0**	**0**	**17,758**
2005-2006	**Basic**	3,565	3,643	0	0	**7,208**
	Proficient	2,352	3,069	0	0	**5,421**
	Advanced	545	1,991	0	0	**2,536**
	Total Prof & Adv	*2,897*	*5,060*	*0*	*0*	*7,957*

		Algebra	English 2	Math	Reading	All Test Types
	Total All	*6,462*	*8,703*	*0*	*0*	*15,165*
	%	*44.83%*	*58.14%*	*/0*	*/0*	*52.47%*
	All Performance Levels	**6,462**	**8,703**	**0**	**0**	**15,165**
2006-2007	**Basic**	4,887	2,655	0	0	**7,542**
	Proficient	2,345	3,442	0	0	**5,787**
	Advanced	399	2,285	0	0	**2,684**
	Total Prof & Adv	*2,744*	*5,727*	*0*	*0*	*8,471*
	Total All	*7,631*	*8,382*	*0*	*0*	*16,013*
	%	*35.96%*	*68.32%*	*/0*	*/0*	*52.90%*
	All Performance Levels	**7,631**	**8,382**	**0**	**0**	**16,013**
Total Algebra						
2002-2003	**Basic**	0	0	5,353	6,688	**16,430**
	Proficient	0	0	2,400	5,955	**10,696**
	Advanced	0	0	1,094	4,612	**6,537**
	Total Prof & Adv	*0*	*0*	*3,494*	*10,567*	*17,233*
	Total All	*0*	*0*	*8,847*	*17,255*	*33,663*
	%	*/0*	*/0*	*39.49%*	*61.24%*	*51.19%*
	All Performance Levels	**0**	**0**	**8,847**	**17,255**	**33,663**
2003-2004	**Basic**	0	0	12,950	10,698	**28,224**
	Proficient	0	0	9,496	14,341	**26,343**
	Advanced	0	0	3,587	9,606	**14,121**
	Total Prof & Adv	*0*	*0*	*13,083*	*23,947*	*40,464*
	Total All	*0*	*0*	*26,033*	*34,645*	*68,688*
	%	*/0*	*/0*	*50.26%*	*69.12%*	*58.91%*
	All Performance Levels	**0**	**0**	**26,033**	**34,645**	**68,688**
2004-2005	**Basic**	0	3,707	11,125	7,351	**28,119**
	Proficient	0	2,479	10,252	10,891	**26,364**
	Advanced	0	1,580	4,065	7,192	**14,164**
	Total Prof & Adv	*0*	*4,059*	*14,317*	*18,083*	*40,528*
	Total All	*0*	*7,766*	*25,442*	*25,434*	*68,647*
	%	*/0*	*52.27%*	*56.27%*	*71.10%*	*59.04%*
	All Performance Levels	**0**	**7,766**	**25,442**	**25,434**	**68,647**
2005-2006	**Basic**	4,053	3,643	9,873	6,655	**24,224**
	Proficient	4,559	3,069	10,253	11,031	**28,912**
	Advanced	2,414	1,991	4,221	6,625	**15,251**
	Total Prof & Adv	*6,973*	*5,060*	*14,474*	*17,656*	*44,163*
	Total All	*11,026*	*8,703*	*24,347*	*24,311*	*68,387*
	%	*63.24%*	*58.14%*	*59.45%*	*72.63%*	*64.58%*
	All Performance Levels	**11,026**	**8,703**	**24,347**	**24,311**	**68,387**
2006-2007	**Basic**	5,414	2,655	9,597	6,931	**24,597**
	Proficient	4,300	3,442	9,609	10,537	**27,888**
	Advanced	2,345	2,285	4,314	6,007	**14,951**
	Total Prof & Adv	*6,645*	*5,727*	*13,923*	*16,544*	*42,839*
	Total All	*12,059*	*8,382*	*23,520*	*23,475*	*67,436*
	%	*55.10%*	*68.32%*	*59.20%*	*70.47%*	*63.53%*
	All Performance Levels	**12,059**	**8,382**	**23,520**	**23,475**	**67,436**

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Test Taken as values			Math	Reading	All Test Types
Elementary					
American Indian	2002-2003	**Basic**	43	38	81
		Proficient	29	33	62
		Advanced	8	7	15
		Total Prof & Adv	*37*	*40*	*77*
		Total All	*80*	*78*	*158*
		%	*46.25%*	*51.28%*	*48.73%*
		All Performance Levels	80	78	158
	2003-2004	**Basic**	45	36	81
		Proficient	58	56	114
		Advanced	10	21	31
		Total Prof & Adv	*68*	*77*	*145*
		Total All	*113*	*113*	*226*
		%	*60.18%*	*68.14%*	*64.16%*
		All Performance Levels	113	113	226
	2004-2005	**Basic**	38	35	73
		Proficient	78	78	156
		Advanced	16	19	35
		Total Prof & Adv	*94*	*97*	*191*
		Total All	*132*	*132*	*264*
		%	*71.21%*	*73.48%*	*72.35%*
		All Performance Levels	132	132	264
	2005-2006	**Basic**	37	34	71
		Proficient	64	66	130
		Advanced	22	23	45
		Total Prof & Adv	*86*	*89*	*175*
		Total All	*123*	*123*	*246*
		%	*69.92%*	*72.36%*	*71.14%*
		All Performance Levels	123	123	246
	2006-2007	**Basic**	27	30	57
		Proficient	67	69	136
		Advanced	22	17	39
		Total Prof & Adv	*89*	*86*	*175*
		Total All	*116*	*116*	*232*
		%	*76.72%*	*74.14%*	*75.43%*
		All Performance Levels	116	116	232
Asian	2002-2003	**Basic**	135	153	288
		Proficient	357	313	670
		Advanced	146	172	318
		Total Prof & Adv	*503*	*485*	*988*
		Total All	*638*	*638*	*1,276*
		%	*78.84%*	*76.02%*	*77.43%*
		All Performance Levels	638	638	1,276
	2003-2004	**Basic**	169	168	337
		Proficient	493	537	1,030
		Advanced	322	276	598
		Total Prof & Adv	*815*	*813*	*1,628*
		Total All	*984*	*981*	*1,965*
		%	*82.83%*	*82.87%*	*82.85%*
		All Performance Levels	984	981	1,965
	2004-2005	**Basic**	126	133	259
		Proficient	481	503	984
		Advanced	411	378	789

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	Test Taken as values		Math	Reading	All Test Types
		Total Prof & Adv	892	881	1,773
		Total All	1,018	1,014	2,032
		%	87.62%	86.88%	87.25%
		All Performance Levels	1,018	1,014	2,032
	2005-2006	Basic	104	112	216
		Proficient	491	544	1,035
		Advanced	481	416	897
		Total Prof & Adv	972	960	1,932
		Total All	1,076	1,072	2,148
		%	90.33%	89.55%	89.94%
		All Performance Levels	1,076	1,072	2,148
	2006-2007	Basic	56	98	154
		Proficient	530	561	1,091
		Advanced	572	494	1,067
		Total Prof & Adv	1,102	1,055	2,158
		Total All	1,158	1,153	2,312
		%	95.16%	91.50%	93.34%
		All Performance Levels	1,158	1,153	2,312
African American	2002-2003	Basic	3,436	2,804	6,240
		Proficient	2,230	2,551	4,781
		Advanced	195	513	708
		Total Prof & Adv	2,425	3,064	5,489
		Total All	5,861	5,868	11,729
		%	41.38%	52.22%	46.80%
		All Performance Levels	5,861	5,868	11,729
	2003-2004	Basic	4,124	3,084	7,208
		Proficient	4,409	5,105	9,514
		Advanced	628	978	1,606
		Total Prof & Adv	5,037	6,083	11,120
		Total All	9,161	9,167	18,328
		%	54.98%	66.36%	60.67%
		All Performance Levels	9,161	9,167	18,328
	2004-2005	Basic	3,373	2,428	5,801
		Proficient	4,819	5,443	10,262
		Advanced	916	1,229	2,145
		Total Prof & Adv	5,735	6,672	12,407
		Total All	9,108	9,100	18,208
		%	62.97%	73.32%	68.14%
		All Performance Levels	9,108	9,100	18,208
	2005-2006	Basic	3,029	2,375	5,404
		Proficient	4,996	5,348	10,344
		Advanced	1,097	1,394	2,491
		Total Prof & Adv	6,093	6,742	12,835
		Total All	9,122	9,117	18,239
		%	66.79%	73.95%	70.37%
		All Performance Levels	9,122	9,117	18,239
	2006-2007	Basic	2,384	2,224	4,608
		Proficient	5,212	5,386	10,598
		Advanced	1,401	1,387	2,788
		Total Prof & Adv	6,613	6,773	13,386
		Total All	8,997	8,997	17,994
		%	73.50%	75.28%	74.39%
		All Performance Levels	8,997	8,997	17,994
White	2002-2003	Basic	2,808	2,219	5,027

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	Test Taken as values		Math	Reading	All Test Types
		Proficient	4,840	4,491	9,331
		Advanced	1,480	2,420	3,900
		Total Prof & Adv	6,320	6,911	13,231
		Total All	9,128	9,130	18,258
		%	69.24%	75.70%	72.47%
		All Performance Levels	9,128	9,130	18,258
	2003-2004	Basic	2,838	2,084	4,922
		Proficient	7,118	7,177	14,295
		Advanced	2,866	3,564	6,430
		Total Prof & Adv	9,984	10,741	20,725
		Total All	12,822	12,825	25,647
		%	77.87%	83.75%	80.81%
		All Performance Levels	12,822	12,825	25,647
	2004-2005	Basic	2,024	1,412	3,436
		Proficient	6,699	6,906	13,605
		Advanced	3,547	3,950	7,497
		Total Prof & Adv	10,246	10,856	21,102
		Total All	12,270	12,268	24,538
		%	83.50%	88.49%	86.00%
		All Performance Levels	12,270	12,268	24,538
	2005-2006	Basic	1,627	1,334	2,961
		Proficient	6,267	6,256	12,523
		Advanced	3,831	4,130	7,961
		Total Prof & Adv	10,098	10,386	20,484
		Total All	11,725	11,720	23,445
		%	86.12%	88.62%	87.37%
		All Performance Levels	11,725	11,720	23,445
	2006-2007	Basic	1,152	1,196	2,348
		Proficient	5,781	5,727	11,508
		Advanced	4,177	4,187	8,364
		Total Prof & Adv	9,958	9,914	19,872
		Total All	11,110	11,110	22,220
		%	89.63%	89.23%	89.43%
		All Performance Levels	11,110	11,110	22,220
Hispanic	2002-2003	Basic	196	170	366
		Proficient	179	176	355
		Advanced	25	54	79
		Total Prof & Adv	204	230	434
		Total All	400	400	800
		%	51.00%	57.50%	54.25%
		All Performance Levels	400	400	800
	2003-2004	Basic	229	190	419
		Proficient	360	373	733
		Advanced	75	100	175
		Total Prof & Adv	435	473	908
		Total All	664	663	1,327
		%	65.51%	71.34%	68.43%
		All Performance Levels	664	663	1,327
	2004-2005	Basic	228	173	401
		Proficient	391	430	821
		Advanced	104	118	222
		Total Prof & Adv	495	548	1,043
		Total All	723	721	1,444
		%	68.46%	76.01%	72.23%

	Test Taken as values		Math	Reading	All Test Types
		All Performance Levels	723	721	1,444
	2005-2006	Basic	222	181	403
		Proficient	454	478	932
		Advanced	132	139	271
		Total Prof & Adv	586	617	1,203
		Total All	808	798	1,606
		%	72.52%	77.32%	74.91%
		All Performance Levels	808	798	1,606
	2006-2007	Basic	185	213	398
		Proficient	546	533	1,079
		Advanced	165	142	307
		Total Prof & Adv	711	675	1,386
		Total All	896	888	1,784
		%	79.35%	76.01%	77.69%
		All Performance Levels	896	888	1,784
Unknown	2002-2003	Basic	0	1	1
		Total All	0	1	1
		All Performance Levels	0	1	1
	2003-2004	Basic	1	1	2
		Total All	1	1	2
		All Performance Levels	1	1	2
	2006-2007	Basic	1	0	1
		Total All	1	0	1
		All Performance Levels	1	0	1

	Test Taken as values		Algebra	Math	Reading	All Test Types
American Indian	**2002-2003**	Basic	0	22	13	35
		Proficient	0	5	14	19
		Advanced	0	2	2	4
		Total Prof & Adv	*0*	*7*	*16*	*23*
		Total All	*0*	*29*	*29*	*58*
		%	*10*	*24.14%*	*55.17%*	*39.66%*
		All Performance Levels	**0**	**29**	**29**	**58**
	2003-2004	Basic	0	68	42	110
		Proficient	0	35	46	81
		Advanced	0	12	27	39
		Total Prof & Adv	*0*	*47*	*73*	*120*
		Total All	*0*	*115*	*115*	*230*
		%	*10*	*40.87%*	*63.48%*	*52.17%*
		All Performance Levels	**0**	**115**	**115**	**230**
	2004-2005	Basic	0	64	44	108
		Proficient	0	39	53	92
		Advanced	0	19	25	44
		Total Prof & Adv	*0*	*58*	*78*	*136*
		Total All	*0*	*122*	*122*	*244*
		%	*10*	*47.54%*	*63.93%*	*55.74%*
		All Performance Levels	**0**	**122**	**122**	**244**
	2005-2006	Basic	2	64	41	107
		Proficient	7	44	60	111
		Advanced	5	14	21	40
		Total Prof & Adv	*12*	*58*	*81*	*151*
		Total All	*14*	*122*	*122*	*258*
		%	*85.71%*	*47.54%*	*66.39%*	*58.53%*
		All Performance Levels	**14**	**122**	**122**	**258**
	2006-2007	Basic	1	71	51	123
		Proficient	11	36	61	108
		Advanced	2	17	12	31
		Total Prof & Adv	*13*	*53*	*73*	*139*
		Total All	*14*	*124*	*124*	*262*
		%	*92.86%*	*42.74%*	*58.87%*	*53.05%*
		All Performance Levels	**14**	**124**	**124**	**262**
Asian	**2002-2003**	Basic	0	132	129	261
		Proficient	0	117	108	225
		Advanced	0	96	106	203
		Total Prof & Adv	*0*	*213*	*214*	*428*
		Total All	*0*	*345*	*343*	*689*
		%	*10*	*61.74%*	*62.39%*	*62.12%*
		All Performance Levels	**0**	**345**	**343**	**689**
	2003-2004	Basic	0	256	216	472
		Proficient	0	397	368	765
		Advanced	0	315	379	694
		Total Prof & Adv	*0*	*712*	*747*	*1,459*
		Total All	*0*	*968*	*963*	*1,931*
		%	*10*	*73.55%*	*77.57%*	*75.56%*
		All Performance Levels	**0**	**968**	**963**	**1,931**
	2004-2005	Basic	0	231	201	432
		Proficient	0	427	395	822
		Advanced	0	346	397	747
		Total Prof & Adv	*0*	*773*	*792*	*1,569*
		Total All	*0*	*1,004*	*993*	*2,001*

	Test Taken as values		Algebra	Math	Reading	All Test Types
		%	/0	76.99%	79.76%	78.41%
		All Performance Levels	0	1,004	993	2,001
	2005-2006	Basic	12	180	173	365
		Proficient	105	437	414	956
		Advanced	159	385	410	954
		Total Prof & Adv	264	822	824	1,910
		Total All	276	1,002	997	2,275
		%	95.65%	82.04%	82.65%	83.96%
		All Performance Levels	276	1,002	997	2,275
	2006-2007	Basic	17	159	180	356
		Proficient	95	419	420	934
		Advanced	189	446	417	1,052
		Total Prof & Adv	284	865	837	1,986
		Total All	301	1,024	1,017	2,342
		%	94.35%	84.47%	82.30%	84.80%
		All Performance Levels	301	1,024	1,017	2,342
	2007-2008	Basic	1	0	0	1
		Total All	1	0	0	1
		All Performance Levels	1	0	0	1
African American	2002-2003	Basic	0	2,562	1,801	4,363
		Proficient	0	493	1,018	1,511
		Advanced	0	81	319	402
		Total Prof & Adv	0	574	1,337	1,913
		Total All	0	3,136	3,138	6,276
		%	/0	18.30%	42.61%	30.48%
		All Performance Levels	0	3,136	3,138	6,276
	2003-2004	Basic	0	6,828	4,184	11,012
		Proficient	0	2,698	4,356	7,054
		Advanced	0	317	1,314	1,631
		Total Prof & Adv	0	3,015	5,670	8,685
		Total All	0	9,843	9,854	19,697
		%	/0	30.63%	57.54%	44.09%
		All Performance Levels	0	9,843	9,854	19,697
	2004-2005	Basic	0	6,365	4,258	10,623
		Proficient	0	3,343	4,403	7,746
		Advanced	0	487	1,544	2,031
		Total Prof & Adv	0	3,830	5,947	9,777
		Total All	0	10,195	10,205	20,400
		%	/0	37.57%	58.28%	47.93%
		All Performance Levels	0	10,195	10,205	20,400
	2005-2006	Basic	306	5,837	3,808	9,951
		Proficient	748	3,662	4,677	9,087
		Advanced	250	531	1,522	2,303
		Total Prof & Adv	998	4,193	6,199	11,390
		Total All	1,304	10,030	10,007	21,341
		%	76.53%	41.80%	61.95%	53.37%
		All Performance Levels	1,304	10,030	10,007	21,341
	2006-2007	Basic	378	5,634	3,952	9,964
		Proficient	776	3,596	4,491	8,863
		Advanced	291	638	1,399	2,328
		Total Prof & Adv	1,067	4,234	5,890	11,191
		Total All	1,445	9,868	9,842	21,155
		%	73.84%	42.91%	59.85%	52.90%
		All Performance Levels	1,445	9,868	9,842	21,155

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	Test Taken as values		Algebra	Math	Reading	All Test Types
	2007-2008	Proficient	1	0	0	1
		Total Prof & Adv	1	0	0	1
		Total All	1	0	0	1
		%	100.00%	/0	/0	100.00%
		All Performance Levels	1	0	0	1
White	2002-2003	Basic	0	2,517	1,523	4,040
		Proficient	0	1,735	1,994	3,732
		Advanced	0	911	1,653	2,571
		Total Prof & Adv	0	2,646	3,647	6,303
		Total All	0	5,163	5,170	10,343
		%	/0	51.25%	70.54%	60.94%
		All Performance Levels	0	5,163	5,170	10,343
	2003-2004	Basic	0	5,457	3,210	8,667
		Proficient	0	6,178	6,242	12,422
		Advanced	0	2,901	5,092	7,999
		Total Prof & Adv	0	9,079	11,334	20,421
		Total All	0	14,536	14,544	29,088
		%	/0	62.46%	77.93%	70.20%
		All Performance Levels	0	14,536	14,544	29,088
	2004-2005	Basic	0	4,169	2,641	6,810
		Proficient	0	6,174	5,748	11,922
		Advanced	0	3,159	5,107	8,274
		Total Prof & Adv	0	9,333	10,855	20,196
		Total All	0	13,502	13,496	27,006
		%	/0	69.12%	80.43%	74.78%
		All Performance Levels	0	13,502	13,496	27,006
	2005-2006	Basic	157	3,485	2,415	6,057
		Proficient	1,304	5,781	5,526	12,611
		Advanced	1,420	3,228	4,548	9,196
		Total Prof & Adv	2,724	9,009	10,074	21,807
		Total All	2,881	12,494	12,489	27,864
		%	94.55%	72.11%	80.66%	78.26%
		All Performance Levels	2,881	12,494	12,489	27,864
	2006-2007	Basic	121	3,331	2,466	5,918
		Proficient	1,011	5,243	5,198	11,452
		Advanced	1,420	3,136	4,040	8,596
		Total Prof & Adv	2,431	8,379	9,238	20,048
		Total All	2,552	11,710	11,704	25,966
		%	95.26%	71.55%	78.93%	77.21%
		All Performance Levels	2,552	11,710	11,704	25,966
Hispanic	2002-2003	Basic	0	120	88	208
		Proficient	0	50	66	116
		Advanced	0	4	21	25
		Total Prof & Adv	0	54	87	141
		Total All	0	174	175	349
		%	/0	31.03%	49.71%	40.40%
		All Performance Levels	0	174	175	349
	2003-2004	Basic	0	331	209	540
		Proficient	0	188	248	436
		Advanced	0	42	103	145
		Total Prof & Adv	0	230	351	581
		Total All	0	561	560	1,121
		%	/0	41.00%	62.68%	51.83%
		All Performance Levels	0	561	560	1,121

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	Test Taken as values		Algebra	Math	Reading	All Test Types
	2004-2005	Basic	0	296	207	503
		Proficient	0	268	292	560
		Advanced	0	54	119	174
		Total Prof & Adv	0	322	411	734
		Total All	0	618	618	1,237
		%	/0	52.10%	66.50%	59.34%
		All Performance Levels	0	618	618	1,237
	2005-2006	Basic	11	306	218	535
		Proficient	43	328	354	725
		Advanced	35	63	124	222
		Total Prof & Adv	78	391	478	947
		Total All	89	697	696	1,482
		%	87.64%	56.10%	68.68%	63.90%
		All Performance Levels	89	697	696	1,482
	2006-2007	Basic	10	402	282	694
		Proficient	62	315	367	744
		Advanced	44	77	139	260
		Total Prof & Adv	106	392	506	1,004
		Total All	116	794	788	1,698
		%	91.38%	49.37%	64.21%	59.13%
		All Performance Levels	116	794	788	1,698
Unknown	2003-2004	Basic	0	10	0	10
		Proficient	0	0	1	1
		Total Prof & Adv	0	0	1	1
		Total All	0	10	1	11
		%	/0	0.00%	100.00%	9.09%
		All Performance Levels	0	10	1	11
	2004-2005	Proficient	0	1	0	1
		Total Prof & Adv	0	1	0	1
		Total All	0	1	0	1
		%	/0	100.00%	/0	100.00%
		All Performance Levels	0	1	0	1
	2005-2006	Basic	0	1	0	1
		Proficient	0	1	0	1
		Total Prof & Adv	0	1	0	1
		Total All	0	2	0	2
		%	/0	50.00%	/0	50.00%
		All Performance Levels	0	2	0	2

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Test Taken as values			Algebra	English 2	Reading	All Test Types
High						
American Indian	2002-2003	Basic	0	0	30	71
		Proficient	0	0	15	23
		Advanced	0	0	6	6
		Total Prof & Adv	*0*	*0*	*21*	*29*
		Total All	*0*	*0*	*51*	*100*
		%	*/0*	*/0*	*41.18%*	*29.00%*
		All Performance Levels	**0**	**0**	**51**	**100**
	2003-2004	Basic	0	0	25	51
		Proficient	0	0	13	20
		Advanced	0	0	11	11
		Total Prof & Adv	*0*	*0*	*24*	*31*
		Total All	*0*	*0*	*49*	*82*
		%	*/0*	*/0*	*48.98%*	*37.80%*
		All Performance Levels	**0**	**0**	**49**	**82**
	2004-2005	Basic	0	15	0	47
		Proficient	0	7	0	12
		Advanced	0	4	0	10
		Total Prof & Adv	*0*	*11*	*0*	*22*
		Total All	*0*	*26*	*0*	*69*
		%	*/0*	*42.31%*	*/0*	*31.88%*
		All Performance Levels	**0**	**26**	**0**	**69**
	2005-2006	Basic	21	14	0	35
		Proficient	14	11	0	25
		Advanced	5	11	0	16
		Total Prof & Adv	*19*	*22*	*0*	*41*
		Total All	*40*	*36*	*0*	*76*
		%	*47.50%*	*61.11%*	*/0*	*53.95%*
		All Performance Levels	**40**	**36**	**0**	**76**
	2006-2007	Basic	34	15	0	49
		Proficient	17	20	0	37
		Advanced	1	8	0	9
		Total Prof & Adv	*18*	*28*	*0*	*46*
		Total All	*52*	*43*	*0*	*95*
		%	*34.62%*	*65.12%*	*/0*	*48.42%*
		All Performance Levels	**52**	**43**	**0**	**95**
	2007-2008	Basic	2	1	0	3
		Proficient	1	0	0	1
		Total Prof & Adv	*1*	*0*	*0*	*1*
		Total All	*3*	*1*	*0*	*4*
		%	*33.33%*	*0.00%*	*/0*	*25.00%*
		All Performance Levels	**3**	**1**	**0**	**4**
Asian	2002-2003	Basic	0	0	120	256
		Proficient	0	0	131	256
		Advanced	0	0	145	234
		Total Prof & Adv	*0*	*0*	*276*	*490*
		Total All	*0*	*0*	*396*	*746*
		%	*/0*	*/0*	*69.70%*	*65.68%*
		All Performance Levels	**0**	**0**	**396**	**746**
	2003-2004	Basic	0	0	106	230
		Proficient	0	0	129	293
		Advanced	0	0	159	251
		Total Prof & Adv	*0*	*0*	*288*	*544*

	Test Taken as values		Algebra	English 2	Reading	All Test Types
		Total All	0	0	394	774
		%	/0	/0	73.10%	70.28%
		All Performance Levels	**0**	**0**	**394**	**774**
	2004-2005	Basic	0	110	0	277
		Proficient	0	125	0	273
		Advanced	0	99	0	239
		Total Prof & Adv	0	224	0	512
		Total All	0	334	0	789
		%	/0	67.07%	/0	64.89%
		All Performance Levels	**0**	**334**	**0**	**789**
	2005-2006	Basic	90	131	0	221
		Proficient	87	132	0	219
		Advanced	38	145	0	183
		Total Prof & Adv	125	277	0	402
		Total All	215	408	0	623
		%	58.14%	67.89%	/0	64.53%
		All Performance Levels	**215**	**408**	**0**	**623**
	2006-2007	Basic	120	100	0	220
		Proficient	98	141	0	239
		Advanced	25	152	0	177
		Total Prof & Adv	123	293	0	416
		Total All	243	393	0	636
		%	50.62%	74.55%	/0	65.41%
		All Performance Levels	**243**	**393**	**0**	**636**
	2007-2008	Basic	6	8	0	14
		Proficient	3	1	0	4
		Advanced	1	1	0	2
		Total Prof & Adv	4	2	0	6
		Total All	10	10	0	20
		%	40.00%	20.00%	/0	30.00%
		All Performance Levels	**10**	**10**	**0**	**20**
African American	2002-2003	Basic	0	0	1,460	3,470
		Proficient	0	0	938	1,297
		Advanced	0	0	374	406
		Total Prof & Adv	0	0	1,312	1,703
		Total All	0	0	2,772	5,173
		%	/0	/0	47.33%	32.92%
		All Performance Levels	**0**	**0**	**2,772**	**5,173**
	2003-2004	Basic	0	0	1,425	3,716
		Proficient	0	0	1,106	1,604
		Advanced	0	0	395	446
		Total Prof & Adv	0	0	1,501	2,050
		Total All	0	0	2,926	5,766
		%	/0	/0	51.30%	35.55%
		All Performance Levels	**0**	**0**	**2,926**	**5,766**
	2004-2005	Basic	0	1,890	0	4,895
		Proficient	0	848	0	1,429
		Advanced	0	201	0	287
		Total Prof & Adv	0	1,049	0	1,716
		Total All	0	2,939	0	6,611
		%	/0	35.69%	/0	25.96%
		All Performance Levels	**0**	**2,939**	**0**	**6,611**
	2005-2006	Basic	2,130	1,870	0	4,000
		Proficient	945	1,106	0	2,051

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		Test Taken as values	Algebra	English 2	Reading	All Test Types
		Advanced	91	246	0	337
		Total Prof & Adv	1,036	1,352	0	2,388
		Total All	3,166	3,222	0	6,388
		%	32.72%	41.96%	/0	37.38%
		All Performance Levels	3,166	3,222	0	6,388
	2006-2007	Basic	3,113	1,531	0	4,644
		Proficient	1,037	1,315	0	2,352
		Advanced	113	439	0	552
		Total Prof & Adv	1,150	1,754	0	2,904
		Total All	4,263	3,285	0	7,548
		%	26.98%	53.39%	/0	38.47%
		All Performance Levels	4,263	3,285	0	7,548
	2007-2008	Basic	163	80	0	243
		Proficient	44	27	0	71
		Advanced	1	4	0	5
		Total Prof & Adv	45	31	0	76
		Total All	208	111	0	319
		%	21.63%	27.93%	/0	23.82%
		All Performance Levels	208	111	0	319
White	2002-2003	Basic	0	0	1,444	3,544
		Proficient	0	0	1,607	3,410
		Advanced	0	0	1,955	2,645
		Total Prof & Adv	0	0	3,562	6,055
		Total All	0	0	5,006	9,599
		%	/0	/0	71.15%	63.08%
		All Performance Levels	0	0	5,006	9,599
	2003-2004	Basic	0	0	1,202	3,222
		Proficient	0	0	1,771	3,562
		Advanced	0	0	2,087	2,852
		Total Prof & Adv	0	0	3,858	6,414
		Total All	0	0	5,060	9,636
		%	/0	/0	76.25%	66.56%
		All Performance Levels	0	0	5,060	9,636
	2004-2005	Basic	0	1,601	0	4,211
		Proficient	0	1,455	0	3,409
		Advanced	0	1,256	0	2,326
		Total Prof & Adv	0	2,711	0	5,735
		Total All	0	4,312	0	9,946
		%	/0	62.87%	/0	57.66%
		All Performance Levels	0	4,312	0	9,946
	2005-2006	Basic	1,189	1,523	0	2,712
		Proficient	1,244	1,737	0	2,981
		Advanced	391	1,561	0	1,952
		Total Prof & Adv	1,635	3,298	0	4,933
		Total All	2,824	4,821	0	7,645
		%	57.90%	68.41%	/0	64.53%
		All Performance Levels	2,824	4,821	0	7,645
	2006-2007	Basic	1,442	909	0	2,351
		Proficient	1,095	1,873	0	2,968
		Advanced	250	1,651	0	1,901
		Total Prof & Adv	1,345	3,524	0	4,869
		Total All	2,787	4,433	0	7,220
		%	48.26%	79.49%	/0	67.44%
		All Performance Levels	2,787	4,433	0	7,220

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	Test Taken as values		Algebra	English 2	Reading	All Test Types
	2007-2008	Basic	52	47	0	99
		Proficient	32	26	0	58
		Advanced	1	9	0	10
		Total Prof & Adv	33	35	0	68
		Total All	85	82	0	167
		%	38.82%	42.68%	/0	40.72%
		All Performance Levels	85	82	0	167
Hispanic	2002-2003	Basic	0	0	78	166
		Proficient	0	0	64	106
		Advanced	0	0	31	41
		Total Prof & Adv	0	0	95	147
		Total All	0	0	173	313
		%	/0	/0	54.91%	46.96%
		All Performance Levels	0	0	173	313
	2003-2004	Basic	0	0	73	188
		Proficient	0	0	59	103
		Advanced	0	0	39	53
		Total Prof & Adv	0	0	98	156
		Total All	0	0	171	344
		%	/0	/0	57.31%	45.35%
		All Performance Levels	0	0	171	344
	2004-2005	Basic	0	91	0	213
		Proficient	0	44	0	98
		Advanced	0	20	0	32
		Total Prof & Adv	0	64	0	130
		Total All	0	155	0	343
		%	/0	41.29%	/0	37.90%
		All Performance Levels	0	155	0	343
	2005-2006	Basic	133	105	0	238
		Proficient	61	83	0	144
		Advanced	20	28	0	48
		Total Prof & Adv	81	111	0	192
		Total All	214	216	0	430
		%	37.85%	51.39%	/0	44.65%
		All Performance Levels	214	216	0	430
	2006-2007	Basic	175	97	0	272
		Proficient	97	89	0	186
		Advanced	10	35	0	45
		Total Prof & Adv	107	124	0	231
		Total All	282	221	0	503
		%	37.94%	56.11%	/0	45.92%
		All Performance Levels	282	221	0	503
	2007-2008	Basic	5	8	0	13
		Proficient	3	1	0	4
		Advanced	0	3	0	3
		Total Prof & Adv	3	4	0	7
		Total All	8	12	0	20
		%	37.50%	33.33%	/0	35.00%
		All Performance Levels	8	12	0	20
Unknown	2002-2003	Basic	0	0	2	16
		Proficient	0	0	0	1
		Total Prof & Adv	0	0	0	1
		Total All	0	0	2	17
		%	/0	/0	0.00%	5.88%

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Test Taken as values			Algebra	English 2	Reading	All Test Types
		All Performance Levels	0	0	2	17
	2003-2004	Basic	0	0	6	6
		Proficient	0	0	2	2
		Total Prof & Adv	0	0	2	2
		Total All	0	0	8	8
		%	/0	/0	25.00%	25.00%
		All Performance Levels	0	0	8	8
	2005-2006	Basic	2	0	0	2
		Proficient	1	0	0	1
		Total Prof & Adv	1	0	0	1
		Total All	3	0	0	3
		%	33.33%	/0	/0	33.33%
		All Performance Levels	3	0	0	3
	2006-2007	Basic	3	3	0	6
		Proficient	1	4	0	5
		Total Prof & Adv	1	4	0	5
		Total All	4	7	0	11
		%	25.00%	57.14%	/0	45.45%
		All Performance Levels	4	7	0	11

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All Algebra				Algebra
American Indian	2005-2006	Basic		23
		Proficient		21
		Advanced		10
		Total Prof & Adv		31
		Total All		54
		%		57.41%
		All Performance Levels		54
	2006-2007	Basic		35
		Proficient		28
		Advanced		3
		Total Prof & Adv		31
		Total All		66
		%		46.97%
		All Performance Levels		66
Asian	2005-2006	Basic		102
		Proficient		192
		Advanced		197
		Total Prof & Adv		389
		Total All		491
		%		79.23%
		All Performance Levels		491
	2006-2007	Basic		137
		Proficient		193
		Advanced		214
		Total Prof & Adv		407
		Total All		544
		%		74.82%
		All Performance Levels		544
African American	2005-2006	Basic		2,436
		Proficient		1,693
		Advanced		341
		Total Prof & Adv		2,034
		Total All		4,470
		%		45.50%
		All Performance Levels		4,470
	2006-2007	Basic		3,491
		Proficient		1,813
		Advanced		404
		Total Prof & Adv		2,217
		Total All		5,708
		%		38.84%
		All Performance Levels		5,708
White	2005-2006	Basic		1,346
		Proficient		2,548
		Advanced		1,811
		Total Prof & Adv		4,359
		Total All		5,705
		%		76.41%
		All Performance Levels		5,705
	2006-2007	Basic		1,563
		Proficient		2,106
		Advanced		1,670
		Total Prof & Adv		3,776
		Total All		5,339

All Algebra				Algebra
			%	70.72%
			All Performance Levels	5,339
Hispanic	2005-2006	Basic		144
		Proficient		104
		Advanced		55
		Total Prof & Adv		159
		Total All		303
		%		52.48%
		All Performance Levels		303
	2006-2007	Basic		185
		Proficient		159
		Advanced		54
		Total Prof & Adv		213
		Total All		398
		%		53.52%
		All Performance Levels		398
Unknown	2005-2006	Basic		2
		Proficient		1
		Total Prof & Adv		1
		Total All		3
		%		33.33%
		All Performance Levels		3
	2006-2007	Basic		3
		Proficient		1
		Total Prof & Adv		1
		Total All		4
		%		25.00%
		All Performance Levels		4

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Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
ESOL Only							
	Total Elem	2002-2003					
		Basic	0	0	188	217	405
		Proficient	0	0	114	95	209
		Advanced	0	0	14	3	17
		Total Prof & Adv	0	0	128	98	226
		Total All	0	0	316	315	631
		%	/0	/0	40.51%	31.11%	35.82%
		All Performance Levels	0	0	316	315	631
		2003-2004					
		Basic	0	0	179	193	372
		Proficient	0	0	187	194	381
		Advanced	0	0	37	14	51
		Total Prof & Adv	0	0	224	208	432
		Total All	0	0	403	401	804
		%	/0	/0	55.58%	51.87%	53.73%
		All Performance Levels	0	0	403	401	804
		2004-2005					
		Basic	0	0	164	165	329
		Proficient	0	0	197	207	404
		Advanced	0	0	33	19	52
		Total Prof & Adv	0	0	230	226	456
		Total All	0	0	394	391	785
		%	/0	/0	58.38%	57.80%	58.09%
		All Performance Levels	0	0	394	391	785
		2005-2006					
		Basic	0	0	165	174	339
		Proficient	0	0	250	230	480
		Advanced	0	0	46	35	81
		Total Prof & Adv	0	0	296	265	561
		Total All	0	0	461	439	900
		%	/0	/0	64.21%	60.36%	62.33%
		All Performance Levels	0	0	461	439	900
		2006-2007					
		Basic	0	0	123	187	310
		Proficient	0	0	366	329	695
		Advanced	0	0	91	50	141
		Total Prof & Adv	0	0	457	379	836
		Total All	0	0	580	566	1,146
		%	/0	/0	78.79%	66.96%	72.95%
		All Performance Levels	0	0	580	566	1,146
		All School Years	0	0	2,154	2,112	4,266
	Total Midd	2002-2003					
		Basic	0	0	88	100	188
		Proficient	0	0	16	11	27
		Advanced	0	0	10	3	13
		Total Prof & Adv	0	0	26	14	40
		Total All	0	0	114	114	228
		%	/0	/0	22.81%	12.28%	17.54%
		All Performance Levels	0	0	114	114	228
		2003-2004					
		Basic	0	0	141	141	282
		Proficient	0	0	37	46	83
		Advanced	0	0	17	4	21
		Total Prof & Adv	0	0	54	50	104
		Total All	0	0	195	191	386
		%	/0	/0	27.69%	26.18%	26.94%
		All Performance Levels	0	0	195	191	386
		2004-2005					
		Basic	0	0	131	140	271
		Proficient	0	0	57	51	108
		Advanced	0	0	20	2	22
		Total Prof & Adv	0	0	77	53	130
		Total All	0	0	208	193	401
		%	/0	/0	37.02%	27.46%	32.42%
		All Performance Levels	0	0	208	193	401
		2005-2006					
		Basic	6	0	141	149	296
		Proficient	13	0	75	71	159
		Advanced	11	0	18	11	40
		Total Prof & Adv	24	0	93	82	199
		Total All	30	0	234	231	495
		%	80.00%	/0	39.74%	35.50%	40.20%

	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
		All Performance Levels	30	0	234	231	495
	2006-2007	Basic	1	0	167	162	330
		Proficient	21	0	79	75	175
		Advanced	11	0	18	13	42
		Total Prof & Adv	32	0	97	88	217
		Total All	33	0	264	250	547
		%	96.97%	/0	36.74%	35.20%	39.67%
		All Performance Levels	33	0	264	250	547
	All School Years		63	0	1,015	979	2,057
	2002-2003	Basic	0	0	0	106	140
		Proficient	0	0	0	31	55
		Advanced	0	0	0	1	12
		Total Prof & Adv	0	0	0	32	67
		Total All	0	0	0	138	207
		%	/0	/0	/0	23.19%	32.37%
		All Performance Levels	0	0	0	138	207
	2003-2004	Basic	0	0	0	67	103
		Proficient	0	0	0	17	36
		Advanced	0	0	0	1	4
		Total Prof & Adv	0	0	0	18	40
		Total All	0	0	0	85	143
		%	/0	/0	/0	21.18%	27.97%
		All Performance Levels	0	0	0	85	143
	2004-2005	Basic	0	31	0	0	68
		Proficient	0	5	0	0	31
		Advanced	0	0	0	0	15
		Total Prof & Adv	0	5	0	0	46
Total High - English2		Total All	0	36	0	0	114
		%	/0	13.89%	/0	/0	40.35%
		All Performance Levels	0	36	0	0	114
	2005-2006	Basic	79	68	0	0	147
		Proficient	18	22	0	0	40
		Advanced	9	3	0	0	12
		Total Prof & Adv	27	25	0	0	52
		Total All	106	93	0	0	199
		%	25.47%	26.88%	/0	/0	26.13%
		All Performance Levels	106	93	0	0	199
	2006-2007	Basic	112	44	0	0	156
		Proficient	38	11	0	0	49
		Advanced	5	1	0	0	6
		Total Prof & Adv	43	12	0	0	55
		Total All	155	56	0	0	211
		%	27.74%	21.43%	/0	/0	26.07%
		All Performance Levels	155	56	0	0	211
	2007-2008	Basic	5	6	0	0	11
		Total All	5	6	0	0	11
		All Performance Levels	5	6	0	0	11
	All School Years		266	191	0	223	885
	2002-2003	Basic	0	0	88	206	328
		Proficient	0	0	16	42	82
		Advanced	0	0	10	4	25
		Total Prof & Adv	0	0	26	46	107
		Total All	0	0	114	252	435
		%	/0	/0	22.81%	18.25%	24.60%
		All Performance Levels	0	0	114	252	435
	2003-2004	Basic	0	0	141	208	385
		Proficient	0	0	37	63	119
		Advanced	0	0	17	5	25
		Total Prof & Adv	0	0	54	68	144
		Total All	0	0	195	276	529
		%	/0	/0	27.69%	24.64%	27.22%
		All Performance Levels	0	0	195	276	529
	2004-2005	Basic	0	31	131	140	339
		Proficient	0	5	57	51	139

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		Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
	Total Algebra		Advanced	0	0	20	2	37
			Total Prof & Adv	0	5	77	53	176
			Total All	0	36	208	193	515
			%	/0	13.89%	37.02%	27.46%	34.17%
			All Performance Levels	**0**	**36**	**208**	**193**	**515**
		2005-2006	Basic	85	68	141	149	443
			Proficient	31	22	75	71	199
			Advanced	20	3	18	11	52
			Total Prof & Adv	51	25	93	82	251
			Total All	136	93	234	231	694
			%	37.50%	26.88%	39.74%	35.50%	36.17%
			All Performance Levels	**136**	**93**	**234**	**231**	**694**
		2006-2007	Basic	113	44	167	162	486
			Proficient	59	11	79	75	224
			Advanced	16	1	18	13	48
			Total Prof & Adv	75	12	97	88	272
			Total All	188	56	264	250	758
			%	39.89%	21.43%	36.74%	35.20%	35.88%
			All Performance Levels	**188**	**56**	**264**	**250**	**758**
		2007-2008	Basic	5	6	0	0	11
			Total All	5	6	0	0	11
			All Performance Levels	**5**	**6**	**0**	**0**	**11**
		All School Years		**329**	**191**	**1,015**	**1,202**	**2,942**
	All Grades			**329**	**191**	**3,169**	**3,314**	**7,208**
ESOL None								
	Total Elem	2002-2003	Basic	0	0	6,406	5,138	11,544
			Proficient	0	0	7,462	7,407	14,869
			Advanced	0	0	1,819	3,151	4,970
			Total Prof & Adv	0	0	9,281	10,558	19,839
			Total All	0	0	15,687	15,696	31,383
			%	/0	/0	59.16%	67.27%	63.22%
			All Performance Levels	**0**	**0**	**15,687**	**15,696**	**31,383**
		2003-2004	Basic	0	0	7,148	5,312	12,460
			Proficient	0	0	12,075	12,847	24,922
			Advanced	0	0	3,794	4,865	8,659
			Total Prof & Adv	0	0	15,869	17,712	33,581
			Total All	0	0	23,017	23,024	46,041
			%	/0	/0	68.94%	76.93%	72.94%
			All Performance Levels	**0**	**0**	**23,017**	**23,024**	**46,041**
		2004-2005	Basic	0	0	5,594	3,989	9,583
			Proficient	0	0	12,170	13,044	25,214
			Advanced	0	0	4,924	5,641	10,565
			Total Prof & Adv	0	0	17,094	18,685	35,779
			Total All	0	0	22,688	22,674	45,362
			%	/0	/0	75.34%	82.41%	78.87%
			All Performance Levels	**0**	**0**	**22,688**	**22,674**	**45,362**
		2005-2006	Basic	0	0	4,790	3,815	8,605
			Proficient	0	0	11,801	12,202	24,003
			Advanced	0	0	5,420	5,992	11,412
			Total Prof & Adv	0	0	17,221	18,194	35,415
			Total All	0	0	22,011	22,009	44,020
			%	/0	/0	78.24%	82.67%	80.45%
			All Performance Levels	**0**	**0**	**22,011**	**22,009**	**44,020**
		2006-2007	Basic	0	0	3,665	3,556	7,221
			Proficient	0	0	11,648	11,806	23,454
			Advanced	1	0	6,152	6,103	12,256
			Total Prof & Adv	1	0	17,800	17,909	35,710
			Total All	1	0	21,465	21,465	42,931
			%	100.00%	/0	82.93%	83.43%	83.18%
			All Performance Levels	**1**	**0**	**21,465**	**21,465**	**42,931**
		All School Years		**1**	**0**	**104,868**	**104,868**	**209,737**
		2002-2003	Basic	0	0	5,252	3,436	8,688
			Proficient	0	0	2,379	3,185	5,567

		Test Taken as values	Algebra	English 2	Math	Reading	All Test Types
		Advanced	0	0	1,080	2,098	3,188
		Total Prof & Adv	0	0	3,459	5,283	8,755
		Total All	0	0	8,711	8,719	17,443
		%	/0	/0	39.71%	60.59%	50.19%
		All Performance Levels	0	0	8,711	8,719	17,443
	2003-2004	Basic	0	0	12,712	7,638	20,350
		Proficient	0	0	9,376	11,116	20,494
		Advanced	0	0	3,532	6,874	10,412
		Total Prof & Adv	0	0	12,908	17,990	30,906
		Total All	0	0	25,620	25,628	51,256
		%	/0	/0	50.38%	70.20%	60.30%
		All Performance Levels	0	0	25,620	25,628	51,256
	2004-2005	Basic	0	0	10,945	7,169	18,114
		Proficient	0	0	10,162	10,793	20,955
		Advanced	0	0	4,025	7,176	11,213
		Total Prof & Adv	0	0	14,187	17,969	32,168
		Total All	0	0	25,132	25,138	50,282
		%	/0	/0	56.45%	71.48%	63.98%
Total Midd		All Performance Levels	0	0	25,132	25,138	50,282
	2005-2006	Basic	480	0	9,654	6,427	16,561
		Proficient	2,181	0	10,063	10,850	23,094
		Advanced	1,845	0	4,163	6,571	12,579
		Total Prof & Adv	4,026	0	14,226	17,421	35,673
		Total All	4,506	0	23,880	23,848	52,234
		%	89.35%	/0	59.57%	73.05%	68.29%
		All Performance Levels	4,506	0	23,880	23,848	52,234
	2006-2007	Basic	526	0	9,373	6,715	16,614
		Proficient	1,922	0	9,439	10,369	21,730
		Advanced	1,928	0	4,259	5,956	12,143
		Total Prof & Adv	3,850	0	13,698	16,325	33,873
		Total All	4,376	0	23,071	23,040	50,487
		%	87.98%	/0	59.37%	70.86%	67.09%
		All Performance Levels	4,376	0	23,071	23,040	50,487
	2007-2008	Proficient	1	0	0	0	1
		Total Prof & Adv	1	0	0	0	1
		Total All	1	0	0	0	1
		%	100.00%	/0	/0	/0	100.00%
		All Performance Levels	1	0	0	0	1
	All School Years		8,883	0	106,414	106,373	221,703
	2002-2003	Basic	0	0	0	3,017	7,372
		Proficient	0	0	0	2,716	5,030
		Advanced	0	0	0	2,509	3,319
		Total Prof & Adv	0	0	0	5,225	8,349
		Total All	0	0	0	8,242	15,721
		%	/0	/0	/0	63.39%	53.11%
		All Performance Levels	0	0	0	8,242	15,721
	2003-2004	Basic	0	0	0	2,731	7,225
		Proficient	0	0	0	3,032	5,488
		Advanced	0	0	0	2,687	3,591
		Total Prof & Adv	0	0	0	5,719	9,079
		Total All	0	0	0	8,450	16,304
		%	/0	/0	/0	67.68%	55.69%
		All Performance Levels	0	0	0	8,450	16,304
	2004-2005	Basic	0	3,649	0	0	9,506
		Proficient	0	2,467	0	0	5,168
		Advanced	0	1,577	0	0	2,868
		Total Prof & Adv	0	4,044	0	0	8,036
		Total All	0	7,693	0	0	17,542
		%	/0	52.57%	/0	/0	45.81%
Total High -		All Performance Levels	0	7,693	0	0	17,542
English2	2005-2006	Basic	3,456	3,518	0	0	6,974
		Proficient	2,321	2,999	0	0	5,320
		Advanced	532	1,980	0	0	2,512
		Total Prof & Adv	2,853	4,979	0	0	7,832

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		Test Taken as values	Algebra	English 2	Math	Reading	All Test Types
		Total All	6,309	8,497	0	0	14,806
		%	45.22%	58.60%	/0	/0	52.90%
		All Performance Levels	6,309	8,497	0	0	14,806
	2006-2007	Basic	4,744	2,568	0	0	7,312
		Proficient	2,281	3,400	0	0	5,681
		Advanced	389	2,277	0	0	2,666
		Total Prof & Adv	2,670	5,677	0	0	8,347
		Total All	7,414	8,245	0	0	15,659
		%	36.01%	68.85%	/0	/0	53.30%
		All Performance Levels	7,414	8,245	0	0	15,659
	2007-2008	Basic	223	136	0	0	359
		Proficient	82	55	0	0	137
		Advanced	3	17	0	0	20
		Total Prof & Adv	85	72	0	0	157
		Total All	308	208	0	0	516
		%	27.60%	34.62%	/0	/0	30.43%
		All Performance Levels	308	208	0	0	516
	All School Years		14,031	24,643	0	16,692	80,548
	2002-2003	Basic	0	0	5,252	6,453	16,060
		Proficient	0	0	2,379	5,901	10,597
		Advanced	0	0	1,080	4,607	6,507
		Total Prof & Adv	0	0	3,459	10,508	17,104
		Total All	0	0	8,711	16,961	33,164
		%	/0	/0	39.71%	61.95%	51.57%
		All Performance Levels	0	0	8,711	16,961	33,164
	2003-2004	Basic	0	0	12,712	10,369	27,575
		Proficient	0	0	9,376	14,148	25,982
		Advanced	0	0	3,532	9,561	14,003
		Total Prof & Adv	0	0	12,908	23,709	39,985
		Total All	0	0	25,620	34,078	67,560
		%	/0	/0	50.38%	69.57%	59.18%
		All Performance Levels	0	0	25,620	34,078	67,560
	2004-2005	Basic	0	3,649	10,945	7,169	27,620
		Proficient	0	2,467	10,162	10,793	26,123
		Advanced	0	1,577	4,025	7,176	14,081
		Total Prof & Adv	0	4,044	14,187	17,969	40,204
		Total All	0	7,693	25,132	25,138	67,824
		%	/0	52.57%	56.45%	71.48%	59.28%
		All Performance Levels	0	7,693	25,132	25,138	67,824
Total Algebra	2005-2006	Basic	3,936	3,518	9,654	6,427	23,535
		Proficient	4,502	2,999	10,063	10,850	28,414
		Advanced	2,377	1,980	4,163	6,571	15,091
		Total Prof & Adv	6,879	4,979	14,226	17,421	43,505
		Total All	10,815	8,497	23,880	23,848	67,040
		%	63.61%	58.60%	59.57%	73.05%	64.89%
		All Performance Levels	10,815	8,497	23,880	23,848	67,040
	2006-2007	Basic	5,270	2,568	9,373	6,715	23,926
		Proficient	4,203	3,400	9,439	10,369	27,411
		Advanced	2,317	2,277	4,259	5,956	14,809
		Total Prof & Adv	6,520	5,677	13,698	16,325	42,220
		Total All	11,790	8,245	23,071	23,010	66,146
		%	55.30%	68.85%	59.37%	70.86%	63.83%
		All Performance Levels	11,790	8,245	23,071	23,040	66,146
	2007-2008	Basic	223	136	0	0	359
		Proficient	83	55	0	0	138
		Advanced	3	17	0	0	20
		Total Prof & Adv	86	72	0	0	158
		Total All	309	208	0	0	517
		%	27.83%	34.62%	/0	/0	30.56%
		All Performance Levels	309	208	0	0	517
	All School Years		22,914	24,643	106,414	123,065	302,251
All Grades			22,915	24,643	211,282	227,933	511,988
Exited							
	2002-2003	Basic	0	0	24	30	54

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	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
Total Elem		Proficient	0	0	59	62	121
		Advanced	0	0	21	12	33
		Total Prof & Adv	0	0	80	74	154
		Total All	0	0	104	104	208
		%	/0	/0	76.92%	71.15%	74.04%
		All Performance Levels	0	0	104	104	208
	2003-2004	Basic	0	0	79	58	137
		Proficient	0	0	176	207	383
		Advanced	0	0	70	60	130
		Total Prof & Adv	0	0	246	267	513
		Total All	0	0	325	325	650
		%	/0	/0	75.69%	82.15%	78.92%
		All Performance Levels	0	0	325	325	650
	2004-2005	Basic	0	0	31	27	58
		Proficient	0	0	101	109	210
		Advanced	0	0	37	34	71
		Total Prof & Adv	0	0	138	143	281
		Total All	0	0	169	170	339
		%	/0	/0	81.66%	84.12%	82.89%
		All Performance Levels	0	0	169	170	339
	2005-2006	Basic	0	0	64	47	111
		Proficient	0	0	221	260	481
		Advanced	0	0	97	75	172
		Total Prof & Adv	0	0	318	335	653
		Total All	0	0	382	382	764
		%	/0	/0	83.25%	87.70%	85.47%
		All Performance Levels	0	0	382	382	764
	2006-2007	Basic	0	0	17	18	35
		Proficient	0	0	122	141	263
		Advanced	0	0	94	74	168
		Total Prof & Adv	0	0	216	215	431
		Total All	0	0	233	233	466
		%	/0	/0	92.70%	92.27%	92.49%
		All Performance Levels	0	0	233	233	466
	All School Years		0	0	1,213	1,214	2,427
Total Midd	2002-2003	Basic	0	0	13	18	31
		Proficient	0	0	5	4	9
		Advanced	0	0	4	0	4
		Total Prof & Adv	0	0	9	4	13
		Total All	0	0	22	22	44
		%	/0	/0	40.91%	18.18%	29.55%
		All Performance Levels	0	0	22	22	44
	2003-2004	Basic	0	0	97	82	179
		Proficient	0	0	83	99	182
		Advanced	0	0	38	37	75
		Total Prof & Adv	0	0	121	136	257
		Total All	0	0	218	218	436
		%	/0	/0	55.50%	62.39%	58.94%
		All Performance Levels	0	0	218	218	436
	2004-2005	Basic	0	0	49	42	91
		Proficient	0	0	33	47	80
		Advanced	0	0	20	14	35
		Total Prof & Adv	0	0	53	61	115
		Total All	0	0	102	103	206
		%	/0	/0	51.96%	59.22%	55.83%
		All Performance Levels	0	0	102	103	206
	2005-2006	Basic	2	0	78	79	159
		Proficient	13	0	115	110	238
		Advanced	13	0	40	43	96
		Total Prof & Adv	26	0	155	153	334
		Total All	28	0	233	232	493
		%	92.86%	/0	66.52%	65.95%	67.75%
		All Performance Levels	28	0	233	232	493
	2006-2007	Basic	0	0	57	54	111

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	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
		Proficient	12	0	91	93	196
		Advanced	7	0	37	38	82
		Total Prof & Adv	19	0	128	131	278
		Total All	19	0	185	185	389
		%	100.00%	/0	69.19%	70.81%	71.47%
		All Performance Levels	19	0	185	185	389
	2007-2008	Basic	1	0	0	0	1
		Total All	1	0	0	0	1
		All Performance Levels	1	0	0	0	1
	All School Years		48	0	760	760	1,569
	2002-2003	Basic	0	0	0	11	11
		Proficient	0	0	0	8	8
		Advanced	0	0	0	1	1
		Total Prof & Adv	0	0	0	9	9
		Total All	0	0	0	20	20
		%	/0	/0	/0	45.00%	45.00%
		All Performance Levels	0	0	0	20	20
	2003-2004	Basic	0	0	0	39	85
		Proficient	0	0	0	31	60
		Advanced	0	0	0	3	18
		Total Prof & Adv	0	0	0	34	78
		Total All	0	0	0	73	163
		%	/0	/0	/0	46.58%	47.85%
		All Performance Levels	0	0	0	73	163
	2004-2005	Basic	0	27	0	0	69
		Proficient	0	7	0	0	22
		Advanced	0	3	0	0	11
		Total Prof & Adv	0	10	0	0	33
		Total All	0	37	0	0	102
		%	/0	27.03%	/0	/0	32.35%
Total High - English2		All Performance Levels	0	37	0	0	102
	2005-2006	Basic	30	57	0	0	87
		Proficient	13	48	0	0	61
		Advanced	4	8	0	0	12
		Total Prof & Adv	17	56	0	0	73
		Total All	47	113	0	0	160
		%	36.17%	49.56%	/0	/0	45.63%
		All Performance Levels	47	113	0	0	160
	2006-2007	Basic	31	43	0	0	74
		Proficient	26	31	0	0	57
		Advanced	5	7	0	0	12
		Total Prof & Adv	31	38	0	0	69
		Total All	62	81	0	0	143
		%	50.00%	46.91%	/0	/0	48.25%
		All Performance Levels	62	81	0	0	143
	2007-2008	Basic	0	2	0	0	2
		Proficient	1	0	0	0	1
		Total Prof & Adv	1	0	0	0	1
		Total All	1	2	0	0	3
		%	100.00%	0.00%	/0	/0	33.33%
		All Performance Levels	1	2	0	0	3
	All School Years		110	233	0	93	591
	2002-2003	Basic	0	0	13	29	42
		Proficient	0	0	5	12	17
		Advanced	0	0	4	1	5
		Total Prof & Adv	0	0	9	13	22
		Total All	0	0	22	42	64
		%	/0	/0	40.91%	30.95%	34.38%
		All Performance Levels	0	0	22	42	64
	2003-2004	Basic	0	0	97	121	264
		Proficient	0	0	83	130	242
		Advanced	0	0	38	40	93
		Total Prof & Adv	0	0	121	170	335
		Total All	0	0	218	291	599

	Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
Total Algebra			%	/0	/0	55.50%	58.42%	55.93%
			All Performance Levels	0	0	218	291	599
		2004-2005	Basic	0	27	49	42	160
			Proficient	0	7	33	47	102
			Advanced	0	3	20	14	46
			Total Prof & Adv	0	10	53	61	148
			Total All	0	37	102	103	308
			%	/0	27.03%	51.96%	59.22%	48.05%
			All Performance Levels	0	37	102	103	308
		2005-2006	Basic	32	57	78	79	246
			Proficient	26	48	115	110	299
			Advanced	17	8	40	43	108
			Total Prof & Adv	43	56	155	153	407
			Total All	75	113	233	232	653
			%	57.33%	49.56%	66.52%	65.95%	62.33%
			All Performance Levels	75	113	233	232	653
		2006-2007	Basic	31	43	57	54	185
			Proficient	38	31	91	93	253
			Advanced	12	7	37	38	94
			Total Prof & Adv	50	38	128	131	347
			Total All	81	81	185	185	532
			%	61.73%	46.91%	69.19%	70.81%	65.23%
			All Performance Levels	81	81	185	185	532
		2007-2008	Basic	1	2	0	0	3
			Proficient	1	0	0	0	1
			Total Prof & Adv	1	0	0	0	1
			Total All	2	2	0	0	4
			%	50.00%	0.00%	/0	/0	25.00%
			All Performance Levels	2	2	0	0	4
	All School Years			158	233	760	853	2,160
All Grades				158	233	1,973	2,067	4,587

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		Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
		2002-2003	Basic	0	0	3,453	2,973	6,426
			Proficient	0	0	2,084	2,337	4,421
			Advanced	0	0	186	411	597
			Total Prof & Adv	0	0	2,270	2,748	5,018
			Total All	0	0	5,723	5,721	11,444
			%	/0	/0	39.66%	48.03%	43.85%
			All Performance Levels	0	0	5,723	5,721	11,444
		2003-2004	Basic	0	0	4,020	3,162	7,182
			Proficient	0	0	4,160	4,753	8,913
			Advanced	0	0	541	813	1,354
			Total Prof & Adv	0	0	4,701	5,566	10,267
			Total All	0	0	8,721	8,728	17,449
			%	/0	/0	53.90%	63.77%	58.84%
			All Performance Levels	0	0	8,721	8,728	17,449
		2004-2005	Basic	0	0	3,350	2,559	5,909
			Proficient	0	0	4,551	5,161	9,712
			Advanced	0	0	820	1,003	1,823
Total Elem			Total Prof & Adv	0	0	5,371	6,164	11,535
			Total All	0	0	8,721	8,723	17,444
			%	/0	/0	61.59%	70.66%	66.13%
			All Performance Levels	0	0	8,721	8,723	17,444
		2005-2006	Basic	0	0	2,967	2,453	5,420
			Proficient	0	0	4,721	5,093	9,814
			Advanced	0	0	979	1,112	2,091
			Total Prof & Adv	0	0	5,700	6,205	11,905
			Total All	0	0	8,667	8,658	17,325
			%	/0	/0	65.77%	71.67%	68.72%
			All Performance Levels	0	0	8,667	8,658	17,325
		2006-2007	Basic	0	0	2,277	2,236	4,513
			Proficient	0	0	4,867	5,028	9,895
			Advanced	0	0	1,244	1,114	2,358
			Total Prof & Adv	0	0	6,111	6,142	12,253
			Total All	0	0	8,388	8,378	16,766
			%	/0	/0	72.85%	73.31%	73.08%
			All Performance Levels	0	0	8,388	8,378	16,766
		All School Years		0	0	40,220	40,208	80,428
		2002-2003	Basic	0	0	2,093	1,575	3,668
			Proficient	0	0	351	734	1,085
			Advanced	0	0	55	189	244
			Total Prof & Adv	0	0	406	923	1,329
			Total All	0	0	2,499	2,498	4,997
			%	/0	/0	16.25%	36.95%	26.60%
			All Performance Levels	0	0	2,499	2,498	4,997
		2003-2004	Basic	0	0	6,034	3,872	9,906
			Proficient	0	0	2,151	3,616	5,767
			Advanced	0	0	277	984	1,261
			Total Prof & Adv	0	0	2,428	4,600	7,028
			Total All	0	0	8,462	8,472	16,934
			%	/0	/0	28.69%	54.30%	41.50%
			All Performance Levels	0	0	8,462	8,472	16,934
		2004-2005	Basic	0	0	5,545	3,902	9,447
			Proficient	0	0	2,842	3,737	6,579
			Advanced	0	0	396	1,143	1,541
Total Midd			Total Prof & Adv	0	0	3,238	4,880	8,120

	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
Total MSA		Total All	0	0	8,783	8,782	17,567
		%	/0	/0	36.87%	55.57%	46.22%
		All Performance Levels	**0**	**0**	**8,783**	**8,782**	**17,567**
	2005-2006	Basic	221	0	5,221	3,658	9,100
		Proficient	576	0	3,183	4,027	7,786
		Advanced	221	0	441	1,144	1,806
		Total Prof & Adv	797	0	3,624	5,171	9,592
		Total All	1,018	0	8,845	8,829	18,692
		%	78.29%	/0	40.97%	58.57%	51.32%
		All Performance Levels	**1,018**	**0**	**8,845**	**8,829**	**18,692**
	2006-2007	Basic	239	0	5,085	3,799	9,123
		Proficient	568	0	3,032	3,765	7,365
		Advanced	268	0	519	1,046	1,833
		Total Prof & Adv	836	0	3,551	4,811	9,198
		Total All	1,075	0	8,636	8,610	18,321
		%	77.77%	/0	41.12%	55.88%	50.20%
		All Performance Levels	**1,075**	**0**	**8,636**	**8,610**	**18,321**
	All School Years		**2,093**	**0**	**37,225**	**37,191**	**76,511**
	2002-2003	Basic	0	0	0	928	1,881
		Proficient	0	0	0	504	707
		Advanced	0	0	0	156	198
		Total Prof & Adv	0	0	0	660	905
		Total All	0	0	0	1,588	2,786
		%	/0	/0	/0	41.56%	32.48%
		All Performance Levels	**0**	**0**	**0**	**1,588**	**2,786**
	2003-2004	Basic	0	0	0	868	2,011
		Proficient	0	0	0	648	935
		Advanced	0	0	0	205	251
		Total Prof & Adv	0	0	0	853	1,186
		Total All	0	0	0	1,721	3,197
		%	/0	/0	/0	49.56%	37.10%
		All Performance Levels	**0**	**0**	**0**	**1,721**	**3,197**
	2004-2005	Basic	0	1,109	0	0	2,705
		Proficient	0	435	0	0	823
		Advanced	0	92	0	0	165
		Total Prof & Adv	0	527	0	0	988
		Total All	0	1,636	0	0	3,693
		%	/0	32.21%	/0	/0	26.75%
		All Performance Levels	**0**	**1,636**	**0**	**0**	**3,693**
Total High - English2	2005-2006	Basic	1,386	1,283	0	0	2,669
		Proficient	613	731	0	0	1,344
		Advanced	88	188	0	0	276
		Total Prof & Adv	701	919	0	0	1,620
		Total All	2,087	2,202	0	0	4,289
		%	33.59%	41.73%	/0	/0	37.77%
		All Performance Levels	**2,087**	**2,202**	**0**	**0**	**4,289**
	2006-2007	Basic	2,041	1,043	0	0	3,084
		Proficient	746	843	0	0	1,589
		Advanced	103	253	0	0	356
		Total Prof & Adv	849	1,096	0	0	1,945
		Total All	2,890	2,139	0	0	5,029
		%	29.38%	51.24%	/0	/0	38.68%
		All Performance Levels	**2,890**	**2,139**	**0**	**0**	**5,029**
	2007-2008	Basic	81	65	0	0	146

			Test Taken as values	Algebra	English 2	Math	Reading	All Test Types
			Proficient	13	21	0	0	34
			Advanced	1	3	0	0	4
			Total Prof & Adv	14	24	0	0	38
			Total All	95	89	0	0	184
			%	14.74%	26.97%	/0	/0	20.65%
			All Performance Levels	95	89	0	0	184
		All School Years		5,072	6,066	0	3,309	19,178
		2002-2003	Basic	0	0	2,093	2,503	5,549
			Proficient	0	0	351	1,238	1,792
			Advanced	0	0	55	345	442
			Total Prof & Adv	0	0	406	1,583	2,234
			Total All	0	0	2,499	4,086	7,783
			%	/0	/0	16.25%	38.74%	28.70%
			All Performance Levels	0	0	2,499	4,086	7,783
		2003-2004	Basic	0	0	6,034	4,740	11,917
			Proficient	0	0	2,151	4,264	6,702
			Advanced	0	0	277	1,189	1,512
			Total Prof & Adv	0	0	2,428	5,453	8,214
			Total All	0	0	8,462	10,193	20,131
			%	/0	/0	28.69%	53.50%	40.80%
			All Performance Levels	0	0	8,462	10,193	20,131
		2004-2005	Basic	0	1,109	5,545	3,902	12,152
			Proficient	0	435	2,842	3,737	7,402
			Advanced	0	92	396	1,143	1,706
			Total Prof & Adv	0	527	3,238	4,880	9,108
			Total All	0	1,636	8,783	8,782	21,260
			%	/0	32.21%	36.87%	55.57%	42.84%
			All Performance Levels	0	1,636	8,783	8,782	21,260
	Total Algebra	2005-2006	Basic	1,607	1,283	5,221	3,658	11,769
			Proficient	1,189	731	3,183	4,027	9,130
			Advanced	309	188	441	1,144	2,082
			Total Prof & Adv	1,498	919	3,624	5,171	11,212
			Total All	3,105	2,202	8,845	8,829	22,981
			%	48.24%	41.73%	40.97%	58.57%	48.79%
			All Performance Levels	3,105	2,202	8,845	8,829	22,981
		2006-2007	Basic	2,280	1,043	5,085	3,799	12,207
			Proficient	1,314	843	3,032	3,765	8,954
			Advanced	371	253	519	1,046	2,189
			Total Prof & Adv	1,685	1,096	3,551	4,811	11,143
			Total All	3,965	2,139	8,636	8,610	23,350
			%	42.50%	51.24%	41.12%	55.88%	47.72%
			All Performance Levels	3,965	2,139	8,636	8,610	23,350
		2007-2008	Basic	81	65	0	0	146
			Proficient	13	21	0	0	34
			Advanced	1	3	0	0	4
			Total Prof & Adv	14	24	0	0	38
			Total All	95	89	0	0	184
			%	14.74%	26.97%	/0	/0	20.65%
			All Performance Levels	95	89	0	0	184
		All School Years		7,165	6,066	37,225	40,500	95,689
	All Grades			7,165	6,066	77,445	80,708	176,117
FARM None								
		2002-2003	Basic	0	0	3,165	2,412	5,577
			Proficient	0	0	5,551	5,227	10,778

	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
Total Elem		Advanced	0	0	1,668	2,755	**4,423**
		Total Prof & Adv	0	0	7,219	7,982	15,201
		Total All	0	0	10,384	10,394	20,778
		%	/0	/0	69.52%	76.79%	73.16%
		All Performance Levels	**0**	**0**	**10,384**	**10,394**	20,778
	2003-2004	Basic	0	0	3,386	2,401	**5,787**
		Proficient	0	0	8,278	8,495	**16,773**
		Advanced	0	0	3,360	4,126	**7,486**
		Total Prof & Adv	0	0	11,638	12,621	24,259
		Total All	0	0	15,024	15,022	30,046
		%	/0	/0	77.46%	84.02%	80.74%
		All Performance Levels	**0**	**0**	**15,024**	**15,022**	**30,046**
	2004-2005	Basic	0	0	2,439	1,622	**4,061**
		Proficient	0	0	7,917	8,199	**16,116**
		Advanced	0	0	4,174	4,691	**8,865**
		Total Prof & Adv	0	0	12,091	12,890	24,981
		Total All	0	0	14,530	14,512	29,042
		%	/0	/0	83.21%	88.82%	86.02%
		All Performance Levels	**0**	**0**	**14,530**	**14,512**	**29,042**
	2005-2006	Basic	0	0	2,052	1,583	**3,635**
		Proficient	0	0	7,551	7,599	**15,150**
		Advanced	0	0	4,584	4,990	**9,574**
		Total Prof & Adv	0	0	12,135	12,589	24,724
		Total All	0	0	14,187	14,172	28,359
		%	/0	/0	85.54%	88.83%	87.18%
		All Performance Levels	**0**	**0**	**14,187**	**14,172**	**28,359**
	2006-2007	Basic	0	0	1,528	1,525	**3,053**
		Proficient	0	0	7,269	7,248	**14,517**
		Advanced	1	0	5,093	5,113	**10,207**
		Total Prof & Adv	1	0	12,362	12,361	24,724
		Total All	1	0	13,890	13,886	27,777
		%	100.00%	/0	89.00%	89.02%	89.01%
		All Performance Levels	**1**	**0**	**13,890**	**13,886**	**27,777**
	All School Years		**1**	**0**	**68,015**	**67,986**	**136,002**
	2002-2003	Basic	0	0	3,260	1,979	**5,239**
		Proficient	0	0	2,049	2,466	**4,518**
		Advanced	0	0	1,039	1,912	**2,961**
		Total Prof & Adv	0	0	3,088	4,378	7,479
		Total All	0	0	6,348	6,357	12,718
		%	/0	/0	48.65%	68.87%	58.81%
		All Performance Levels	**0**	**0**	**6,348**	**6,357**	12,718
	2003-2004	Basic	0	0	6,916	3,989	**10,905**
		Proficient	0	0	7,345	7,645	**14,992**
		Advanced	0	0	3,310	5,931	**9,247**
		Total Prof & Adv	0	0	10,655	13,576	24,239
		Total All	0	0	17,571	17,565	35,144
		%	/0	/0	60.64%	77.29%	68.97%
		All Performance Levels	**0**	**0**	**17,571**	**17,565**	**35,144**
	2004-2005	Basic	0	0	5,580	3,449	**9,029**
		Proficient	0	0	7,410	7,154	**14,564**
		Advanced	0	0	3,669	6,049	**9,729**
		Total Prof & Adv	0	0	11,079	13,203	24,293
		Total All	0	0	16,659	16,652	33,322
		%	/0	/0	66.50%	79.29%	72.90%

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	Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
	Total Midd		**All Performance Levels**	**0**	**0**	**16,659**	**16,652**	**33,322**
		2005-2006	**Basic**	267	0	4,652	2,997	**7,916**
			Proficient	1,631	0	7,070	7,004	**15,705**
			Advanced	1,648	0	3,780	5,481	**10,909**
			Total Prof & Adv	*3,279*	*0*	*10,850*	*12,485*	*26,614*
			Total All	*3,546*	*0*	*15,502*	*15,482*	*34,530*
			%	*92.47%*	*/0*	*69.99%*	*80.64%*	*77.08%*
			All Performance Levels	**3,546**	**0**	**15,502**	**15,482**	**34,530**
		2006-2007	**Basic**	288	0	4,512	3,132	**7,932**
			Proficient	1,387	0	6,577	6,772	**14,736**
			Advanced	1,678	0	3,795	4,961	**10,434**
			Total Prof & Adv	*3,065*	*0*	*10,372*	*11,733*	*25,170*
			Total All	*3,353*	*0*	*14,884*	*14,865*	*33,102*
			%	*91.41%*	*/0*	*69.69%*	*78.93%*	*76.04%*
			All Performance Levels	**3,353**	**0**	**14,884**	**14,865**	**33,102**
		2007-2008	**Basic**	1	0	0	0	**1**
			Proficient	1	0	0	0	**1**
			Total Prof & Adv	*1*	*0*	*0*	*0*	*1*
			Total All	*2*	*0*	*0*	*0*	*2*
			%	*50.00%*	*/0*	*/0*	*/0*	*50.00%*
			All Performance Levels	**2**	**0**	**0**	**0**	**2**
		All School Years		**6,901**	**0**	**70,964**	**70,921**	**148,818**
	Total High - English2	2002-2003	**Basic**	0	0	0	2,206	**5,642**
			Proficient	0	0	0	2,251	**4,386**
			Advanced	0	0	0	2,355	**3,134**
			Total Prof & Adv	*0*	*0*	*0*	*4,606*	*7,520*
			Total All	*0*	*0*	*0*	*6,812*	*13,162*
			%	*/0*	*/0*	*/0*	*67.62%*	*57.13%*
			All Performance Levels	**0**	**0**	**0**	**6,812**	**13,162**
		2003-2004	**Basic**	0	0	0	1,969	**5,402**
			Proficient	0	0	0	2,432	**4,649**
			Advanced	0	0	0	2,486	**3,362**
			Total Prof & Adv	*0*	*0*	*0*	*4,918*	*8,011*
			Total All	*0*	*0*	*0*	*6,887*	*13,413*
			%	*/0*	*/0*	*/0*	*71.41%*	*59.73%*
			All Performance Levels	**0**	**0**	**0**	**6,887**	**13,413**
		2004-2005	**Basic**	0	2,598	0	0	**6,938**
			Proficient	0	2,044	0	0	**4,398**
			Advanced	0	1,488	0	0	**2,729**
			Total Prof & Adv	*0*	*3,532*	*0*	*0*	*7,127*
			Total All	*0*	*6,130*	*0*	*0*	*14,065*
			%	*/0*	*57.62%*	*/0*	*/0*	*50.67%*
			All Performance Levels	**0**	**6,130**	**0**	**0**	**14,065**
		2005-2006	**Basic**	2,179	2,360	0	0	**4,539**
			Proficient	1,739	2,338	0	0	**4,077**
			Advanced	457	1,803	0	0	**2,260**
			Total Prof & Adv	*2,196*	*4,141*	*0*	*0*	*6,337*
			Total All	*4,375*	*6,501*	*0*	*0*	*10,876*
			%	*50.19%*	*63.70%*	*/0*	*/0*	*58.27%*
			All Performance Levels	**4,375**	**6,501**	**0**	**0**	**10,876**
		2006-2007	**Basic**	2,846	1,612	0	0	**4,458**
			Proficient	1,599	2,599	0	0	**4,198**
			Advanced	296	2,032	0	0	**2,328**
			Total Prof & Adv	*1,895*	*4,631*	*0*	*0*	*6,526*

		Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
			Total All	4,741	6,243	0	0	10,984
			%	39.97%	74.18%	/0	/0	59.41%
			All Performance Levels	4,741	6,243	0	0	10,984
		2007-2008	Basic	147	79	0	0	226
			Proficient	70	34	0	0	104
			Advanced	2	14	0	0	16
			Total Prof & Adv	72	48	0	0	120
			Total All	219	127	0	0	346
			%	32.88%	37.80%	/0	/0	34.68%
			All Performance Levels	219	127	0	0	346
		All School Years		9,335	19,001	0	13,699	62,846
		2002-2003	Basic	0	0	3,260	4,185	10,881
			Proficient	0	0	2,049	4,717	8,904
			Advanced	0	0	1,039	4,267	6,095
			Total Prof & Adv	0	0	3,088	8,984	14,999
			Total All	0	0	6,348	13,169	25,880
			%	/0	/0	48.65%	68.22%	57.96%
			All Performance Levels	0	0	6,348	13,169	25,880
		2003-2004	Basic	0	0	6,916	5,958	16,307
			Proficient	0	0	7,345	10,077	19,641
			Advanced	0	0	3,310	8,417	12,609
			Total Prof & Adv	0	0	10,655	18,494	32,250
			Total All	0	0	17,571	24,452	48,557
			%	/0	/0	60.64%	75.63%	66.42%
			All Performance Levels	0	0	17,571	24,452	48,557
		2004-2005	Basic	0	2,598	5,580	3,449	15,967
			Proficient	0	2,044	7,410	7,154	18,962
			Advanced	0	1,488	3,669	6,049	12,458
			Total Prof & Adv	0	3,532	11,079	13,203	31,420
			Total All	0	6,130	16,659	16,652	47,387
			%	/0	57.62%	66.50%	79.29%	66.31%
			All Performance Levels	0	6,130	16,659	16,652	47,387
Total Algebra		2005-2006	Basic	2,446	2,360	4,652	2,997	12,455
			Proficient	3,370	2,338	7,070	7,004	19,782
			Advanced	2,105	1,803	3,780	5,481	13,169
			Total Prof & Adv	5,475	4,141	10,850	12,485	32,951
			Total All	7,921	6,501	15,502	15,482	45,406
			%	69.12%	63.70%	69.99%	80.64%	72.57%
			All Performance Levels	7,921	6,501	15,502	15,482	45,406
		2006-2007	Basic	3,134	1,612	4,512	3,132	12,390
			Proficient	2,986	2,599	6,577	6,772	18,934
			Advanced	1,974	2,032	3,795	4,961	12,762
			Total Prof & Adv	4,960	4,631	10,372	11,733	31,696
			Total All	8,094	6,243	14,884	14,865	44,086
			%	61.28%	74.18%	69.69%	78.93%	71.90%
			All Performance Levels	8,094	6,243	14,884	14,865	44,086
		2007-2008	Basic	148	79	0	0	227
			Proficient	71	34	0	0	105
			Advanced	2	14	0	0	16
			Total Prof & Adv	73	48	0	0	121
			Total All	221	127	0	0	348
			%	33.03%	37.80%	/0	/0	34.77%
			All Performance Levels	221	127	0	0	348

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	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
GT Only							
	Total Elem	2002-2003 Basic	0	0	70	53	123
		Proficient	0	0	1,475	992	2,467
		Advanced	0	0	1,124	1,624	2,748
		Total Prof & Adv	0	0	2,599	2,616	5,215
		Total All	0	0	2,669	2,669	5,338
		%	/0	/0	97.38%	98.01%	97.70%
		All Performance Levels	0	0	2,669	2,669	5,338
		2003-2004 Basic	0	0	65	49	114
		Proficient	0	0	2,128	1,946	4,074
		Advanced	0	0	2,614	2,809	5,423
		Total Prof & Adv	0	0	4,742	4,755	9,497
		Total All	0	0	4,807	4,804	9,611
		%	/0	/0	98.65%	98.98%	98.81%
		All Performance Levels	0	0	4,807	4,804	9,611
		2004-2005 Basic	0	0	53	33	86
		Proficient	0	0	1,847	1,854	3,701
		Advanced	0	0	3,125	3,136	6,261
		Total Prof & Adv	0	0	4,972	4,990	9,962
		Total All	0	0	5,025	5,023	10,048
		%	/0	/0	98.95%	99.34%	99.14%
		All Performance Levels	0	0	5,025	5,023	10,048
		2005-2006 Basic	0	0	39	50	89
		Proficient	0	0	1,831	1,804	3,635
		Advanced	0	0	3,369	3,384	6,753
		Total Prof & Adv	0	0	5,200	5,188	10,388
		Total All	0	0	5,239	5,238	10,477
		%	/0	/0	99.26%	99.05%	99.15%
		All Performance Levels	0	0	5,239	5,238	10,477
		2006-2007 Basic	0	0	22	51	73
		Proficient	0	0	1,555	1,817	3,372
		Advanced	1	0	3,784	3,495	7,280
		Total Prof & Adv	1	0	5,339	5,312	10,652
		Total All	1	0	5,361	5,363	10,725
		%	100.00%	/0	99.59%	99.05%	99.32%
		All Performance Levels	1	0	5,361	5,363	10,725
		All School Years	1	0	23,101	23,097	46,199
	Total Midd	2002-2003 Basic	0	0	243	109	352
		Proficient	0	0	719	514	1,235
		Advanced	0	0	889	1,228	2,126
		Total Prof & Adv	0	0	1,608	1,742	3,361
		Total All	0	0	1,851	1,851	3,713
		%	/0	/0	86.87%	94.11%	90.52%
		All Performance Levels	0	0	1,851	1,851	3,713
		2003-2004 Basic	0	0	323	114	437
		Proficient	0	0	2,198	1,397	3,596
		Advanced	0	0	2,591	3,600	6,196
		Total Prof & Adv	0	0	4,789	4,997	9,792
		Total All	0	0	5,112	5,111	10,229
		%	/0	/0	93.68%	97.77%	95.73%
		All Performance Levels	0	0	5,112	5,111	10,229
		2004-2005 Basic	0	0	280	147	427
		Proficient	0	0	2,221	1,386	3,607
		Advanced	0	0	2,959	3,923	6,895
		Total Prof & Adv	0	0	5,180	5,309	10,502
		Total All	0	0	5,460	5,456	10,929
		%	/0	/0	94.87%	97.31%	96.09%
		All Performance Levels	0	0	5,460	5,456	10,929

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Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
	2005-2006	Basic	73	0	298	162	533
		Proficient	701	0	2,476	1,755	4,932
		Advanced	1,172	0	3,062	3,916	8,150
		Total Prof & Adv	1,873	0	5,538	5,671	13,082
		Total All	1,946	0	5,836	5,833	13,615
		%	96.25%	/0	94.89%	97.22%	96.09%
		All Performance Levels	1,946	0	5,836	5,833	13,615
	2006-2007	Basic	83	0	337	207	627
		Proficient	732	0	2,403	2,007	5,142
		Advanced	1,330	0	3,270	3,791	8,391
		Total Prof & Adv	2,062	0	5,673	5,798	13,533
		Total All	2,145	0	6,010	6,005	14,160
		%	96.13%	/0	94.39%	96.55%	95.57%
		All Performance Levels	2,145	0	6,010	6,005	14,160
	2007-2008	Proficient	1	0	0	0	1
		Total Prof & Adv	1	0	0	0	1
		Total All	1	0	0	0	1
		%	100.00%	/0	/0	/0	100.00%
		All Performance Levels	1	0	0	0	1
	All School Years		4,092	0	24,269	24,256	52,647
	2002-2003	Basic	0	0	0	65	473
		Proficient	0	0	0	317	1,054
		Advanced	0	0	0	1,202	1,796
		Total Prof & Adv	0	0	0	1,519	2,850
		Total All	0	0	0	1,584	3,323
		%	/0	/0	/0	95.90%	85.77%
		All Performance Levels	0	0	0	1,584	3,323
	2003-2004	Basic	0	0	0	62	422
		Proficient	0	0	0	348	1,171
		Advanced	0	0	0	1,314	1,989
		Total Prof & Adv	0	0	0	1,662	3,160
		Total All	0	0	0	1,724	3,582
		%	/0	/0	/0	96.40%	88.22%
		All Performance Levels	0	0	0	1,724	3,582
	2004-2005	Basic	0	125	0	0	501
		Proficient	0	513	0	0	1,280
		Advanced	0	1,029	0	0	1,916
		Total Prof & Adv	0	1,542	0	0	3,196
		Total All	0	1,667	0	0	3,697
		%	/0	92.50%	/0	/0	86.45%
		All Performance Levels	0	1,667	0	0	3,697
Total High - English2	2005-2006	Basic	143	221	0	0	364
		Proficient	266	651	0	0	917
		Advanced	187	1,255	0	0	1,442
		Total Prof & Adv	453	1,906	0	0	2,359
		Total All	596	2,127	0	0	2,723
		%	76.01%	89.61%	/0	/0	86.63%
		All Performance Levels	596	2,127	0	0	2,723
	2006-2007	Basic	218	114	0	0	332
		Proficient	169	566	0	0	735
		Advanced	53	1,392	0	0	1,445
		Total Prof & Adv	222	1,958	0	0	2,180
		Total All	440	2,072	0	0	2,512
		%	50.45%	94.50%	/0	/0	86.78%
		All Performance Levels	440	2,072	0	0	2,512
	2007-2008	Basic	9	7	0	0	16
		Proficient	7	2	0	0	9
		Advanced	1	4	0	0	5

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Test Taken as values				Algebra	English 2	Math	Reading	All Test Types
			Total Prof & Adv	8	6	0	0	14
			Total All	17	13	0	0	30
			%	47.06%	46.15%	/0	/0	46.67%
			All Performance Levels	17	13	0	0	30
		All School Years		1,053	5,879	0	3,308	15,867
		2002-2003	Basic	0	0	243	174	825
			Proficient	0	0	719	831	2,289
			Advanced	0	0	889	2,430	3,922
			Total Prof & Adv	0	0	1,608	3,261	6,211
			Total All	0	0	1,851	3,435	7,036
			%	/0	/0	86.87%	94.93%	88.27%
			All Performance Levels	0	0	1,851	3,435	7,036
		2003-2004	Basic	0	0	323	176	859
			Proficient	0	0	2,198	1,745	4,767
			Advanced	0	0	2,591	4,914	8,185
			Total Prof & Adv	0	0	4,789	6,659	12,952
			Total All	0	0	5,112	6,835	13,811
			%	/0	/0	93.68%	97.43%	93.78%
			All Performance Levels	0	0	5,112	6,835	13,811
		2004-2005	Basic	0	125	280	147	928
			Proficient	0	513	2,221	1,386	4,887
			Advanced	0	1,029	2,959	3,923	8,811
			Total Prof & Adv	0	1,542	5,180	5,309	13,698
			Total All	0	1,667	5,460	5,456	14,626
			%	/0	92.50%	94.87%	97.31%	93.66%
			All Performance Levels	0	1,667	5,460	5,456	14,626
	Total Algebra	2005-2006	Basic	216	221	298	162	897
			Proficient	967	651	2,476	1,755	5,849
			Advanced	1,359	1,255	3,062	3,916	9,592
			Total Prof & Adv	2,326	1,906	5,538	5,671	15,441
			Total All	2,542	2,127	5,836	5,833	16,338
			%	91.50%	89.61%	94.89%	97.22%	94.51%
			All Performance Levels	2,542	2,127	5,836	5,833	16,338
		2006-2007	Basic	301	114	337	207	959
			Proficient	901	566	2,403	2,007	5,877
			Advanced	1,383	1,392	3,270	3,791	9,836
			Total Prof & Adv	2,284	1,958	5,673	5,798	15,713
			Total All	2,585	2,072	6,010	6,005	16,672
			%	88.36%	94.50%	94.39%	96.55%	94.25%
			All Performance Levels	2,585	2,072	6,010	6,005	16,672
		2007-2008	Basic	9	7	0	0	16
			Proficient	8	2	0	0	10
			Advanced	1	4	0	0	5
			Total Prof & Adv	9	6	0	0	15
			Total All	18	13	0	0	31
			%	50.00%	46.15%	/0	/0	48.39%
			All Performance Levels	18	13	0	0	31
		All School Years		5,145	5,879	24,269	27,564	68,514
	All Grades			5,146	5,879	47,370	50,661	114,713
GT None								
		2002-2003	Basic	0	0	6,548	5,332	11,880
			Proficient	0	0	6,160	6,572	12,732
			Advanced	0	0	730	1,542	2,272
			Total Prof & Adv	0	0	6,890	8,114	15,004
			Total All	0	0	13,438	13,446	26,884
			%	/0	/0	51.27%	60.35%	55.81%
			All Performance Levels	0	0	13,438	13,446	26,884
		2003-2004	Basic	0	0	7,341	5,514	12,855

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	Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
Total Elem			Proficient	0	0	10,310	11,302	21,612
			Advanced	0	0	1,287	2,130	3,417
			Total Prof & Adv	0	0	11,597	13,432	25,029
			Total All	0	0	18,938	18,946	37,884
			%	/0	/0	61.24%	70.90%	66.07%
			All Performance Levels	0	0	18,938	18,946	37,884
	2004-2005		Basic	0	0	5,736	4,148	9,884
			Proficient	0	0	10,621	11,506	22,127
			Advanced	0	0	1,869	2,558	4,427
			Total Prof & Adv	0	0	12,490	14,064	26,554
			Total All	0	0	18,226	18,212	36,438
			%	/0	/0	68.53%	77.22%	72.87%
			All Performance Levels	0	0	18,226	18,212	36,438
	2005-2006		Basic	0	0	4,980	3,986	8,966
			Proficient	0	0	10,441	10,888	21,329
			Advanced	0	0	2,194	2,718	4,912
			Total Prof & Adv	0	0	12,635	13,606	26,241
			Total All	0	0	17,615	17,592	35,207
			%	/0	/0	71.73%	77.34%	74.53%
			All Performance Levels	0	0	17,615	17,592	35,207
	2006-2007		Basic	0	0	3,783	3,710	7,493
			Proficient	0	0	10,581	10,459	21,040
			Advanced	0	0	2,553	2,732	5,285
			Total Prof & Adv	0	0	13,134	13,191	26,325
			Total All	0	0	16,917	16,901	33,818
			%	/0	/0	77.64%	78.05%	77.84%
			All Performance Levels	0	0	16,917	16,901	33,818
	All School Years			0	0	85,134	85,097	170,231
Total Midd	2002-2003		Basic	0	0	5,110	3,445	8,555
			Proficient	0	0	1,681	2,686	4,368
			Advanced	0	0	205	873	1,079
			Total Prof & Adv	0	0	1,886	3,559	5,447
			Total All	0	0	6,996	7,004	14,002
			%	/0	/0	26.96%	50.81%	38.90%
			All Performance Levels	0	0	6,996	7,004	14,002
	2003-2004		Basic	0	0	12,627	7,747	20,374
			Proficient	0	0	7,298	9,864	17,163
			Advanced	0	0	996	3,315	4,312
			Total Prof & Adv	0	0	8,294	13,179	21,475
			Total All	0	0	20,921	20,926	41,849
			%	/0	/0	39.64%	62.98%	51.32%
			All Performance Levels	0	0	20,921	20,926	41,849
	2004-2005		Basic	0	0	10,845	7,204	18,049
			Proficient	0	0	8,031	9,505	17,536
			Advanced	0	0	1,106	3,269	4,375
			Total Prof & Adv	0	0	9,137	12,774	21,911
			Total All	0	0	19,982	19,978	39,960
			%	/0	/0	45.73%	63.94%	54.83%
			All Performance Levels	0	0	19,982	19,978	39,960
	2005-2006		Basic	415	0	9,575	6,493	16,483
			Proficient	1,506	0	7,777	9,276	18,559
			Advanced	697	0	1,159	2,709	4,565
			Total Prof & Adv	2,203	0	8,936	11,985	23,124
			Total All	2,618	0	18,511	18,478	39,607
			%	84.15%	/0	48.27%	64.86%	58.38%
			All Performance Levels	2,618	0	18,511	18,478	39,607
	2006-2007		Basic	444	0	9,260	6,724	16,428
			Proficient	1,223	0	7,206	8,530	16,959

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Test Taken as values				Algebra	English 2	Math	Reading	All Test Types
			Advanced	616	0	1,044	2,216	3,876
			Total Prof & Adv	1,839	0	8,250	10,746	20,835
			Total All	2,283	0	17,510	17,470	37,263
			%	80.55%	/0	47.12%	61.51%	55.91%
			All Performance Levels	2,283	0	17,510	17,470	37,263
		2007-2008	Basic	1	0	0	0	1
			Total All	1	0	0	0	1
			All Performance Levels	1	0	0	0	1
	All School Years			4,902	0	83,920	83,856	172,682
		2002-2003	Basic	0	0	0	3,069	7,050
			Proficient	0	0	0	2,438	4,039
			Advanced	0	0	0	1,309	1,536
			Total Prof & Adv	0	0	0	3,747	5,575
			Total All	0	0	0	6,816	12,625
			%	/0	/0	/0	54.97%	44.16%
			All Performance Levels	0	0	0	6,816	12,625
		2003-2004	Basic	0	0	0	2,775	6,991
			Proficient	0	0	0	2,732	4,413
			Advanced	0	0	0	1,377	1,624
			Total Prof & Adv	0	0	0	4,109	6,037
			Total All	0	0	0	6,884	13,028
			%	/0	/0	/0	59.69%	46.34%
			All Performance Levels	0	0	0	6,884	13,028
		2004-2005	Basic	0	3,582	0	0	9,142
			Proficient	0	1,966	0	0	3,941
			Advanced	0	551	0	0	978
			Total Prof & Adv	0	2,517	0	0	4,919
			Total All	0	6,099	0	0	14,061
			%	/0	41.27%	/0	/0	34.98%
			All Performance Levels	0	6,099	0	0	14,061
Total High - English2		2005-2006	Basic	3,422	3,422	0	0	6,844
			Proficient	2,086	2,417	0	0	4,503
			Advanced	358	736	0	0	1,094
			Total Prof & Adv	2,444	3,153	0	0	5,597
			Total All	5,866	6,575	0	0	12,441
			%	41.66%	47.95%	/0	/0	44.99%
			All Performance Levels	5,866	6,575	0	0	12,441
		2006-2007	Basic	4,669	2,541	0	0	7,210
			Proficient	2,176	2,876	0	0	5,052
			Advanced	346	893	0	0	1,239
			Total Prof & Adv	2,522	3,769	0	0	6,291
			Total All	7,191	6,310	0	0	13,501
			%	35.07%	59.73%	/0	/0	46.60%
			All Performance Levels	7,191	6,310	0	0	13,501
		2007-2008	Basic	219	137	0	0	356
			Proficient	76	53	0	0	129
			Advanced	2	13	0	0	15
			Total Prof & Adv	78	66	0	0	144
			Total All	297	203	0	0	500
			%	26.26%	32.51%	/0	/0	28.80%
			All Performance Levels	297	203	0	0	500
	All School Years			13,354	19,187	0	13,700	66,156
		2002-2003	Basic	0	0	5,110	6,514	15,605
			Proficient	0	0	1,681	5,124	8,407
			Advanced	0	0	205	2,182	2,615
			Total Prof & Adv	0	0	1,886	7,306	11,022
			Total All	0	0	6,996	13,820	26,627
			%	/0	/0	26.96%	52.87%	41.39%

	Test Taken as values			Algebra	English 2	Math	Reading	All Test Types
Total Algebra			All Performance Levels	0	0	6,996	13,820	26,627
		2003-2004	Basic	0	0	12,627	10,522	27,365
			Proficient	0	0	7,298	12,596	21,576
			Advanced	0	0	996	4,692	5,936
			Total Prof & Adv	0	0	8,294	17,288	27,512
			Total All	0	0	20,921	27,810	54,877
			%	/0	/0	39.64%	62.16%	50.13%
			All Performance Levels	0	0	20,921	27,810	54,877
		2004-2005	Basic	0	3,582	10,845	7,204	27,191
			Proficient	0	1,966	8,031	9,505	21,477
			Advanced	0	551	1,106	3,269	5,353
			Total Prof & Adv	0	2,517	9,137	12,774	26,830
			Total All	0	6,099	19,982	19,978	54,021
			%	/0	41.27%	45.73%	63.94%	49.67%
			All Performance Levels	0	6,099	19,982	19,978	54,021
		2005-2006	Basic	3,837	3,422	9,575	6,493	23,327
			Proficient	3,592	2,417	7,777	9,276	23,062
			Advanced	1,055	736	1,159	2,709	5,659
			Total Prof & Adv	4,647	3,153	8,936	11,985	28,721
			Total All	8,484	6,575	18,511	18,478	52,048
			%	54.77%	47.95%	48.27%	64.86%	55.18%
			All Performance Levels	8,484	6,575	18,511	18,478	52,048
		2006-2007	Basic	5,113	2,541	9,260	6,724	23,638
			Proficient	3,399	2,876	7,206	8,530	22,011
			Advanced	962	893	1,044	2,216	5,115
			Total Prof & Adv	4,361	3,769	8,250	10,746	27,126
			Total All	9,474	6,310	17,510	17,470	50,764
			%	46.03%	59.73%	47.12%	61.51%	53.44%
			All Performance Levels	9,474	6,310	17,510	17,470	50,764
		2007-2008	Basic	220	137	0	0	357
			Proficient	76	53	0	0	129
			Advanced	2	13	0	0	15
			Total Prof & Adv	78	66	0	0	144
			Total All	298	203	0	0	501
			%	26.17%	32.51%	/0	/0	28.74%
			All Performance Levels	298	203	0	0	501
		All School Years		18,256	19,187	83,920	97,556	238,838
All Grades				18,256	19,187	169,054	182,653	409,069

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Test Taken as values				Algebra	English 2	Math	Reading	All Test Types
SPEd Only								
	Total Elem	2002-2003	Basic	0	0	1,442	1,393	2,835
			Proficient	0	0	606	619	1,225
			Advanced	0	0	100	135	235
			Total Prof & Adv	0	0	706	754	1,460
			Total All	0	0	2,148	2,147	4,295
			%	/0	/0	32.87%	35.12%	33.99%
			All Performance Levels	0	0	2,148	2,147	4,295
		2003-2004	Basic	0	0	1,761	1,388	3,149
			Proficient	0	0	1,076	1,374	2,450
			Advanced	0	0	192	267	459
			Total Prof & Adv	0	0	1,268	1,641	2,909
			Total All	0	0	3,029	3,029	6,058
			%	/0	/0	41.86%	54.18%	48.02%
			All Performance Levels	0	0	3,029	3,029	6,058
		2004-2005	Basic	0	0	1,393	1,071	2,464
			Proficient	0	0	1,155	1,452	2,607
			Advanced	0	0	264	289	553
			Total Prof & Adv	0	0	1,419	1,741	3,160
			Total All	0	0	2,812	2,812	5,624
			%	/0	/0	50.46%	61.91%	56.19%
			All Performance Levels	0	0	2,812	2,812	5,624
		2005-2006	Basic	0	0	1,347	1,113	2,460
			Proficient	0	0	1,167	1,394	2,561
			Advanced	0	0	293	302	595
			Total Prof & Adv	0	0	1,460	1,696	3,156
			Total All	0	0	2,807	2,809	5,616
			%	/0	/0	52.01%	60.38%	56.20%
			All Performance Levels	0	0	2,807	2,809	5,616
		2006-2007	Basic	0	0	1,106	1,040	2,146
			Proficient	0	0	1,328	1,394	2,722
			Advanced	0	0	316	319	635
			Total Prof & Adv	0	0	1,644	1,713	3,357
			Total All	0	0	2,750	2,753	5,503
			%	/0	/0	59.78%	62.22%	61.00%
			All Performance Levels	0	0	2,750	2,753	5,503
		All School Years		0	0	13,546	13,550	27,096
	Total Midd	2002-2003	Basic	0	0	982	852	1,834
			Proficient	0	0	62	177	239
			Advanced	0	0	13	28	41
			Total Prof & Adv	0	0	75	205	280
			Total All	0	0	1,057	1,057	2,114
			%	/0	/0	7.10%	19.39%	13.25%
			All Performance Levels	0	0	1,057	1,057	2,114
		2003-2004	Basic	0	0	2,594	2,123	4,717
			Proficient	0	0	311	692	1,003
			Advanced	0	0	44	135	179
			Total Prof & Adv	0	0	355	827	1,182
			Total All	0	0	2,949	2,950	5,899
			%	/0	/0	12.04%	28.03%	20.04%
			All Performance Levels	0	0	2,949	2,950	5,899
		2004-2005	Basic	0	0	2,398	2,000	4,398
			Proficient	0	0	470	770	1,240
			Advanced	0	0	60	157	217
			Total Prof & Adv	0	0	530	927	1,457
			Total All	0	0	2,928	2,927	5,855
			%	/0	/0	18.10%	31.67%	24.88%
			All Performance Levels	0	0	2,928	2,927	5,855
		2005-2006	Basic	22	0	2,131	1,820	3,973
			Proficient	44	0	521	758	1,323
			Advanced	20	0	71	139	230
			Total Prof & Adv	64	0	592	897	1,553
			Total All	86	0	2,723	2,717	5,526
			%	74.42%	/0	21.74%	33.01%	28.10%
			All Performance Levels	86	0	2,723	2,717	5,526
		2006-2007	Basic	23	0	1,996	1,831	3,850
			Proficient	38	0	508	648	1,194
			Advanced	16	0	67	100	183
			Total Prof & Adv	54	0	575	748	1,377
			Total All	77	0	2,571	2,579	5,227
			%	70.13%	/0	22.36%	29.00%	26.34%
			All Performance Levels	77	0	2,571	2,579	5,227
		All School Years		163	0	12,228	12,230	24,621
		2002-2003	Basic	0	0	0	699	1,145
			Proficient	0	0	0	121	155
			Advanced	0	0	0	46	53
			Total Prof & Adv	0	0	0	167	208
			Total All	0	0	0	866	1,353
			%	/0	/0	/0	19.28%	15.37%
			All Performance Levels	0	0	0	866	1,353
		2003-2004	Basic	0	0	0	630	1,072
			Proficient	0	0	0	174	224

Test Taken as values			Performance Level	Algebra	English 2	Math	Reading	All Test Types
	Total High - English2		Advanced	0	0	0	46	55
			Total Prof & Adv	0	0	0	220	279
			Total All	0	0	0	850	1,351
			%	/0	/0	/0	25.88%	20.65%
			All Performance Levels	0	0	0	850	1,351
		2004-2005	Basic	0	612	0	0	1,422
			Proficient	0	68	0	0	155
			Advanced	0	16	0	0	34
			Total Prof & Adv	0	84	0	0	189
			Total All	0	696	0	0	1,611
			%	/0	12.07%	/0	/0	11.73%
			All Performance Levels	0	696	0	0	1,611
		2005-2006	Basic	772	656	0	0	1,428
			Proficient	152	75	0	0	227
			Advanced	24	17	0	0	41
			Total Prof & Adv	176	92	0	0	268
			Total All	948	748	0	0	1,696
			%	18.57%	12.30%	/0	/0	15.80%
			All Performance Levels	948	748	0	0	1,696
		2006-2007	Basic	1,139	606	0	0	1,745
			Proficient	203	159	0	0	362
			Advanced	23	22	0	0	45
			Total Prof & Adv	226	181	0	0	407
			Total All	1,365	787	0	0	2,152
			%	16.56%	23.00%	/0	/0	18.91%
			All Performance Levels	1,365	787	0	0	2,152
		2007-2008	Basic	46	26	0	0	72
			Proficient	2	5	0	0	7
			Advanced	0	1	0	0	1
			Total Prof & Adv	2	6	0	0	8
			Total All	48	32	0	0	80
			%	4.17%	18.75%	/0	/0	10.00%
			All Performance Levels	48	32	0	0	80
		All School Years		2,361	2,263	0	1,716	8,243
	Total Algebra	2002-2003	Basic	0	0	982	1,551	2,979
			Proficient	0	0	62	298	394
			Advanced	0	0	13	74	94
			Total Prof & Adv	0	0	75	372	488
			Total All	0	0	1,057	1,923	3,467
			%	/0	/0	7.10%	19.34%	14.08%
			All Performance Levels	0	0	1,057	1,923	3,467
		2003-2004	Basic	0	0	2,594	2,753	5,789
			Proficient	0	0	311	866	1,227
			Advanced	0	0	44	181	234
			Total Prof & Adv	0	0	355	1,047	1,461
			Total All	0	0	2,949	3,800	7,250
			%	/0	/0	12.04%	27.55%	20.15%
			All Performance Levels	0	0	2,949	3,800	7,250
		2004-2005	Basic	0	612	2,398	2,000	5,820
			Proficient	0	68	470	770	1,395
			Advanced	0	16	60	157	251
			Total Prof & Adv	0	84	530	927	1,646
			Total All	0	696	2,928	2,927	7,466
			%	/0	12.07%	18.10%	31.67%	22.05%
			All Performance Levels	0	696	2,928	2,927	7,466
		2005-2006	Basic	794	656	2,131	1,820	5,401
			Proficient	196	75	521	758	1,550
			Advanced	44	17	71	139	271
			Total Prof & Adv	240	92	592	897	1,821
			Total All	1,034	748	2,723	2,717	7,222
			%	23.21%	12.30%	21.74%	33.01%	25.21%
			All Performance Levels	1,034	748	2,723	2,717	7,222
		2006-2007	Basic	1,162	606	1,996	1,831	5,595
			Proficient	241	159	508	648	1,556
			Advanced	39	22	67	100	228
			Total Prof & Adv	280	181	575	748	1,784
			Total All	1,442	787	2,571	2,579	7,379
			%	19.42%	23.00%	22.36%	29.00%	24.18%
			All Performance Levels	1,442	787	2,571	2,579	7,379
		2007-2008	Basic	46	26	0	0	72
			Proficient	2	5	0	0	7
			Advanced	0	1	0	0	1
			Total Prof & Adv	2	6	0	0	8
			Total All	48	32	0	0	80
			%	4.17%	18.75%	/0	/0	10.00%
			All Performance Levels	48	32	0	0	80
		All School Years		2,524	2,263	12,228	13,946	32,864
	All Grades			2,524	2,263	25,774	27,496	59,960
SPEd None		2002-2003	Basic	0	0	5,176	3,992	9,168
			Proficient	0	0	7,029	6,945	13,974
			Advanced	0	0	1,754	3,031	4,785

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	Test Taken as values		Algebra	English 2	Math	Reading	All Test Types
Total Elem		Total Prof & Adv	0	0	8,783	9,976	18,759
		Total All	0	0	13,959	13,968	27,927
		%	/0	/0	62.92%	71.42%	67.17%
		All Performance Levels	0	0	13,959	13,968	27,927
	2003-2004	Basic	0	0	5,645	4,175	9,820
		Proficient	0	0	11,362	11,874	23,236
		Advanced	0	0	3,709	4,672	8,381
		Total Prof & Adv	0	0	15,071	16,546	31,617
		Total All	0	0	20,716	20,721	41,437
		%	/0	/0	72.75%	79.85%	76.30%
		All Performance Levels	0	0	20,716	20,721	41,437
	2004-2005	Basic	0	0	4,396	3,110	7,506
		Proficient	0	0	11,313	11,908	23,221
		Advanced	0	0	4,730	5,405	10,135
		Total Prof & Adv	0	0	16,043	17,313	33,356
		Total All	0	0	20,439	20,423	40,862
		%	/0	/0	78.49%	84.77%	81.63%
		All Performance Levels	0	0	20,439	20,423	40,862
	2005-2006	Basic	0	0	3,672	2,923	6,595
		Proficient	0	0	11,105	11,298	22,403
		Advanced	0	0	5,270	5,800	11,070
		Total Prof & Adv	0	0	16,375	17,098	33,473
		Total All	0	0	20,047	20,021	40,068
		%	/0	/0	81.68%	85.40%	83.54%
		All Performance Levels	0	0	20,047	20,021	40,068
	2006-2007	Basic	0	0	2,699	2,721	5,420
		Proficient	0	0	10,808	10,882	21,690
		Advanced	1	0	6,021	5,908	11,930
		Total Prof & Adv	1	0	16,829	16,790	33,620
		Total All	1	0	19,528	19,511	39,040
		%	100.00%	/0	86.18%	86.05%	86.12%
		All Performance Levels	1	0	19,528	19,511	39,040
	All School Years		1	0	94,689	94,644	189,334
Total Midd	2002-2003	Basic	0	0	4,371	2,702	7,073
		Proficient	0	0	2,338	3,023	5,364
		Advanced	0	0	1,081	2,073	3,164
		Total Prof & Adv	0	0	3,419	5,096	8,528
		Total All	0	0	7,790	7,798	15,601
		%	/0	/0	43.89%	65.35%	54.66%
		All Performance Levels	0	0	7,790	7,798	15,601
	2003-2004	Basic	0	0	10,356	5,738	16,094
		Proficient	0	0	9,185	10,569	19,756
		Advanced	0	0	3,543	6,780	10,329
		Total Prof & Adv	0	0	12,728	17,349	30,085
		Total All	0	0	23,084	23,087	46,179
		%	/0	/0	55.14%	75.15%	65.15%
		All Performance Levels	0	0	23,084	23,087	46,179
	2004-2005	Basic	0	0	8,727	5,351	14,078
		Proficient	0	0	9,782	10,121	19,903
		Advanced	0	0	4,005	7,035	11,053
		Total Prof & Adv	0	0	13,787	17,156	30,956
		Total All	0	0	22,514	22,507	45,034
		%	/0	/0	61.24%	76.23%	68.74%
		All Performance Levels	0	0	22,514	22,507	45,034
	2005-2006	Basic	466	0	7,742	4,835	13,043
		Proficient	2,163	0	9,732	10,273	22,168
		Advanced	1,849	0	4,150	6,486	12,485
		Total Prof & Adv	4,012	0	13,882	16,759	34,653
		Total All	4,478	0	21,624	21,594	47,696
		%	89.59%	/0	64.20%	77.61%	72.65%
		All Performance Levels	4,478	0	21,624	21,594	47,696
	2006-2007	Basic	504	0	7,601	5,100	13,205
		Proficient	1,917	0	9,101	9,889	20,907
		Advanced	1,930	0	4,247	5,907	12,084
		Total Prof & Adv	3,847	0	13,348	15,796	32,991
		Total All	4,351	0	20,949	20,896	46,196
		%	88.42%	/0	63.72%	75.59%	71.42%
		All Performance Levels	4,351	0	20,949	20,896	46,196
	2007-2008	Basic	1	0	0	0	1
		Proficient	1	0	0	0	1
		Total Prof & Adv	1	0	0	0	1
		Total All	2	0	0	0	2
		%	50.00%	/0	/0	/0	50.00%
		All Performance Levels	2	0	0	0	2
	All School Years		8,831	0	95,961	95,882	200,708
	2002-2003	Basic	0	0	0	2,435	6,578
		Proficient	0	0	0	2,634	4,938
		Advanced	0	0	0	2,465	3,279
		Total Prof & Adv	0	0	0	5,099	8,217
		Total All	0	0	0	7,534	14,595
		%	/0	/0	/0	67.68%	56.30%
		All Performance Levels	0	0	0	7,534	14,595

Test Taken□ as values				Algebra	English 2	Math	Reading	All Test Types
	Total High - English2	2003-2004	Basic	0	0	0	2,207	6,341
			Proficient	0	0	0	2,906	5,360
			Advanced	0	0	0	2,645	3,558
			Total Prof & Adv	0	0	0	5,551	8,918
			Total All	0	0	0	7,758	15,259
			%	/0	/0	/0	71.55%	58.44%
			All Performance Levels	0	0	0	7,758	15,259
		2004-2005	Basic	0	3,095	0	0	8,221
			Proficient	0	2,411	0	0	5,066
			Advanced	0	1,564	0	0	2,860
			Total Prof & Adv	0	3,975	0	0	7,926
			Total All	0	7,070	0	0	16,147
			%	/0	56.22%	/0	/0	49.09%
			All Performance Levels	0	7,070	0	0	16,147
		2005-2006	Basic	2,793	2,987	0	0	5,780
			Proficient	2,200	2,994	0	0	5,194
			Advanced	521	1,974	0	0	2,495
			Total Prof & Adv	2,721	4,968	0	0	7,689
			Total All	5,514	7,955	0	0	13,469
			%	49.35%	62.45%	/0	/0	57.09%
			All Performance Levels	5,514	7,955	0	0	13,469
		2006-2007	Basic	3,748	2,049	0	0	5,797
			Proficient	2,142	3,283	0	0	5,425
			Advanced	376	2,263	0	0	2,639
			Total Prof & Adv	2,518	5,546	0	0	8,064
			Total All	6,266	7,595	0	0	13,861
			%	40.19%	73.02%	/0	/0	58.18%
			All Performance Levels	6,266	7,595	0	0	13,861
		2007-2008	Basic	182	118	0	0	300
			Proficient	81	50	0	0	131
			Advanced	3	16	0	0	19
			Total Prof & Adv	84	66	0	0	150
			Total All	266	184	0	0	450
			%	51.58%	35.87%	/0	/0	33.33%
			All Performance Levels	266	184	0	0	450
		All School Years		12,046	22,804	0	15,292	73,781
	Total Algebra	2002-2003	Basic	0	0	4,371	5,137	13,451
			Proficient	0	0	2,338	5,657	10,302
			Advanced	0	0	1,081	4,538	6,443
			Total Prof & Adv	0	0	3,419	10,195	16,745
			Total All	0	0	7,790	15,332	30,196
			%	/0	/0	43.89%	66.49%	55.45%
			All Performance Levels	0	0	7,790	15,332	30,196
		2003-2004	Basic	0	0	10,356	7,945	22,435
			Proficient	0	0	9,185	13,475	25,116
			Advanced	0	0	3,543	9,425	13,887
			Total Prof & Adv	0	0	12,728	22,900	39,003
			Total All	0	0	23,084	30,845	61,438
			%	/0	/0	55.14%	74.24%	63.48%
			All Performance Levels	0	0	23,084	30,845	61,438
		2004-2005	Basic	0	3,095	8,727	5,351	22,299
			Proficient	0	2,411	9,782	10,121	24,969
			Advanced	0	1,564	4,005	7,035	15,913
			Total Prof & Adv	0	3,975	13,787	17,156	38,882
			Total All	0	7,070	22,514	22,507	61,181
			%	/0	56.22%	61.24%	76.23%	63.55%
			All Performance Levels	0	7,070	22,514	22,507	61,181
		2005-2006	Basic	3,259	2,987	7,742	4,835	18,823
			Proficient	4,363	2,994	9,732	10,273	27,362
			Advanced	2,370	1,974	4,150	6,486	14,980
			Total Prof & Adv	6,733	4,968	13,882	16,759	42,342
			Total All	9,992	7,955	21,624	21,594	61,165
			%	67.38%	62.45%	64.20%	77.61%	69.23%
			All Performance Levels	9,992	7,955	21,624	21,594	61,165
		2006-2007	Basic	4,252	2,049	7,601	5,100	19,002
			Proficient	4,059	3,283	9,101	9,889	26,332
			Advanced	2,306	2,263	4,247	5,907	14,723
			Total Prof & Adv	6,365	5,546	13,348	15,796	41,055
			Total All	10,617	7,595	20,949	20,896	60,057
			%	59.95%	73.02%	63.72%	75.59%	68.36%
			All Performance Levels	10,617	7,595	20,949	20,896	60,057
		2007-2008	Basic	183	118	0	0	301
			Proficient	82	50	0	0	132
			Advanced	3	16	0	0	19
			Total Prof & Adv	85	66	0	0	151
			Total All	268	184	0	0	452
			%	51.72%	35.87%	/0	/0	33.41%
			All Performance Levels	268	184	0	0	452
		All School Years		20,877	22,804	95,961	111,174	274,489
All Grades				20,878	22,804	190,650	205,818	463,823

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PSAT Participation Rate Grade 10

School Year	Students Tested in 10 th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
2002-2003	6,854	8,349	82.1%
2003-2004	7,197	8,625	83.4%
2004-2005	7,518	8,663	86.8%
2005-2006	7,692	8,940	86.0%
2006-2007	7,414	8,725	85.0%
All School Years	**43,381**	**51,564**	**84.1%**

PSAT Participation Rate Grade 10

FARM

Year		Students Tested in 10 th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
2002-2003	FARM Only	1,139	1,593	71.5%
2003-2004	FARM Only	1,351	1,789	75.5%
2004-2005	FARM Only	1,555	1,942	80.1%
2005-2006	FARM Only	1,929	2,293	84.1%
2006-2007	FARM Only	1,823	2,293	79.5%

Gifted and Talented

Year		Students Tested in 10 th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
2002-2003	GT Only	1,544	1,585	97.4%
2003-2004	GT Only	1,672	1,722	97.1%
2004-2005	GT Only	1,757	1,799	97.7%
2005-2006	GT Only	1,940	1,985	97.7%
2006-2007	GT Only	1,963	2,033	96.6%

LEP

Year		Students Tested in 10 th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
2002-2003	ELL Only	29	126	23.0%
2003-2004	ELL Only	37	105	35.2%
2004-2005	ELL Only	43	131	32.8%
2005-2006	ELL Only	73	107	68.2%
2006-2007	ELL Only	56	104	53.8%

SPED

Year		Students Tested in 10 th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
2002-2003	SPED Only	410	886	46.3%
2003-2004	SPED Only	524	906	57.8%
2004-2005	SPED Only	593	908	65.3%
2005-2006	SPED Only	564	829	68.0%
2006-2007	SPED Only	609	918	66.3%

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PSAT by Race

Race/Ethnicity	Year	Students Tested in 10th Grade	Sep 30th Enrollment 10th Student Count	Participation Rate for 10th Grade
American Indian	2002-2003	35	53	66.0%
	2003-2004	40	51	78.4%
	2004-2005	31	37	83.8%
	2005-2006	33	40	82.5%
	2006-2007	41	50	82.0%
	All School Years	**208**	**272**	**76.5%**
Asian	2002-2003	316	378	83.6%
	2003-2004	339	403	84.1%
	2004-2005	328	378	86.8%
	2005-2006	345	383	90.1%
	2006-2007	357	389	91.8%
	All School Years	**1,945**	**2,255**	**86.3%**
African American	2002-2003	2,157	2,732	79.0%
	2003-2004	2,294	2,914	78.7%
	2004-2005	2,516	3,032	83.0%
	2005-2006	2,788	3,326	83.8%
	2006-2007	2,778	3,385	82.1%
	All School Years	**14,494**	**17,925**	**80.9%**
White	2002-2003	4,233	5,002	84.6%
	2003-2004	4,399	5,078	86.6%
	2004-2005	4,489	5,009	89.6%
	2005-2006	4,342	4,962	87.5%
	2006-2007	4,049	4,653	87.0%
	All School Years	**25,873**	**29,896**	**86.5%**
Hispanic	2002-2003	113	184	61.4%
	2003-2004	125	175	71.4%
	2004-2005	154	206	74.8%
	2005-2006	184	229	80.3%
	2006-2007	188	246	76.4%
	All School Years	**860**	**1,208**	**71.2%**
Unknown	2002-2003	0	0	
	2003-2004	0	4	0.0%
	2004-2005	0	1	0.0%
	2005-2006	0	0	
	2006-2007	1	2	50.0%
	All School Years	**1**	**8**	**12.5%**

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Year	GT Course Enrollment	PSAT Verbal High Scorers	%	
2003	2053	2136	96.1%	
2004	1787	1877	95.2%	
2005	2102	2186	96.2%	
2006	1968	2061	95.5%	
2007	2322	2430	95.6%	
GT Course Enrollment - Are the students enrolled in a English or Social Studies GT course the year after				
they scored > 54 on the Critical Reading section on the PSAT				
PSAT Verbal High Scorers - The count of students who scored > 54				
on the PSAT Critical Reading in the year indicated				

Year	GT Course Enrollment	PSAT Math High Scorers	%	
2003	2501	2790	89.6%	
2004	2075	2275	91.2%	
2005	2326	2590	89.8%	
2006	2429	2697	90.1%	
2007	2444	2717	90.0%	
GT Course Enrollment - Are the students enrolled in a Math or Science GT course the year after				
they scored > 54 on the Math section on the PSAT				
PSAT Verbal High Scorers - The count of students who scored > 54				
on the PSAT Math in the year indicated				

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Year	Proficient or Advanced-Reading	ALT MSA	Percent
2004	7	87	8.0%
2005	6	47	12.8%
2006	15	88	17.0%
2007	33	58	56.9%

Year	Proficient or Advanced-Reading	ALT MSA	Percent
FARM			
2004	3	41	7.3%
2005	2	18	11.1%
2006	3	37	8.1%
2007	13	26	50.0%
LEP			
2004	0	1	0.0%

Year	Race/Ethnicity	Proficient or Advanced-Reading	ALT MSA	Percent
2004	American Indian	0	1	0.0%
2004	Asian	0	3	0.0%
2004	African American	4	41	9.8%
2004	White	2	41	4.9%
2004	Hispanic	1	1	100.0%
2005	American Indian	1	1	100.0%
2005	Asian	0	2	0.0%
2005	African American	1	18	5.6%
2005	White	4	26	15.4%
2006	Asian	0	2	0.0%
2006	African American	6	28	21.4%
2006	White	3	24	12.5%
2007	Asian	1	2	50.0%
2007	African American	12	25	48.0%
2007	White	19	30	63.3%
2007	Hispanic	1	1	100.0%

Year	Proficient or Advanced-Math	ALT MSA	Percent
2004	7	87	8.0%
2005	7	47	14.9%
2006	15	88	17.0%
2007	34	58	58.6%

Year	Proficient or Advanced-Math	ALT MSA	Percent
FARM			
2004	3	41	7.3%
2005	2	18	11.1%
2006	4	37	10.8%
2007	14	26	53.8%
LEP			
2004	0	1	0.0%

Year	Race/Ethnicity	Proficient or Advanced-Math	ALT MSA	Percent
2004	American Indian	0	1	0.0%
2004	Asian	0	3	0.0%
2004	African American	4	41	9.8%
2004	White	3	41	7.3%
2004	Hispanic	0	1	0.0%
2005	American Indian	1	1	100.0%
2005	Asian	0	2	0.0%
2005	African American	1	18	5.6%
2005	White	5	26	19.2%
2006	Asian	0	2	0.0%
2006	African American	7	28	25.0%
2006	White	3	24	12.5%
2007	Asian	1	2	50.0%
2007	African American	13	25	52.0%
2007	White	19	30	63.3%
2007	Hispanic	1	1	100.0%

Year	Proficient or Advanced- Reading	Tested	%		Year	Race	Proficient or Advanced- Reading	Tested	%
2003	146	238	61.3%		2003	African American	73	106	68.9%
2004	662	756	87.6%		2003	Asian	3	5	60.0%
2005	682	779	87.5%		2003	Hispanic	3	5	60.0%
2006	610	749	81.4%		2003	White	67	122	54.9%
2007	624	684	91.2%		2004	African American	285	319	89.3%
					2004	American Indian	7	7	100.0%
					2004	Asian	15	15	100.0%
					2004	Hispanic	17	19	89.5%
					2004	White	338	396	85.4%
					2005	African American	307	356	86.2%
					2005	American Indian	5	5	100.0%
Year	Proficient or Advanced- Reading	Tested	%						
FARM					2005	Asian	13	13	100.0%
2003	73	118	61.9%		2005	Hispanic	13	13	100.0%
2004	331	364	90.9%		2005	White	344	392	87.8%
2005	331	379	87.3%		2006	African American	274	351	78.1%
2006	268	327	82.0%		2006	American Indian	2	2	100.0%
2007	304	325	93.5%		2006	Asian	14	16	87.5%
LEP					2006	Hispanic	16	17	94.1%
2003	3	3	100.0%		2006	White	304	363	83.7%
2004	7	8	87.5%		2007	African American	287	311	92.3%
2005	6	6	100.0%		2007	American Indian	3	3	100.0%
2006	5	6	83.3%		2007	Asian	19	21	90.5%
2007	3	3	100.0%		2007	Hispanic	19	20	95.0%
					2007	White	296	329	90.0%

Year	Proficient or Advanced- Math	Tested	%		Year	Race	Proficient or Advanced- Math	Tested	%
2003	147	238	61.8%		2003	African American	71	106	67.0%
2004	654	756	86.5%		2003	Asian	4	5	80.0%
2005	651	779	83.6%		2003	Hispanic	4	5	80.0%
2006	622	749	83.0%		2003	White	68	122	55.7%
2007	628	684	91.8%		2004	African American	284	319	89.0%
					2004	American Indian	7	7	100.0%
					2004	Asian	15	15	100.0%
					2004	Hispanic	15	19	78.9%
					2004	White	333	396	84.1%
					2005	African American	284	356	79.8%
					2005	American Indian	5	5	100.0%
Year	Proficient or Advanced- Math	Tested	%						
FARM					2005	Asian	12	13	92.3%
2003	73	118	61.9%		2005	Hispanic	12	13	92.3%
2004	324	364	89.0%		2005	White	338	392	86.2%
2005	313	379	82.6%		2006	African American	283	351	80.6%
2006	278	327	85.0%		2006	American Indian	2	2	100.0%
2007	308	325	94.8%		2006	Asian	15	16	93.8%
LEP					2006	Hispanic	16	17	94.1%
2003	2	3	66.7%		2006	White	306	363	84.3%
2004	7	8	87.5%		2007	African American	288	311	92.6%
2005	6	6	100.0%		2007	American Indian	3	3	100.0%
2006	6	6	100.0%		2007	Asian	20	21	95.2%
2007	3	3	100.0%		2007	Hispanic	18	20	90.0%
					2007	White	299	329	90.9%

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Year	Fulltime Kindergarten Schools	All Elementary Schools	Percentage
2003	56	104	53.8%
2004	65	103	63.1%
2005	74	103	71.8%
2006	85	104	81.7%
2007	95	104	91.3%

Year	Participation	Enrollment	Percent
2003	4159	8795	47.3%
2004	4070	8840	46.0%
2005	4283	8803	48.7%
2006	4429	8529	51.9%
2007	4127	8138	50.7%

Year	Program	Participation	Enrollment	Percent
2003	FARM	647	2506	25.8%
2003	GT	1685	1854	90.9%
2003	LEP	32	112	28.6%
2003	Special Ed	95	1097	8.7%
2004	FARM	720	2684	26.8%
2004	GT	1525	1651	92.4%
2004	LEP	19	108	17.6%
2004	Special Ed	63	1071	5.9%
2005	FARM	865	2808	30.8%
2005	GT	1762	1941	90.8%
2005	LEP	29	112	25.9%
2005	Special Ed	65	1113	5.8%
2006	FARM	976	2898	33.7%
2006	GT	1780	1916	92.9%
2006	LEP	25	105	23.8%
2006	Special Ed	97	1012	9.6%
2007	FARM	965	2943	32.8%
2007	GT	1876	2034	92.2%
2007	LEP	27	107	25.2%
2007	Special Ed	92	1010	9.1%

Year	Race/Ethnicity	Participation	Enrollment	Percent
2003	American Indian	8	30	26.7%
2003	Asian	216	347	62.2%
2003	African American	999	3132	31.9%
2003	White	2878	5115	56.3%
2003	Hispanic	58	171	33.9%
2004	American Indian	14	36	38.9%
2004	Asian	229	344	66.6%
2004	African American	976	3251	30.0%
2004	White	2792	5026	55.6%
2004	Hispanic	59	183	32.2%
2005	American Indian	16	39	41.0%
2005	Asian	232	350	66.3%
2005	African American	1171	3389	34.6%
2005	White	2796	4823	58.0%
2005	Hispanic	68	202	33.7%
2006	American Indian	16	40	40.0%
2006	Asian	254	371	68.5%
2006	African American	1252	3364	37.2%
2006	White	2825	4528	62.4%
2006	Hispanic	82	226	36.3%
2007	American Indian	17	37	45.9%
2007	Asian	258	357	72.3%
2007	African American	1307	3454	37.8%
2007	White	2459	4048	60.7%
2007	Hispanic	86	242	35.5%

Year	Passed	Tested	Percent
2003	3316	5839	56.8%
2004	4418	8139	54.3%
2005	4459	8407	53.0%
2006	5601	8445	66.3%
2007	5658	8151	69.4%

Year	Passed	Tested	Percent
FARM			
2003	531	1389	38.2%
2004	696	1998	34.8%
2005	812	2203	36.9%
2006	1175	2680	43.8%
2007	1347	2817	47.8%
GT			
2003	749	895	83.7%
2004	1568	1745	89.9%
2005	1548	1719	90.1%
2006	1764	1942	90.8%
2007	1755	1931	90.9%
LEP			
2003	23	58	39.7%
2004	37	96	38.5%
2005	37	119	31.1%
2006	44	112	39.3%
2007	48	111	43.2%
SPED			
2003	73	313	23.3%
2004	116	802	14.5%
2005	88	751	11.7%
2006	196	856	22.9%
2007	203	883	23.0%

Year	Race/Ethnicity	Passed	Tested	Percent
2003	American Indian	12	27	44.4%
2003	Asian	172	229	75.1%
2003	African American	652	1855	35.1%
2003	White	2420	3618	66.9%
2003	Hispanic	61	115	53.0%
2004	American Indian	15	32	46.9%
2004	Asian	224	321	69.8%
2004	African American	900	2828	31.8%
2004	White	3201	4789	66.8%
2004	Hispanic	77	170	45.3%
2005	American Indian	20	38	52.6%
2005	Asian	255	352	72.4%
2005	African American	1006	3104	32.4%
2005	White	3094	4726	65.5%
2005	Hispanic	84	188	44.7%
2006	American Indian	26	41	63.4%
2006	Asian	286	353	81.0%
2006	African American	1562	3264	47.9%
2006	White	3604	4586	78.6%
2006	Hispanic	123	208	59.1%
2007	American Indian	26	44	59.1%
2007	Asian	309	366	84.4%
2007	African American	1633	3192	51.2%
2007	White	3552	4329	82.1%
2007	Hispanic	137	220	62.3%

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Year	Have Fine Arts credit	Enrollment end of grade 12	Percent
2003	6735	7268	92.7%
2004	7065	7579	93.2%
2005	6975	7425	93.9%
2006	7317	7843	93.3%
2007	7344	7944	92.4%

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BCPS System
All Students

Class of 2010 – 9th graders in 2007 end of grade 9

	Diploma Bound	Algebra	English	Biology	Government
Diploma Bound	9193				
Non Diploma Bound	91				
Tested		8160	193	4310	8006
Not Tested		1033	9000	4883	1187
Passed		5733	50	3598	5856
Failed		2427	143	712	2150
Percentage Passed		62.4%	0.5%	39.1%	63.7%
Percentage Failed		26.4%	1.6%	7.7%	23.4%
Percentage Not Tested		11.2%	97.9%	53.1%	12.9%

Class of 2009 – first time 9th graders in 2006 end of grade 9

	Diploma Bound	Algebra	English	Biology	Government
Diploma Bound	8685				
Non Diploma Bound	83				
Tested		8116	28	6980	8009
Not Tested		569	8657	1705	676
Passed		5574	15	5039	6036
Failed		2542	13	1941	1973
Percentage Passed		64.2%	0.2%	58.0%	69.5%
Percentage Failed		29.3%	0.1%	22.3%	22.7%
Percentage Not Tested		6.6%	99.7%	19.6%	7.8%

Class of 2009 – first time 9th graders in 2006 end of grade 10

	Diploma Bound	Algebra	English	Biology	Government
Diploma Bound	7953				
Non Diploma Bound	83				
Tested		7593	7203	7299	7616
Not Tested		360	750	654	337
Passed		5846	5338	5576	6249
Failed		1747	1865	1723	1367
Percentage Passed		73.5%	67.1%	70.1%	78.6%
Percentage Failed		22.0%	23.5%	21.7%	17.2%
Percentage Not Tested		4.5%	9.4%	8.2%	4.2%

BCPS System
American Indian

Class of 2010 – 9th graders in 2007 end of grade 9

		Algebra	English	Biology	Government
Diploma Bound	51				
Non Diploma Bound	1				
Tested		44	1	17	44
Not Tested		7	50	34	7
Passed		27	1	10	27
Failed		17	0	7	17
Percentage Passed		52.9%	2.0%	19.6%	52.9%
Percentage Failed		33.3%	0.0%	13.7%	33.3%
Percentage Not Tested		13.7%	98.0%	66.7%	13.7%

Class of 2009 – first time 9th graders in 2006 end of grade 9

		Algebra	English	Biology	Government
Diploma Bound	42				
Non Diploma Bound	1				
Tested		39	0	36	40
Not Tested		3	42	6	2
Passed		25	0	25	29
Failed		14	0	11	11
Percentage Passed		59.5%	0.0%	59.5%	69.0%
Percentage Failed		33.3%	0.0%	26.2%	26.2%
Percentage Not Tested		7.1%	100.0%	14.3%	4.8%

Class of 2009 – first time 9th graders in 2006 end of grade 10

		Algebra	English	Biology	Government
Diploma Bound	47				
Non Diploma Bound	1				
Tested		40	37	38	44
Not Tested		7	10	9	3
Passed		27	24	28	32
Failed		13	13	10	12
Percentage Passed		57.4%	51.1%	59.6%	68.1%
Percentage Failed		27.7%	27.7%	21.3%	25.5%
Percentage Not Tested		14.9%	21.3%	19.1%	6.4%

BCPS System
Asian

Class of 2010 – 9th graders in 2007 end of grade 9

Diploma Bound	409			
Non Diploma Bound	0			
	Algebra	English	Biology	Government
Tested	373	3	256	362
Not Tested	36	406	153	47
Passed	318	1	235	322
Failed	55	2	21	40
Percentage Passed	77.8%	0.2%	57.5%	78.7%
Percentage Failed	13.4%	0.5%	5.1%	9.8%
Percentage Not Tested	8.8%	99.3%	37.4%	11.5%

Class of 2009 – first time 9th graders in 2006 end of grade 9

Diploma Bound	368			
Non Diploma Bound	5			
	Algebra	English	Biology	Government
Tested	348	1	303	336
Not Tested	20	367	65	32
Passed	289	1	257	291
Failed	59	0	46	45
Percentage Passed	78.5%	0.3%	69.8%	79.1%
Percentage Failed	16.0%	0.0%	12.5%	12.2%
Percentage Not Tested	5.4%	99.7%	17.7%	8.7%

Class of 2009 – first time 9th graders in 2006 end of grade 10

Diploma Bound	357			
Non Diploma Bound	4			
	Algebra	English	Biology	Government
Tested	344	333	336	344
Not Tested	13	24	21	13
Passed	304	274	294	314
Failed	40	59	42	30
Percentage Passed	85.2%	76.8%	82.4%	88.0%
Percentage Failed	11.2%	16.5%	11.8%	8.4%
Percentage Not Tested	3.6%	6.7%	5.9%	3.6%

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BCPS System
African American

Class of 2010 – 9th graders in 2007 end of grade 9
Diploma Bound   3689
Non Diploma Bound   50

	Algebra	English	Biology	Government
Tested	3176	113	1156	3048
Not Tested	513	3576	2533	641
Passed	1647	25	778	1805
Failed	1529	88	378	1243
Percentage Passed	44.6%	0.7%	21.1%	48.9%
Percentage Failed	41.4%	2.4%	10.2%	33.7%
Percentage Not Tested	13.9%	96.9%	68.7%	17.4%

Class of 2009 – first time 9th graders in 2006 end of grade 9
Diploma Bound   3378
Non Diploma Bound   35

	Algebra	English	Biology	Government
Tested	3100	12	2545	3034
Not Tested	278	3366	833	344
Passed	1553	6	1366	1888
Failed	1547	6	1179	1146
Percentage Passed	46.0%	0.2%	40.4%	55.9%
Percentage Failed	45.8%	0.2%	34.9%	33.9%
Percentage Not Tested	8.2%	99.6%	24.7%	10.2%

Class of 2009 – first time 9th graders in 2006 end of grade 10
Diploma Bound   3011
Non Diploma Bound   35

	Algebra	English	Biology	Government
Tested	2810	2616	2586	2825
Not Tested	201	395	425	186
Passed	1700	1566	1546	1988
Failed	1110	1050	1040	837
Percentage Passed	56.5%	52.0%	51.3%	66.0%
Percentage Failed	36.9%	34.9%	34.5%	27.8%
Percentage Not Tested	6.7%	13.1%	14.1%	6.2%

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BCPS System
White

Class of 2010 – 9th graders in 2007 end of grade 9

		Algebra	English	Biology	Government
Diploma Bound	4767				
Non Diploma Bound	37				
Tested		4349	70	2794	4342
Not Tested		418	4697	1973	425
Passed		3599	21	2510	3560
Failed		750	49	284	782
Percentage Passed		75.5%	0.4%	52.7%	74.7%
Percentage Failed		15.7%	1.0%	6.0%	16.4%
Percentage Not Tested		8.8%	98.5%	41.4%	8.9%

Class of 2009 – first time 9th graders in 2006 end of grade 9

		Algebra	English	Biology	Government
Diploma Bound	4665				
Non Diploma Bound	41				
Tested		4437	14	3948	4421
Not Tested		228	4651	717	244
Passed		3586	8	3291	3697
Failed		851	6	657	724
Percentage Passed		76.9%	0.2%	70.5%	79.2%
Percentage Failed		18.2%	0.1%	14.1%	15.5%
Percentage Not Tested		4.9%	99.7%	15.4%	5.2%

Class of 2009 – first time 9th graders in 2006 end of grade 10

		Algebra	English	Biology	Government
Diploma Bound	4327				
Non Diploma Bound	42				
Tested		4209	4047	4167	4220
Not Tested		118	280	160	107
Passed		3679	3367	3591	3771
Failed		530	680	576	449
Percentage Passed		85.0%	77.8%	83.0%	87.2%
Percentage Failed		12.2%	15.7%	13.3%	10.4%
Percentage Not Tested		2.7%	6.5%	3.7%	2.5%

BCPS System
Hispanic

Class of 2010 – 9th graders in 2007 end of grade 9

Diploma Bound   275
Non Diploma Bound   3

	Algebra	English	Biology	Government
Tested	218	6	87	210
Not Tested	57	269	188	65
Passed	142	2	65	142
Failed	76	4	22	68
Percentage Passed	51.6%	0.7%	23.6%	51.6%
Percentage Failed	27.6%	1.5%	8.0%	24.7%
Percentage Not Tested	20.7%	97.8%	68.4%	23.6%

Class of 2009 – first time 9th graders in 2006 end of grade 9

Diploma Bound   232
Non Diploma Bound   1

	Algebra	English	Biology	Government
Tested	192	1	148	178
Not Tested	40	231	84	54
Passed	121	0	100	131
Failed	71	1	48	47
Percentage Passed	52.2%	0.0%	43.1%	56.5%
Percentage Failed	30.6%	0.4%	20.7%	20.3%
Percentage Not Tested	17.2%	99.6%	36.2%	23.3%

Class of 2009 – first time 9th graders in 2006 end of grade 10

Diploma Bound   210
Non Diploma Bound   1

	Algebra	English	Biology	Government
Tested	190	170	172	183
Not Tested	20	40	38	27
Passed	136	107	117	144
Failed	54	63	55	39
Percentage Passed	64.8%	51.0%	55.7%	68.6%
Percentage Failed	25.7%	30.0%	26.2%	18.6%
Percentage Not Tested	9.5%	19.0%	18.1%	12.9%

BCPS System
FARM

Class of 2010 – 9th graders in 2007 end of grade 9

Diploma Bound	2876			
Non Diploma Bound	48			
	Algebra	English	Biology	Government
Tested	2426	89	903	2353
Not Tested	450	2787	1973	523
Passed	1295	23	593	1355
Failed	1131	66	310	998
Percentage Passed	45.0%	0.8%	20.6%	47.1%
Percentage Failed	39.3%	2.3%	10.8%	34.7%
Percentage Not Tested	15.6%	96.9%	68.6%	18.2%

Class of 2009 – first time 9th graders in 2006 end of grade 9

Diploma Bound	2635			
Non Diploma Bound	42			
	Algebra	English	Biology	Government
Tested	2343	17	1855	2276
Not Tested	292	2618	780	359
Passed	1173	7	975	1357
Failed	1170	10	880	919
Percentage Passed	44.5%	0.3%	37.0%	51.5%
Percentage Failed	44.4%	0.4%	33.4%	34.9%
Percentage Not Tested	11.1%	99.4%	29.6%	13.6%

Class of 2009 – first time 9th graders in 2006 end of grade 10

Diploma Bound	2104			
Non Diploma Bound	41			
	Algebra	English	Biology	Government
Tested	1962	1772	1824	1961
Not Tested	142	332	280	143
Passed	1191	1004	1068	1344
Failed	771	768	756	617
Percentage Passed	56.6%	47.7%	50.8%	63.9%
Percentage Failed	36.6%	36.5%	35.9%	29.3%
Percentage Not Tested	6.7%	15.8%	13.3%	6.8%

BCPS System
Special Education

Class of 2010 – 9th graders in 2007 end of grade 9

Diploma Bound — 1034
Non Diploma Bound — 91

	Algebra	English	Biology	Government
Tested	819	54	197	804
Not Tested	215	980	837	230
Passed	215	10	76	264
Failed	604	44	121	540
Percentage Passed	20.8%	1.0%	7.4%	25.5%
Percentage Failed	58.4%	4.3%	11.7%	52.2%
Percentage Not Tested	20.8%	94.8%	80.9%	22.2%

Class of 2009 – first time 9th graders in 2006 end of grade 9

Diploma Bound — 926
Non Diploma Bound — 79

	Algebra	English	Biology	Government
Tested	792	2	611	797
Not Tested	134	924	315	129
Passed	203	0	182	274
Failed	589	2	429	523
Percentage Passed	21.9%	0.0%	19.7%	29.6%
Percentage Failed	63.6%	0.2%	46.3%	56.5%
Percentage Not Tested	14.5%	99.8%	34.0%	13.9%

Class of 2009 – first time 9th graders in 2006 end of grade 10

Diploma Bound — 725
Non Diploma Bound — 83

	Algebra	English	Biology	Government
Tested	668	585	606	667
Not Tested	57	140	119	58
Passed	236	155	218	296
Failed	432	430	388	371
Percentage Passed	32.6%	21.4%	30.1%	40.8%
Percentage Failed	59.6%	59.3%	53.5%	51.2%
Percentage Not Tested	7.9%	19.3%	16.4%	8.0%

BCPS System
LEP

Class of 2010 – 9th graders in 2007 end of grade 9
Diploma Bound   106
Non Diploma Bound   0

	Algebra	English	Biology	Government
Tested	71	1	20	52
Not Tested	35	105	86	54
Passed	32	0	11	32
Failed	39	1	9	20
Percentage Passed	30.2%	0.0%	10.4%	30.2%
Percentage Failed	36.8%	0.9%	8.5%	18.9%
Percentage Not Tested	33.0%	99.1%	81.1%	50.9%

Class of 2009 – first time 9th graders in 2006 end of grade 9
Diploma Bound   116
Non Diploma Bound   0

	Algebra	English	Biology	Government
Tested	60	2	17	43
Not Tested	56	114	99	73
Passed	19	1	6	22
Failed	41	1	11	21
Percentage Passed	16.4%	0.9%	5.2%	19.0%
Percentage Failed	35.3%	0.9%	9.5%	18.1%
Percentage Not Tested	48.3%	98.3%	85.3%	62.9%

Class of 2009 – first time 9th graders in 2006 end of grade 10
Diploma Bound   51
Non Diploma Bound   0

	Algebra	English	Biology	Government
Tested	40	18	26	30
Not Tested	11	33	25	21
Passed	15	2	8	15
Failed	25	16	18	15
Percentage Passed	29.4%	3.9%	15.7%	29.4%
Percentage Failed	49.0%	31.4%	35.3%	29.4%
Percentage Not Tested	21.6%	64.7%	49.0%	41.2%

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Year	School	Participation	Enrollment	Percent Participation	Met BCPS Standard
2003	CARVER CTR ARTS TECH	134	699	19.1702432	Yes
2003	CATONSVILLE HIGH	170	1390	12.23021583	Yes
2003	CHESAPEAKE HIGH	13	834	1.558752998	
2003	DULANEY HIGH SCHOOL	361	1825	19.78082192	Yes
2003	DUNDALK HIGH SCHOOL	49	1313	3.731911653	
2003	EASTERN TECH HIGH	83	1315	6.311787072	
2003	FRANKLIN HIGH	184	1460	12.60273973	Yes
2003	HEREFORD HIGH	176	1237	14.2279709	Yes
2003	KENWOOD HIGH SCHOOL	48	1586	3.026481715	
2003	LANSDOWNE HIGH	66	1121	5.887600357	
2003	LOCH RAVEN HIGH	139	976	14.24180328	Yes
2003	MILFORD MILL ACADEMY	84	1521	5.522682446	
2003	OVERLEA HIGH	62	1150	5.391304348	
2003	OWINGS MILLS HIGH	140	1391	10.06470165	Yes
2003	PARKVILLE HIGH	146	1962	7.44138634	Yes
2003	PATAPSCO HIGH SCHOOL	62	1385	4.476534296	
2003	PERRY HALL HIGH	146	2203	6.627326373	
2003	PIKESVILLE HIGH	210	1156	18.16608997	Yes
2003	RANDALLSTOWN HIGH	35	1638	2.136752137	
2003	SPARROWS POINT HIGH	41	778	5.269922879	
2003	TOWSON HIGH SCHOOL	202	1397	14.45955619	Yes
2003	WESTERN SCH/TECHNOL	87	1025	8.487804878	Yes
2003	WOODLAWN HIGH	41	1778	2.305961755	
2003	TOTAL SCHOOLS MET	11	23	47.8	

Year	School	Participation	Enrollment	Percent Participation	Met BCPS Standard
2004	CARVER CTR ARTS TECH	135	705	19.14893617	Yes
2004	CATONSVILLE HIGH	196	1411	13.89085755	Yes
2004	CHESAPEAKE HIGH	15	892	1.68161435	
2004	DULANEY HIGH SCHOOL	408	1917	21.28325509	Yes
2004	DUNDALK HIGH SCHOOL	36	1250	2.88	
2004	EASTERN TECH HIGH	148	1272	11.63522013	Yes
2004	FRANKLIN HIGH	173	1530	11.30718954	Yes
2004	HEREFORD HIGH	218	1283	16.99142634	Yes
2004	KENWOOD HIGH SCHOOL	61	1690	3.609467456	
2004	LANSDOWNE HIGH	77	1136	6.778169014	
2004	LOCH RAVEN HIGH	118	1014	11.63708087	Yes
2004	MILFORD MILL ACADEMY	42	1421	2.955665025	
2004	NEW TOWN HIGH	7	443	1.58013544	
2004	OVERLEA HIGH	58	1115	5.201793722	
2004	OWINGS MILLS HIGH	129	1320	9.772727273	Yes
2004	PARKVILLE HIGH	132	1899	6.951026856	
2004	PATAPSCO HIGH SCHOOL	61	1482	4.116059379	
2004	PERRY HALL HIGH	211	2187	9.647919524	Yes
2004	PIKESVILLE HIGH	293	1099	26.66060055	Yes
2004	RANDALLSTOWN HIGH	51	1444	3.531855956	
2004	SPARROWS POINT HIGH	46	800	5.75	
2004	TOWSON HIGH SCHOOL	277	1413	19.60368011	Yes
2004	WESTERN SCH/TECHNOL	98	1048	9.351145038	Yes
2004	WOODLAWN HIGH	47	1904	2.468487395	
2004	TOTAL SCHOOLS MET	12	24	50	

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Year	School	Participation	Enrollment	Percent Participation	Met BCPS Standard
2005	CARVER CTR ARTS TECH	149	710	20.98591549	Yes
2005	CATONSVILLE HIGH	220	1505	14.6179402	Yes
2005	CHESAPEAKE HIGH	9	904	0.995575221	
2005	DULANEY HIGH SCHOOL	438	1928	22.71784232	Yes
2005	DUNDALK HIGH SCHOOL	41	1217	3.368940016	
2005	EASTERN TECH HIGH	150	1283	11.6913484	Yes
2005	FRANKLIN HIGH	196	1536	12.76041667	Yes
2005	HEREFORD HIGH	270	1337	20.19446522	Yes
2005	KENWOOD HIGH SCHOOL	77	1677	4.591532499	
2005	LANSDOWNE HIGH	70	1160	6.034482759	
2005	LOCH RAVEN HIGH	131	1146	11.43106457	Yes
2005	MILFORD MILL ACADEMY	36	1390	2.589928058	
2005	NEW TOWN HIGH	27	670	4.029850746	
2005	OVERLEA HIGH	62	1136	5.457746479	
2005	OWINGS MILLS HIGH	126	1161	10.85271318	Yes
2005	PARKVILLE HIGH	155	1866	8.306538049	Yes
2005	PATAPSCO HIGH SCHOOL	72	1539	4.678362573	
2005	PERRY HALL HIGH	213	2259	9.428950863	Yes
2005	PIKESVILLE HIGH	301	1041	28.91450528	Yes
2005	RANDALLSTOWN HIGH	78	1327	5.877920121	
2005	SPARROWS POINT HIGH	37	797	4.642409034	
2005	TOWSON HIGH SCHOOL	291	1420	20.49295775	Yes
2005	WESTERN SCH/TECHNOL	100	1045	9.56937799	Yes
2005	WOODLAWN HIGH	30	1973	1.520527116	
2005	TOTAL SCHOOLS MET	13	24	54.2	

Year	School	Participation	Enrollment	Percent Participation	Met BCPS Standard
2006	CARVER CTR ARTS TECH	156	698	22.3495702	Yes
2006	CATONSVILLE HIGH	214	1581	13.53573688	Yes
2006	CHESAPEAKE HIGH	13	970	1.340206186	
2006	DULANEY HIGH SCHOOL	468	1980	23.63636364	Yes
2006	DUNDALK HIGH SCHOOL	50	1259	3.971405878	
2006	EASTERN TECH HIGH	218	1264	17.24683544	Yes
2006	FRANKLIN HIGH	231	1583	14.5925458	Yes
2006	HEREFORD HIGH	296	1354	21.86115214	Yes
2006	KENWOOD HIGH SCHOOL	81	1715	4.72303207	
2006	LANSDOWNE HIGH	93	1162	8.003442341	Yes
2006	LOCH RAVEN HIGH	124	1159	10.69887834	Yes
2006	MILFORD MILL ACADEMY	91	1482	6.140350877	
2006	NEW TOWN HIGH	55	938	5.863539446	
2006	OVERLEA HIGH	40	1191	3.35852225	
2006	OWINGS MILLS HIGH	114	1131	10.0795756	Yes
2006	PARKVILLE HIGH	142	1843	7.704829083	Yes
2006	PATAPSCO HIGH SCHOOL	69	1545	4.466019417	
2006	PERRY HALL HIGH	199	2182	9.120073327	Yes
2006	PIKESVILLE HIGH	253	1040	24.32692308	Yes
2006	RANDALLSTOWN HIGH	53	1237	4.284559418	
2006	SPARROWS POINT HIGH	41	819	5.006105006	
2006	TOWSON HIGH SCHOOL	365	1445	25.25951557	Yes
2006	WESTERN SCH/TECHNOL	87	1023	8.504398827	Yes
2006	WOODLAWN HIGH	39	1929	2.021772939	
2006	TOTAL SCHOOLS MET	14	24	58.3	

Year	School	Participation	Enrollment	Percent Participation	Met BCPS Standard
2007	CARVER CTR ARTS TECH	139	718	19.35933148	Yes
2007	CATONSVILLE HIGH	252	1689	14.92007105	Yes
2007	CHESAPEAKE HIGH	20	1085	1.843317972	
2007	DULANEY HIGH SCHOOL	478	1962	24.36289501	Yes
2007	DUNDALK HIGH SCHOOL	43	1342	3.204172876	
2007	EASTERN TECH HIGH	256	1250	20.48	Yes
2007	FRANKLIN HIGH	241	1578	15.27249683	Yes
2007	HEREFORD HIGH	296	1393	21.24910266	Yes
2007	KENWOOD HIGH SCHOOL	106	1847	5.739036275	
2007	LANSDOWNE HIGH	112	1278	8.763693271	Yes
2007	LOCH RAVEN HIGH	157	1189	13.20437342	Yes
2007	MILFORD MILL ACADEMY	115	1567	7.338864071	Yes
2007	NEW TOWN HIGH	61	1037	5.882352941	
2007	OVERLEA HIGH	62	1331	4.658151766	
2007	OWINGS MILLS HIGH	187	1110	16.84684685	Yes
2007	PARKVILLE HIGH	151	1987	7.599396074	Yes
2007	PATAPSCO HIGH SCHOOL	86	1620	5.308641975	
2007	PERRY HALL HIGH	204	2303	8.85801129	Yes
2007	PIKESVILLE HIGH	251	1033	24.2981607	Yes
2007	RANDALLSTOWN HIGH	76	1276	5.956112853	
2007	SPARROWS POINT HIGH	41	836	4.90430622	
2007	TOWSON HIGH SCHOOL	390	1461	26.69404517	Yes
2007	WESTERN SCH/TECHNOL	86	977	8.802456499	Yes
2007	WOODLAWN HIGH	72	1960	3.673469388	
2007	TOTAL SCHOOLS MET	15	24	62.5	

AP by Participation Cube			
MEASURES as values	Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
2002-2003	2,679	31,140	8.6%
2003-2004	3,040	31,675	9.6%
2004-2005	3,279	32,027	10.2%
2005-2006	3,492	32,531	10.7%
2006-2007	3,882	33,829	11.5%

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AP by Participation Cube			
FARM			
MEASURES as values	Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
2002-2003	125	5,570	2.2%
2003-2004	142	6,075	2.3%
2004-2005	196	6,605	3.0%
2005-2006	276	8,142	3.4%
2006-2007	362	8,812	4.1%
GT			
MEASURES as values	Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
2002-2003	2,607	7,410	35.2%
2003-2004	2,993	7,829	38.2%
2004-2005	3,245	8,194	39.6%
2005-2006	3,465	8,966	38.6%
2006-2007	3,855	9,322	41.4%
LEP			
MEASURES as values	Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
2002-2003	4	368	1.1%
2003-2004	2	348	0.6%
2004-2005	2	363	0.6%
2005-2006	4	318	1.3%
2006-2007	0	267	0.0%
Special Ed			
MEASURES as values	Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
2002-2003	25	3,112	0.8%
2003-2004	23	3,078	0.7%
2004-2005	22	3,048	0.7%
2005-2006	19	3,111	0.6%
2006-2007	22	3,463	0.6%

AP by Participation Cube		Student Taking One or More Tests	Student EOY Enrollment	Participation Rate
MEASURES as values				
American Indian	2002-2003	5	168	3.0%
	2003-2004	6	150	4.0%
	2004-2005	11	144	7.6%
	2005-2006	9	139	6.5%
	2006-2007	12	161	7.5%
Asian	2002-2003	246	1,445	17.0%
	2003-2004	288	1,453	19.8%
	2004-2005	323	1,530	21.1%
	2005-2006	345	1,512	22.8%
	2006-2007	363	1,518	23.9%
African American	2002-2003	322	9,975	3.2%
	2003-2004	357	10,552	3.4%
	2004-2005	443	11,152	4.0%
	2005-2006	485	11,800	4.1%
	2006-2007	626	12,773	4.9%
White	2002-2003	2,080	18,962	11.0%
	2003-2004	2,343	18,875	12.4%
	2004-2005	2,446	18,517	13.2%
	2005-2006	2,587	18,279	14.2%
	2006-2007	2,805	18,463	15.2%
Hispanic	2002-2003	26	590	4.4%
	2003-2004	36	645	5.6%
	2004-2005	46	684	6.7%
	2005-2006	56	801	7.0%
	2006-2007	66	909	7.3%

Year	School	Passed	Tested	Percent Passed	Met BCPS Standard
2003	CARVER CTR ARTS TECH	194	257	75.48638132	Yes
2003	CATONSVILLE HIGH	286	357	80.11204482	Yes
2003	CHESAPEAKE HIGH	3	16	18.75	
2003	DULANEY HIGH SCHOOL	729	843	86.47686833	Yes
2003	DUNDALK HIGH SCHOOL	41	78	52.56410256	
2003	EASTERN TECH HIGH	47	127	37.00787402	
2003	FRANKLIN HIGH	266	339	78.4660767	Yes
2003	HEREFORD HIGH	268	342	78.3625731	Yes
2003	KENWOOD HIGH SCHOOL	33	58	56.89655172	
2003	LANSDOWNE HIGH	46	119	38.65546218	
2003	LOCH RAVEN HIGH	253	312	81.08974359	Yes
2003	MILFORD MILL ACADEMY	8	124	6.451612903	
2003	OVERLEA HIGH	15	121	12.39669421	
2003	OWINGS MILLS HIGH	138	230	60	
2003	PARKVILLE HIGH	267	348	76.72413793	Yes
2003	PATAPSCO HIGH SCHOOL	71	107	66.35514019	
2003	PERRY HALL HIGH	256	332	77.10843373	Yes
2003	PIKESVILLE HIGH	451	590	76.44067797	Yes
2003	RANDALLSTOWN HIGH	15	47	31.91489362	
2003	SPARROWS POINT HIGH	10	62	16.12903226	
2003	TOWSON HIGH SCHOOL	329	376	87.5	Yes
2003	WESTERN SCH/TECHNOL	86	174	49.42528736	
2003	WOODLAWN HIGH	15	59	25.42372881	
2003	TOTAL SCHOOLS MET	10	23	43.5	

Year	School	Passed	Tested	Percent Passed	Met BCPS Standard
2004	CARVER CTR ARTS TECH	208	269	77.32342007	Yes
2004	CATONSVILLE HIGH	347	425	81.64705882	Yes
2004	CHESAPEAKE HIGH	6	18	33.33333333	
2004	DULANEY HIGH SCHOOL	826	985	83.85786802	Yes
2004	DUNDALK HIGH SCHOOL	19	54	35.18518519	
2004	EASTERN TECH HIGH	134	262	51.14503817	
2004	FRANKLIN HIGH	265	299	88.62876254	Yes
2004	HEREFORD HIGH	331	439	75.39863326	Yes
2004	KENWOOD HIGH SCHOOL	45	93	48.38709677	
2004	LANSDOWNE HIGH	36	126	28.57142857	
2004	LOCH RAVEN HIGH	229	297	77.1043771	Yes
2004	MILFORD MILL ACADEMY	7	67	10.44776119	
2004	OVERLEA HIGH	28	109	25.68807339	
2004	OWINGS MILLS HIGH	165	252	65.47619048	
2004	PARKVILLE HIGH	262	337	77.74480712	Yes
2004	PATAPSCO HIGH SCHOOL	89	118	75.42372881	Yes
2004	PERRY HALL HIGH	372	485	76.70103093	Yes
2004	PIKESVILLE HIGH	518	719	72.04450626	Yes
2004	RANDALLSTOWN HIGH	36	113	31.85840708	
2004	SPARROWS POINT HIGH	15	65	23.07692308	
2004	TOWSON HIGH SCHOOL	474	574	82.57839721	Yes
2004	WESTERN SCH/TECHNOL	106	183	57.92349727	
2004	WOODLAWN HIGH	14	76	18.42105263	
2004	TOTAL SCHOOLS MET	11	23	47.8	

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Year	School	Passed	Tested	Percent Passed	Met BCPS Standard
2005	CARVER CTR ARTS TECH	218	276	78.98550725	Yes
2005	CATONSVILLE HIGH	390	503	77.53479125	Yes
2005	CHESAPEAKE HIGH	3	16	18.75	
2005	DULANEY HIGH SCHOOL	823	975	84.41025641	Yes
2005	DUNDALK HIGH SCHOOL	10	64	15.625	
2005	EASTERN TECH HIGH	211	265	79.62264151	Yes
2005	FRANKLIN HIGH	341	437	78.03203661	Yes
2005	HEREFORD HIGH	388	541	71.71903882	Yes
2005	KENWOOD HIGH SCHOOL	23	100	23	
2005	LANSDOWNE HIGH	35	132	26.51515152	
2005	LOCH RAVEN HIGH	199	268	74.25373134	Yes
2005	MILFORD MILL ACADEMY	1	52	1.923076923	
2005	NEW TOWN HIGH	4	34	11.76470588	
2005	OVERLEA HIGH	11	103	10.67961165	
2005	OWINGS MILLS HIGH	154	234	65.81196581	
2005	PARKVILLE HIGH	276	399	69.17293233	
2005	PATAPSCO HIGH SCHOOL	93	129	72.09302326	Yes
2005	PERRY HALL HIGH	387	475	81.47368421	Yes
2005	PIKESVILLE HIGH	532	751	70.83888149	Yes
2005	RANDALLSTOWN HIGH	26	140	18.57142857	
2005	SPARROWS POINT HIGH	23	57	40.35087719	
2005	TOWSON HIGH SCHOOL	594	697	85.22238164	Yes
2005	WESTERN SCH/TECHNOL	131	195	67.17948718	
2005	WOODLAWN HIGH	4	50	8	
2005	TOTAL SCHOOLS MET	11	24	45.8	

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Year	School	Passed	Tested	Percent Passed	Met BCPS Standard
2006	CARVER CTR ARTS TECH	264	317	83.2807571	Yes
2006	CATONSVILLE HIGH	417	512	81.4453125	Yes
2006	CHESAPEAKE HIGH	4	14	28.57142857	
2006	DULANEY HIGH SCHOOL	939	1137	82.58575198	Yes
2006	DUNDALK HIGH SCHOOL	24	119	20.16806723	
2006	EASTERN TECH HIGH	341	413	82.56658596	Yes
2006	FRANKLIN HIGH	372	450	82.66666667	Yes
2006	HEREFORD HIGH	485	609	79.63875205	Yes
2006	KENWOOD HIGH SCHOOL	29	107	27.10280374	
2006	LANSDOWNE HIGH	56	180	31.11111111	
2006	LOCH RAVEN HIGH	198	242	81.81818182	Yes
2006	MILFORD MILL ACADEMY	3	123	2.43902439	
2006	NEW TOWN HIGH	11	89	12.35955056	
2006	OVERLEA HIGH	12	71	16.90140845	
2006	OWINGS MILLS HIGH	132	221	59.72850679	
2006	PARKVILLE HIGH	249	361	68.97506925	
2006	PATAPSCO HIGH SCHOOL	80	131	61.06870229	
2006	PERRY HALL HIGH	358	458	78.16593886	Yes
2006	PIKESVILLE HIGH	399	567	70.37037037	Yes
2006	RANDALLSTOWN HIGH	15	101	14.85148515	
2006	SPARROWS POINT HIGH	34	74	45.94594595	
2006	TOWSON HIGH SCHOOL	666	804	82.8358209	Yes
2006	WESTERN SCH/TECHNOL	104	187	55.61497326	
2006	WOODLAWN HIGH	16	65	24.61538462	
2006	TOTAL SCHOOLS MET	10	24	41.7	

Year	School	Passed	Tested	Percent Passed	Met BCPS Standard
2007	CARVER CTR ARTS TECH	203	265	76.60377358	Yes
2007	CATONSVILLE HIGH	466	565	82.47787611	Yes
2007	CHESAPEAKE HIGH	10	38	26.31578947	
2007	DULANEY HIGH SCHOOL	960	1129	85.03100089	Yes
2007	DUNDALK HIGH SCHOOL	42	103	40.77669903	
2007	EASTERN TECH HIGH	462	567	81.48148148	Yes
2007	FRANKLIN HIGH	411	469	87.63326226	Yes
2007	HEREFORD HIGH	434	541	80.22181146	Yes
2007	KENWOOD HIGH SCHOOL	25	144	17.36111111	
2007	LANSDOWNE HIGH	80	211	37.91469194	
2007	LOCH RAVEN HIGH	268	347	77.23342939	Yes
2007	MILFORD MILL ACADEMY	10	158	6.329113924	
2007	NEW TOWN HIGH	25	96	26.04166667	
2007	OVERLEA HIGH	27	118	22.88135593	
2007	OWINGS MILLS HIGH	159	406	39.16256158	
2007	PARKVILLE HIGH	200	336	59.52380952	
2007	PATAPSCO HIGH SCHOOL	106	190	55.78947368	
2007	PERRY HALL HIGH	383	460	83.26086957	Yes
2007	PIKESVILLE HIGH	342	506	67.58893281	
2007	RANDALLSTOWN HIGH	25	128	19.53125	
2007	SPARROWS POINT HIGH	32	63	50.79365079	
2007	TOWSON HIGH SCHOOL	754	938	80.38379531	Yes
2007	WESTERN SCH/TECHNOL	90	165	54.54545455	
2007	WOODLAWN HIGH	18	109	16.51376147	
2007	TOTAL SCHOOLS MET	9	24	37.5	

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AP Pass Rate					
		Chart	1.14.2		
	Test Taken Count	Test Passed Count	Percentage Passed		
MEASURES as values	5,418	3,827	70.6%		
2002-2003	6,372	4,532	71.1%		
2003-2004	6,893	4,877	70.8%		
2004-2005	7,352	5,208	70.8%		
2005-2006	8,052	5,531	68.7%		
2006-2007					
AP Pass Rate					
Student Group					
		Chart	1.14.3		
FARM					
MEASURES as values	Test Taken Count	Test Passed Count	Percentage Passed	BCPS Standard Pass Rate	
2002-2003	FARM Only	220	93	42.3%	70.0
2003-2004	FARM Only	250	116	46.4%	70.0
2004-2005	FARM Only	335	146	43.6%	70.0
2005-2006	FARM Only	500	199	39.8%	70.0
2006-2007	FARM Only	622	230	37.0%	70.0
All School Years		2,271	941	41.4%	70.0
Gifted and Talented					
MEASURES as values	Test Taken Count	Test Passed Count	Percentage Passed	BCPS Standard Pass Rate	
2002-2003	GT Only	5,302	3,755	70.8%	70.0
2003-2004	GT Only	6,315	4,510	71.4%	70.0
2004-2005	GT Only	6,853	4,861	70.9%	70.0
2005-2006	GT Only	7,322	5,189	70.9%	70.0
2006-2007	GT Only	8,021	5,517	68.8%	70.0
All School Years		44,114	31,208	70.7%	70.0
LEP					
MEASURES as values	Test Taken Count	Test Passed Count	Percentage Passed	BCPS Standard Pass Rate	
2002-2003	ELL Only	4	3	75.0%	70.0
2003-2004	ELL Only	2	2	100.0%	70.0
2004-2005	ELL Only	3	2	66.7%	70.0
2005-2006	ELL Only	10	3	30.0%	70.0
2006-2007	ELL Only	0	0	/0	70.0
All School Years		19	10	271.7%	70.0
Special Education					
MEASURES as values	Test Taken Count	Test Passed Count	Percentage Passed		
2002-2003	SPEd Only	41	21	51.2%	
2003-2004	SPEd Only	33	24	72.7%	
2004-2005	SPEd Only	33	22	66.7%	
2005-2006	SPEd Only	31	23	74.2%	
2006-2007	SPEd Only	33	21	63.6%	

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AP by Exams Cube				
	Chart	1.14.4		
MEASURES as values		Test Taken Count	Test Passed Count	Percentage Passed
American Indian	2002-2003	11	6	54.5%
	2003-2004	16	9	56.3%
	2004-2005	25	13	52.0%
	2005-2006	18	10	55.6%
	2006-2007	23	16	69.6%
	All School Years	114	64	56.1%
Asian	2002-2003	580	437	75.3%
	2003-2004	720	510	70.8%
	2004-2005	799	586	73.3%
	2005-2006	816	588	72.1%
	2006-2007	888	624	70.3%
	All School Years	5,067	3,679	72.6%
African American	2002-2003	513	183	35.7%
	2003-2004	613	268	43.7%
	2004-2005	763	295	38.7%
	2005-2006	854	316	37.0%
	2006-2007	1,013	342	33.8%
	All School Years	3,756	1,404	37.4%
White	2002-2003	4,267	3,170	74.3%
	2003-2004	4,957	3,710	74.8%
	2004-2005	5,220	3,933	75.3%
	2005-2006	5,549	4,218	76.0%
	2006-2007	6,004	4,475	74.5%
	All School Years	35,230	26,339	74.8%
Hispanic	2002-2003	47	31	66.0%
	2003-2004	54	30	55.6%
	2004-2005	73	46	63.0%
	2005-2006	103	71	68.9%
	2006-2007	114	71	62.3%
	All School Years	503	331	65.8%
Unknown	2002-2003	0	0	/0
	2003-2004	12	5	41.7%
	2004-2005	13	4	30.8%
	2005-2006	12	5	41.7%
	2006-2007	10	3	30.0%
	All School Years	49	17	34.7%
All Races		45,520	32,114	70.5%

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Year	Diploma Candidates	Diploma Awarded	%
2003	18	9	50.0%
2004	24	11	45.8%
2005	25	14	56.0%
2006	18	8	44.4%
2007	21	5	23.8%

Year	Percentage Passed
2003	65
2004	64
2005	63
2006	61.8
2007	44.2

SAT Participation Rate - % of BCPS Schools
Exceeding the National Average

Year	SchoolCount	ExceedCount	%
2003	23	11	47.8%
2004	23	12	52.2%
2005	23	13	56.5%
2006	24	16	66.7%
2007	24	17	70.8%

SAT Participation Rate

Year	TestCount	EnrollCount	%
2003	3675	7161	51.3%
2004	3900	7490	52.1%
2005	4086	7402	55.2%
2006	4319	7664	56.4%
2007	4519	7755	58.3%

SAT Participation Rate by Subgroup

Year		TestCount	EnrollCount	%
FARM				
	2003	264	838	31.5%
	2004	321	1033	31.1%
	2005	394	1078	36.5%
	2006	596	1389	42.9%
	2007	670	1506	44.5%
GT				
	2003	2020	2282	88.5%
	2004	2274	2555	89.0%
	2005	2264	2537	89.2%
	2006	2511	2872	87.4%
	2007	2634	2953	89.2%
LEP				
	2003	3	13	23.1%
	2004	1	9	11.1%
	2005	1	16	6.3%
	2006	5	10	50.0%
	2007	3	17	17.6%
SPED				
	2003	96	638	15.0%
	2004	75	658	11.4%
	2005	77	627	12.3%
	2006	59	683	8.6%
	2007	96	689	13.9%

SAT Participation Rate by Race

Race\Ethnicity	Year	TestCount	EnrollCount	%
American Indian	2003	9	28	32.1%
American Indian	2004	12	35	34.3%
American Indian	2005	10	36	27.8%
American Indian	2006	20	37	54.1%
American Indian	2007	8	25	32.0%
Asian	2003	255	335	76.1%
Asian	2004	232	317	73.2%
Asian	2005	295	372	79.3%
Asian	2006	301	388	77.6%
Asian	2007	270	348	77.6%
African American	2003	912	2109	43.2%
African American	2004	1007	2322	43.4%
African American	2005	1149	2398	47.9%
African American	2006	1273	2564	49.6%
African American	2007	1512	2731	55.4%
White	2003	2452	4587	53.5%
White	2004	2596	4683	55.4%
White	2005	2566	4462	57.5%
White	2006	2612	4521	57.8%
White	2007	2621	4480	58.5%
Hispanic	2003	34	102	33.3%
Hispanic	2004	47	133	35.3%
Hispanic	2005	56	132	42.4%
Hispanic	2006	66	154	42.9%
Hispanic	2007	71	169	42.0%

ACT Participation Rate - % of BCPS
Schools Exceeding the National Average

Year	SchoolCount	ExceedCount	%
2003	23	0	0.0%
2004	9	0	0.0%
2005	22	0	0.0%
2006	24	0	0.0%
2007	24	0	0.0%

ACT Participation Rate

Year	TestCount	EnrollCount	%
2003	549	7161	7.7%
2004	202	2934	6.9%
2005	498	7211	6.9%
2006	512	7664	6.7%
2007	553	7755	7.1%

ACT Participation Rate by Subgroup

Year	TestCount	EnrollCount	%
FARM			
2003	71	838	8.5%
2004	14	281	5.0%
2005	78	1056	7.4%
2006	91	1389	6.6%
2007	79	1506	5.2%
GT			
2003	244	2282	10.7%
2004	116	1237	9.4%
2005	277	2480	11.2%
2006	284	2872	9.9%
2007	352	2953	11.9%
LEP			
2003	0	13	0.0%
2004	0	3	0.0%
2005	0	16	0.0%
2006	0	10	0.0%
2007	0	17	0.0%
SPED			
2003	22	638	3.4%
2004	4	242	1.7%
2005	9	605	1.5%
2006	7	683	1.0%
2007	17	689	2.5%

ACT Participation Rate by Race

Race\Ethnic	Year	TestCount	EnrollCount	%
American In	2003	2	28	7.1%
American In	2004	0	14	0.0%
American In	2005	0	34	0.0%
American In	2006	1	37	2.7%
American In	2007	2	25	8.0%
Asian	2003	24	335	7.2%
Asian	2004	7	163	4.3%
Asian	2005	24	371	6.5%
Asian	2006	33	388	8.5%
Asian	2007	28	348	8.0%
African Ame	2003	254	2109	12.0%
African Ame	2004	56	776	7.2%
African Ame	2005	224	2394	9.4%
African Ame	2006	239	2564	9.3%
African Ame	2007	215	2731	7.9%
White	2003	265	4587	5.8%
White	2004	136	1903	7.1%
White	2005	245	4282	5.7%
White	2006	224	4521	5.0%
White	2007	305	4480	6.8%
Hispanic	2003	1	102	1.0%
Hispanic	2004	2	78	2.6%
Hispanic	2005	5	128	3.9%
Hispanic	2006	9	154	5.8%
Hispanic	2007	3	169	1.8%

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SAT Combined Scores - % of BCPS
Schools Exceeding National Average

Year	SchoolCount	ExceedCount	% Schools
2003	23	11	47.8%
2004	23	10	43.5%
2005	23	10	43.5%
2006	24	11	45.8%
2007	24	10	41.7%

SAT Combined Scores

Year	TestCount	Sum of Verbal	Sum of Math	Mean Verbal	Mean Math
2003	3675	1881670	1917210	512.019048	521.6897959
2004	3900	1986920	2021590	509.466667	518.3564103
2005	4086	2078190	2106920	508.612335	515.6436613
2006	4319	2146750	2184340	497.047928	505.7513313
2007	4519	2220150	2244280	491.292321	496.6319982

SAT Combined Scores by Student Group

Year	TestCount	Sum of Verbal	Sum of Math	Mean Verbal	Mean Math
FARM					
2003	264	117900	119680	446.5909091	453.3333333
2004	321	138020	142660	429.9688474	444.423676
2005	394	168940	170720	428.7817259	433.2994924
2006	596	254300	253090	426.6778523	424.647651
2007	670	281050	280760	419.4776119	419.0447761
GT					
2003	2020	1129520	1157400	559.1683168	572.970297
2004	2274	1265750	1293760	556.6182938	568.935796
2005	2264	1264970	1290240	558.7323322	569.8939929
2006	2511	1358690	1395080	541.0951812	555.5874154
2007	2634	1411630	1439440	535.9263478	546.4844343
LEP					
2003	3	970	1750	323.3333333	583.3333333
2004	1	320	490	320	490
2005	1	200	380	200	380
2006	5	1640	2030	328	406
2007	3	950	1220	316.6666667	406.6666667
SPED					
2003	96	40870	40040	425.7291667	417.0833333
2004	75	32360	31800	431.4666667	424
2005	77	33140	31570	430.3896104	410
2006	59	24100	23570	408.4745763	399.4915254
2007	96	40480	38880	421.6666667	405

SAT Combine Scores By Race

Race	Year	TestCount	Sum of Verbal	Sum of Math	Mean Verbal	Mean Math
American Indian	2003	9	4030	4510	447.777778	501.111111
American Indian	2004	12	5230	5360	435.833333	446.666667
American Indian	2005	10	5340	5230	534	523
American Indian	2006	20	9100	9210	455	460.5
American Indian	2007	8	3390	3910	423.75	488.75
Asian	2003	255	129670	144480	508.509804	566.588235
Asian	2004	232	119700	132100	515.948276	569.396552
Asian	2005	295	149840	165120	507.932203	559.728814
Asian	2006	301	150810	169040	501.0299	561.594684
Asian	2007	270	134840	149760	499.407407	554.666667
African American	2003	912	397570	384360	435.932018	421.447368
African American	2004	1007	434580	422060	431.559086	419.126117
African American	2005	1149	502340	485330	437.197563	422.393386
African American	2006	1273	547780	530260	430.306363	416.543598
African American	2007	1512	638780	609720	422.473545	403.253968
White	2003	2452	1326510	1360130	540.991028	554.702284
White	2004	2596	1401990	1437810	540.057781	553.855932
White	2005	2566	1389760	1421000	541.605612	553.780203
White	2006	2612	1383190	1420150	529.552067	543.702144
White	2007	2621	1390400	1429390	530.484548	545.360549
Hispanic	2003	34	17150	16960	504.411765	498.823529
Hispanic	2004	47	22570	21630	480.212766	460.212766
Hispanic	2005	56	26500	26290	473.214286	469.464286
Hispanic	2006	66	30880	31560	467.878788	478.181818
Hispanic	2007	71	32240	32640	454.084507	459.71831

ACT Composite Scores - % of
BCPS Schools Exceeding National
Average

Year	SchoolCount	ExceedCount	% Schools
2003	23	5	21.7%
2004	9	4	44.4%
2005	22	8	36.4%
2006	24	8	33.3%
2007	24	9	37.5%

ACT Composite Scores

Year	Composite Score Average
2003	18.582877
2004	20.60891
2005	20.044088
2006	19.646484
2007	20.546112

ACT Composite Scores By Student Group

Year	Composite Sco	TestCount
FARM		
2003	16.647887	71
2004	15.428571	14
2005	16.205128	78
2006	16.923076	91
2007	16.70886	79
GT		
2003	21.446721	244
2004	22.853448	116
2005	22.906137	277
2006	22.334507	284
2007	22.778409	352
LEP		
No Data		
SPED		
2003	14.5	22
2004	13.75	4
2005	13.666666	9
2006	15.857142	7
2007	16.705882	17

ACT Composite Scores By Race

Race	Year	Composite S	TestCount
American In	2003	14.5	2
American In	2006	17	1
American In	2007	15	2
Asian	2003	21.875	24
Asian	2004	20.571428	7
Asian	2005	23.166666	24
Asian	2006	20.151515	33
Asian	2007	22.392857	28
African Ame	2003	15.940944	254
African Ame	2004	17.625	56
African Ame	2005	16.651785	224
African Ame	2006	16.958158	239
African Ame	2007	16.776744	215
White	2003	20.849056	265
White	2004	21.911764	136
White	2005	22.779591	245
White	2006	22.651785	224
White	2007	23.118032	305
Hispanic	2003	19	1
Hispanic	2004	17	2
Hispanic	2005	22	5
Hispanic	2006	16.888888	9
Hispanic	2007	15.666666	3

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Year	Proficient-English	Tested	Percent			Year	Race/Ethnicity	Proficient-English	Tested	Percent
2005	472	645	73.2%			2005	American Indian	3	3	100.0%
2006	884	1217	72.6%			2005	Asian	10	12	83.3%
2007	738	959	77.0%			2005	African American	203	287	70.7%
						2005	White	243	327	74.3%

Year	Program	Proficient-English	Tested	Percent			Year	Race/Ethnicity	Proficient-English	Tested	Percent
							2005	Hispanic	6	7	85.7%
2005	FARM	106	159	66.7%			2006	American Indian	5	8	62.5%
2005	GT	92	100	92.0%			2006	Asian	19	35	54.3%
2005	LEP	0	4	0.0%			2006	African American	330	460	71.7%
2005	Special Ed	10	31	32.3%			2006	White	512	689	74.3%
2006	FARM	221	330	67.0%			2006	Hispanic	16	21	76.2%
2006	GT	294	326	90.2%			2007	American Indian	6	6	100.0%
2006	LEP	2	4	50.0%			2007	Asian	16	23	69.6%
2006	Special Ed	11	69	15.9%			2007	African American	320	405	79.0%
2007	FARM	173	246	70.3%			2007	White	383	509	75.2%
2007	GT	198	207	95.7%			2007	Hispanic	9	12	75.0%
2007	Special Ed	35	82	42.7%							

Year	Proficient-Reading	Tested	Percent			Year	Race/Ethnicity	Proficient-Reading	Tested	Percent
2005	346	645	53.6%			2005	American Indian	2	3	66.7%
2006	689	1229	56.1%			2005	Asian	5	12	41.7%
2007	464	916	50.7%			2005	African American	141	287	49.1%
						2005	White	188	327	57.5%

Year	Program	Proficient-Reading	Tested	Percent			Year	Race/Ethnicity	Proficient-Reading	Tested	Percent
							2005	Hispanic	5	7	71.4%
2005	FARM	73	159	45.9%			2006	American Indian	3	8	37.5%
2005	GT	79	100	79.0%			2006	Asian	12	35	34.3%
2005	LEP	0	4	0.0%			2006	African American	231	472	48.9%
2005	Special Ed	6	31	19.4%			2006	White	430	689	62.4%
2006	FARM	154	336	45.8%			2006	Hispanic	10	21	47.6%
2006	GT	264	328	80.5%			2007	American Indian	2	6	33.3%
2006	LEP	0	4	0.0%			2007	Asian	10	21	47.6%
2006	Special Ed	11	69	15.9%			2007	African American	188	387	48.6%
2007	FARM	91	233	39.1%			2007	White	254	486	52.3%
2007	GT	149	199	74.9%			2007	Hispanic	6	12	50.0%
2007	Special Ed	13	81	16.0%							

Year	Proficient-Math	Tested	Percent			Year	Race/Ethnicity	Proficient-Math	Tested	Percent
2005	177	618	28.6%			2005	American Indian	0	3	0.0%
2006	245	1176	20.8%			2005	Asian	6	12	50.0%
2007	124	847	14.6%			2005	African American	65	267	24.3%
						2005	White	99	321	30.8%

Year	Program	Proficient-Math	Tested	Percent			Year	Race/Ethnicity	Proficient-Math	Tested	Percent
							2005	Hispanic	4	6	66.7%
2005	FARM	26	145	17.9%			2006	American Indian	0	8	0.0%
2005	GT	56	100	56.0%			2006	Asian	12	34	35.3%
2005	LEP	0	4	0.0%			2006	African American	53	442	12.0%
2005	Special Ed	3	29	10.3%			2006	White	176	668	26.3%
2006	FARM	46	321	14.3%			2006	Hispanic	3	20	15.0%
2006	GT	135	315	42.9%			2007	American Indian	0	5	0.0%
2006	LEP	0	4	0.0%			2007	Asian	2	13	15.4%
2006	Special Ed	2	67	3.0%			2007	African American	65	382	17.0%
2007	FARM	32	240	13.3%			2007	White	52	433	12.0%
2007	GT	59	187	31.6%			2007	Hispanic	2	11	18.2%
2007	Special Ed	3	80	3.8%							

Career & Technology - Overall GPA % Meet or Exceed State Standards

Year	GPACount	EnrollCount	%
2003	2400	3493	68.7%
2004	2244	3254	69.0%
2005	1020	1675	60.9%
2006	868	1410	61.6%
2007	972	1556	62.5%

GPACount is count of students whose Overall GPA is 2 or higher

Career & Technology - Overall GPA % Meet or Exceed State Standards By Student Group

Year	GPA_LEP	GPA_FARM	GPA_SPED	Enroll_LEP	Enroll_FARM	Enroll_SPED	% LEP	% FARM	% SPED
2003	0	259	168	1	449	333	0.0%	57.7%	50.5%
2004	0	264	167	1	490	313	0.0%	53.9%	53.4%
2005	5	151	73	5	317	180	100.0%	47.6%	40.6%
2006	5	191	86	5	343	197	100.0%	55.7%	43.7%
2007	2	182	71	3	375	182	66.7%	48.5%	39.0%

GPA columns are counts of students whose Overall GPA is 2 or higher

Career & Technology - Overall GPA % Meet or Exceed State Standards By Race

Race\Ethnicity	Year	GPACount	EnrollCount	%
American Indian	2003	12	19	63.2%
American Indian	2004	7	16	43.8%
American Indian	2005	4	12	33.3%
American Indian	2006	8	12	66.7%
American Indian	2007	4	8	50.0%
Asian	2003	82	96	85.4%
Asian	2004	71	93	76.3%
Asian	2005	58	79	73.4%
Asian	2006	55	63	87.3%
Asian	2007	59	73	80.8%
African American	2003	725	1235	58.7%
African American	2004	667	1155	57.7%
African American	2005	353	713	49.5%
African American	2006	293	564	52.0%
African American	2007	352	673	52.3%
White	2003	1545	2090	73.9%
White	2004	1455	1932	75.3%
White	2005	587	842	69.7%
White	2006	490	733	66.8%
White	2007	535	769	69.6%
Hispanic	2003	36	53	67.9%
Hispanic	2004	44	58	75.9%
Hispanic	2005	18	29	62.1%
Hispanic	2006	22	38	57.9%
Hispanic	2007	22	33	66.7%

GPACount is count of students whose Overall GPA is 2 or higher

Career & Technology - Technical GPA % Meet or Exceed State Standards

Year	GPACount	EnrollCount	%
2003	2755	3487	79.0%
2004	2539	3237	78.4%
2005	1192	1663	71.7%
2006	996	1396	71.3%
2007	1099	1531	71.8%

GPACount is count of students whose Overall GPA is 2 or higher

Career & Technology - Technical GPA % Meet or Exceed State Standards

Year	GPA_LEP	GPA_FARM	GPA_SPED	Enroll_LEP	Enroll_FAR	Enroll_SPEI	% LEP	% FARM	% SPED
2003	1	319	207	1	448	331	100.0%	71.2%	62.5%
2004	1	327	204	1	487	312	100.0%	67.1%	65.4%
2005	5	202	88	5	316	178	100.0%	63.9%	49.4%
2006	3	232	120	5	342	197	60.0%	67.8%	60.9%
2007	3	219	96	3	369	174	100.0%	59.3%	55.2%

GPA columns are counts of students whose Overall GPA is 2 or higher

Career & Technology - Technical GPA % Meet or Exceed State Standards

Race\Ethnicity	Year	GPACount	EnrollCount	%
American Indian	2003	14	19	73.7%
American Indian	2004	8	16	50.0%
American Indian	2005	10	12	83.3%
American Indian	2006	9	12	75.0%
American Indian	2007	5	8	62.5%
Asian	2003	89	96	92.7%
Asian	2004	80	93	86.0%
Asian	2005	63	78	80.8%
Asian	2006	56	63	88.9%
Asian	2007	63	73	86.3%
African American	2003	884	1232	71.8%
African American	2004	809	1142	70.8%
African American	2005	449	709	63.3%
African American	2006	369	556	66.4%
African American	2007	422	661	63.8%
White	2003	1725	2087	82.7%
White	2004	1595	1928	82.7%
White	2005	647	835	77.5%
White	2006	537	727	73.9%
White	2007	586	756	77.5%
Hispanic	2003	43	53	81.1%
Hispanic	2004	47	58	81.0%
Hispanic	2005	23	29	79.3%
Hispanic	2006	25	38	65.8%
Hispanic	2007	23	33	69.7%

GPACount is count of students whose Overall GPA is 2 or higher

School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2002-2003	ARBUTUS ELEMENTARY	95.6732	Yes	2002-2003	FRANKLIN MIDDLE	95.3022	Yes
2002-2003	ARBUTUS MIDDLE	94.16	Yes	2002-2003	FULLERTON ELEMENTARY	96.0678	Yes
2002-2003	BALTO HIGHLANDS ELEM	94.264	Yes	2002-2003	GEN JOHN STRICKER MI	92.1477	
2002-2003	BATTLE GROVE ELEM	94.3884	Yes	2002-2003	GLENMAR ELEMENTARY	95.1505	Yes
2002-2003	BATTLE MONUMENT SCH	88.2976		2002-2003	GLYNDON ELEMENTARY	95.8876	Yes
2002-2003	BEAR CREEK ELEM	95.6075	Yes	2002-2003	GOLDEN RING MIDDLE	93.4015	
2002-2003	BEDFORD ELEM	96.0374	Yes	2002-2003	GRANGE ELEMENTARY	95.4191	Yes
2002-2003	BERKSHIRE ELEMENTARY	94.313	Yes	2002-2003	GROUP LEARNING CENTR	99.0314	Yes
2002-2003	CARNEY ELEMENTARY	96.4366	Yes	2002-2003	GUNPOWDER ELEMENTARY	96.6091	Yes
2002-2003	CARROLL MANOR ELEM	96.7114	Yes	2002-2003	HALETHORPE ELEM	96.1525	Yes
2002-2003	CARVER CTR ARTS TECH	95.5663	Yes	2002-2003	HALSTEAD ACADEMY	93.6675	
2002-2003	CATON CTR ALT STUDY	82.2335		2002-2003	HAMPTON ELEMENTARY	96.3977	Yes
2002-2003	CATONSVILLE ELEM	95.8394	Yes	2002-2003	HARFORD HILLS ELEM	95.2292	Yes
2002-2003	CATONSVILLE HIGH	95.1737	Yes	2002-2003	HAWTHORNE ELEMENTARY	94.3319	Yes
2002-2003	CATONSVILLE MIDDLE	95.7167	Yes	2002-2003	HEBBVILLE ELEM	95.5899	Yes
2002-2003	CEDARMERE ELEMENTARY	96.3371	Yes	2002-2003	HEREFORD HIGH	96.2199	Yes
2002-2003	CHADWICK ELEM	96.6695	Yes	2002-2003	HEREFORD MIDDLE	96.1946	Yes
2002-2003	CHAPEL HILL ELEM	95.5802	Yes	2002-2003	HERNWOOD ELEMENTARY	95.9388	Yes
2002-2003	CHARLESMONT ELEM	94.555	Yes	2002-2003	HILLCREST ELEM	95.6173	Yes
2002-2003	CHASE ELEMENTARY	95.4887	Yes	2002-2003	HOLABIRD MIDDLE	93.1377	
2002-2003	CHATSWORTH SCHOOL	96.246	Yes	2002-2003	HOME ASSIGN INST-EL	100	Yes
2002-2003	CHESAPEAKE HIGH	90.9434		2002-2003	HOME ASSIGN INST-SEC	100	Yes
2002-2003	CHESAPEAKE TERR ELEM	94.3885	Yes	2002-2003	INVERNESS CENTER	83.5315	
2002-2003	CHURCH LANE EL TECH	96.1252	Yes	2002-2003	JACKSONVILLE ELEM	96.5891	Yes
2002-2003	COCKEYSVILLE MIDDLE	96.3952	Yes	2002-2003	JOHNNYCAKE ELEM	95.6347	Yes
2002-2003	COLGATE ELEMENTARY	93.7624		2002-2003	JOPPA VIEW ELEM	96.579	Yes
2002-2003	CROMWELL ELEM MAGNET	96.7706	Yes	2002-2003	KENWOOD HIGH SCHOOL	94.1539	Yes
2002-2003	DEEP CREEK ELEM	95.0566	Yes	2002-2003	KINGSVILLE ELEM	96.5278	Yes
2002-2003	DEEP CREEK MIDDLE	92.5148		2002-2003	LANSDOWNE ELEM	94.5334	Yes
2002-2003	DEER PARK ELEMENTARY	95.8777	Yes	2002-2003	LANSDOWNE HIGH	92.5073	
2002-2003	DEER PARK MID/MAGNET	94.8833	Yes	2002-2003	LANSDOWNE MIDDLE	93.8427	
2002-2003	DOGWOOD ELEMENTARY	95.7524	Yes	2002-2003	LOCH RAVEN HIGH	95.5034	Yes
2002-2003	DULANEY HIGH SCHOOL	95.071	Yes	2002-2003	LOCH RAVEN TECH ACAD	94.54	Yes
2002-2003	DUMBARTON MIDDLE	96.0039	Yes	2002-2003	LOGAN ELEMENTARY	94.2218	Yes
2002-2003	DUNDALK ELEMENTARY	93.5323		2002-2003	LUTHERVILLE LAB TECH	96.2733	Yes
2002-2003	DUNDALK HIGH SCHOOL	90.8037		2002-2003	MAIDEN CHOICE SCHOOL	84.9728	
2002-2003	DUNDALK MIDDLE	92.3302		2002-2003	MARS ESTATES ELEM	94.9577	Yes
2002-2003	EASTERN TECH HIGH	97.0988	Yes	2002-2003	MARTIN BLVD ELEM	95.1106	Yes
2002-2003	EASTWOOD CENTER	94.7523	Yes	2002-2003	MCCORMICK ELEMENTARY	96.2355	Yes
2002-2003	EDGEMERE ELEMENTARY	95.147	Yes	2002-2003	MEADOWWOOD EDUC CTR	87.4289	
2002-2003	EDMONDSON HGHTS ELEM	95.5065	Yes	2002-2003	MIDDLE RIVER MIDDLE	94.0879	Yes
2002-2003	ELMWOOD ELEMENTARY	95.1916	Yes	2002-2003	MIDDLEBOROUGH ELEM	95.7199	Yes
2002-2003	ESSEX ELEMENTARY	95.6026	Yes	2002-2003	MIDDLESEX ELEMENTARY	95.2077	Yes
2002-2003	EVENING HIGH SCHOOLS	91.9686		2002-2003	MILBROOK ELEMENTARY	95.6342	Yes
2002-2003	FEATHERBED LN EL PR	94.804	Yes	2002-2003	MILFORD MILL ACADEMY	90.152	
2002-2003	FIFTH DISTRICT ELEM	96.1463	Yes	2002-2003	NEW TOWN ELEMENTARY	96.4243	Yes
2002-2003	FORT GARRISON ELEM	96.2227	Yes	2002-2003	NORWOOD ELEMENTARY	94.5768	Yes
2002-2003	FRANKLIN ELEMENTARY	96.5083	Yes	2002-2003	OAKLEIGH ELEMENTARY	95.6762	Yes
2002-2003	FRANKLIN HIGH	94.6005	Yes	2002-2003	OLD COURT MIDDLE	94.1374	Yes

School_Year	School	Attendance	Met State Standard
2002-2003	OLIVER BEACH ELEM	96.0452	Yes
2002-2003	OREMS ELEMENTARY	95.3629	Yes
2002-2003	OVERLEA HIGH	93.8305	
2002-2003	OWINGS MILLS ELEM	94.9993	Yes
2002-2003	OWINGS MILLS HIGH	92.9805	
2002-2003	PADONIA INTERNATIONAL ELE	96.0221	Yes
2002-2003	PARKVILLE HIGH	93.5552	
2002-2003	PARKVILLE MIDDLE	94.724	Yes
2002-2003	PATAPSCO HIGH SCHOOL	92.8514	
2002-2003	PERRY HALL ELEM	96.2933	Yes
2002-2003	PERRY HALL HIGH	95.1892	Yes
2002-2003	PERRY HALL MIDDLE	95.5739	Yes
2002-2003	PIKESVILLE HIGH	93.9567	
2002-2003	PIKESVILLE MIDDLE	94.3135	Yes
2002-2003	PINE GROVE ELEM	96.3809	Yes
2002-2003	PINE GROVE MIDDLE	95.5717	Yes
2002-2003	PINEWOOD ELEMENTARY	96.1769	Yes
2002-2003	PLEASANT PLAINS ELEM	95.4657	Yes
2002-2003	POT SPRING ELEM	96.6479	Yes
2002-2003	POWHATAN ELEM	95.7641	Yes
2002-2003	PRETTYBOY ELEMENTARY	96.3638	Yes
2002-2003	RANDALLSTOWN ELEM	97.1219	Yes
2002-2003	RANDALLSTOWN HIGH	92.5017	
2002-2003	RED HOUSE RUN ELEM	95.1469	Yes
2002-2003	REISTERSTOWN ELEM	95.7673	Yes
2002-2003	RELAY ELEMENTARY	95.5015	Yes
2002-2003	RICA CATONSVILLE EDU	97.6614	Yes
2002-2003	RIDERWOOD ELEM	96.2419	Yes
2002-2003	RIDGE RUXTON SCHOOL	91.1545	
2002-2003	RIDGELY MIDDLE	95.9716	Yes
2002-2003	RIVERVIEW ELEMENTARY	94.647	Yes
2002-2003	RODGERS FORGE ELEM	96.8616	Yes
2002-2003	ROSEDALE CENTER	84.8123	
2002-2003	SANDALWOOD ELEM	95.6034	Yes
2002-2003	SANDY PLAINS ELEM	93.8938	
2002-2003	SCOTTS BRANCH ELEM	94.6019	Yes
2002-2003	SENECA ELEMENTARY	95.3277	Yes
2002-2003	SEVEN OAKS ELEM	96.8417	Yes
2002-2003	SEVENTH DIST ELEM	96.0551	Yes
2002-2003	SHADY SPRING ELEM	96.0766	Yes
2002-2003	SOUTHWEST ACADEMY	92.6239	
2002-2003	SPARKS ELEMENTARY	96.8073	Yes
2002-2003	SPARROWS POINT HIGH	93.591	
2002-2003	SPARROWS PT MIDDLE	93.4917	
2002-2003	STEMMERS RUN MIDDLE	93.1636	
2002-2003	STONELEIGH ELEM	96.7945	Yes
2002-2003	SUDBROOK MAGNET MDL	96.6213	Yes
2002-2003	SUMMIT PARK ELEM	96.664	Yes
2002-2003	SUSSEX ELEMENTARY	96.0152	Yes

School_Year	School	Attendance	Met State Standard
2002-2003	TIMBER GROVE ELEM	95.5403	Yes
2002-2003	TIMONIUM ELEMENTARY	97.0573	Yes
2002-2003	TOWSON HIGH SCHOOL	94.5017	Yes
2002-2003	VICTORY VILLA ELEM	94.5076	Yes
2002-2003	VILLA CRESTA ELEM	95.9181	Yes
2002-2003	WARREN ELEMENTARY	96.8437	Yes
2002-2003	WELLWOOD INTL SCHOOL	95.8205	Yes
2002-2003	WESTCHESTER ELEM	96.2836	Yes
2002-2003	WESTERN SCH/TECHNOL	96.8035	Yes
2002-2003	WESTOWNE ELEMENTARY	95.6195	Yes
2002-2003	WHITE OAK SCHOOL	92.7092	
2002-2003	WINAND ELEMENTARY	95.0507	Yes
2002-2003	WINFIELD ELEM	95.4475	Yes
2002-2003	WOODBRIDGE ELEM	96.2398	Yes
2002-2003	WOODLAWN HIGH	88.4937	
2002-2003	WOODLAWN MIDDLE	91.231	
2002-2003	WOODMOOR ELEM	95.2478	Yes
2002-2003	TOTAL SCHOOLS MET	129 / 164	78.7%

School_Year	School	Attendance	Met State Standard
2003-2004	ARBUTUS ELEMENTARY	95.357	Yes
2003-2004	ARBUTUS MIDDLE	93.9276	
2003-2004	BALTO HIGHLANDS ELEM	94.4398	Yes
2003-2004	BATTLE GROVE ELEM	94.2305	Yes
2003-2004	BATTLE MONUMENT SCH	88.8108	
2003-2004	BEAR CREEK ELEM	95.2373	Yes
2003-2004	BEDFORD ELEM	95.9558	Yes
2003-2004	BERKSHIRE ELEMENTARY	94.1968	Yes
2003-2004	CARNEY ELEMENTARY	96.5562	Yes
2003-2004	CARROLL MANOR ELEM	96.454	Yes
2003-2004	CARVER CTR ARTS TECH	95.456	Yes
2003-2004	CATON CTR ALT STUDY	84.41	
2003-2004	CATONSVILLE ELEM	95.5807	Yes
2003-2004	CATONSVILLE HIGH	94.9741	Yes
2003-2004	CATONSVILLE MIDDLE	95.1643	Yes
2003-2004	CEDARMERE ELEMENTARY	96.383	Yes
2003-2004	CHADWICK ELEM	95.8485	Yes
2003-2004	CHAPEL HILL ELEM	95.3569	Yes
2003-2004	CHARLESMONT ELEM	94.3702	Yes
2003-2004	CHASE ELEMENTARY	95.6473	Yes
2003-2004	CHATSWORTH SCHOOL	96.0266	Yes
2003-2004	CHESAPEAKE HIGH	90.2335	
2003-2004	CHESAPEAKE TERR ELEM	93.5226	
2003-2004	CHURCH LANE EL TECH	96.1693	Yes
2003-2004	COCKEYSVILLE MIDDLE	96.0682	Yes
2003-2004	COLGATE ELEMENTARY	93.9853	
2003-2004	CROMWELL ELEM MAGNET	96.7282	Yes
2003-2004	DEEP CREEK ELEM	94.7925	Yes
2003-2004	DEEP CREEK MIDDLE	92.6637	
2003-2004	DEER PARK ELEMENTARY	95.9366	Yes
2003-2004	DEER PARK MID/MAGNET	94.7399	Yes
2003-2004	DOGWOOD ELEMENTARY	95.2977	Yes
2003-2004	DULANEY HIGH SCHOOL	94.477	Yes
2003-2004	DUMBARTON MIDDLE	95.4373	Yes
2003-2004	DUNDALK ELEMENTARY	93.986	
2003-2004	DUNDALK HIGH SCHOOL	88.9536	
2003-2004	DUNDALK MIDDLE	94.2076	Yes
2003-2004	EASTERN TECH HIGH	97.2246	Yes
2003-2004	EASTWOOD CENTER	95.1608	Yes
2003-2004	EDGEMERE ELEMENTARY	95.3096	Yes
2003-2004	EDMONDSON HGHTS ELEM	95.4436	Yes
2003-2004	ELMWOOD ELEMENTARY	94.9851	Yes
2003-2004	ESSEX ELEMENTARY	95.4017	Yes
2003-2004	EVENING HIGH SCHOOLS	92.5346	
2003-2004	FEATHERBED LANE ELEM	96.0038	Yes
2003-2004	FIFTH DISTRICT ELEM	96.8533	Yes
2003-2004	FORT GARRISON ELEM	96.6821	Yes
2003-2004	FRANKLIN ELEMENTARY	96.4459	Yes
2003-2004	FRANKLIN HIGH	94.426	Yes
2003-2004	FRANKLIN MIDDLE	95.2488	Yes
2003-2004	FULLERTON ELEMENTARY	96.4302	Yes
2003-2004	GEN JOHN STRICKER MI	91.6865	
2003-2004	GLENMAR ELEMENTARY	94.9521	Yes
2003-2004	GLYNDON ELEMENTARY	95.986	Yes
2003-2004	GOLDEN RING MIDDLE	93.8007	
2003-2004	GRANGE ELEMENTARY	95.5544	Yes
2003-2004	GROUP LEARNING CENTR	92.3434	
2003-2004	GUNPOWDER ELEMENTARY	96.6213	Yes
2003-2004	HALETHORPE ELEM	96.1267	Yes
2003-2004	HALSTEAD ACADEMY	94.8065	Yes
2003-2004	HAMPTON ELEMENTARY	96.0924	Yes
2003-2004	HARFORD HILLS ELEM	95.7621	Yes
2003-2004	HAWTHORNE ELEMENTARY	94.7477	Yes
2003-2004	HEBBVILLE ELEM	95.7349	Yes
2003-2004	HEREFORD HIGH	95.6646	Yes
2003-2004	HEREFORD MIDDLE	96.1291	Yes
2003-2004	HERNWOOD ELEMENTARY	95.5512	Yes
2003-2004	HILLCREST ELEM	95.4825	Yes
2003-2004	HOLABIRD MIDDLE	92.318	
2003-2004	HOME ASSIGN INST-EL	100	Yes
2003-2004	HOME ASSIGN INST-SEC	100	Yes
2003-2004	INVERNESS CENTER	91.9582	
2003-2004	JACKSONVILLE ELEM	96.2306	Yes
2003-2004	JOHNNYCAKE ELEM	95.6985	Yes
2003-2004	JOPPA VIEW ELEM	96.3437	Yes
2003-2004	KENWOOD HIGH SCHOOL	93.6395	
2003-2004	KINGSVILLE ELEM	96.8436	Yes
2003-2004	LANSDOWNE ELEM	94.5951	Yes
2003-2004	LANSDOWNE HIGH	92.2222	
2003-2004	LANSDOWNE MIDDLE	94.2013	Yes
2003-2004	LOCH RAVEN HIGH	95.1735	Yes
2003-2004	LOCH RAVEN TECH ACAD	93.1898	
2003-2004	LOGAN ELEMENTARY	94.724	Yes
2003-2004	LUTHERVILLE LAB TECH	96.5699	Yes
2003-2004	MAIDEN CHOICE SCHOOL	83.7508	
2003-2004	MARS ESTATES ELEM	94.991	Yes
2003-2004	MARTIN BLVD ELEM	94.8823	Yes
2003-2004	MCCORMICK ELEMENTARY	95.4666	Yes
2003-2004	MEADOWWOOD EDUC CTR	89.7804	
2003-2004	MIDDLE RIVER MIDDLE	93.9772	
2003-2004	MIDDLEBOROUGH ELEM	95.6577	Yes
2003-2004	MIDDLESEX ELEMENTARY	94.8018	Yes
2003-2004	MILBROOK ELEMENTARY	95.3164	Yes
2003-2004	MILFORD MILL ACADEMY	90.2835	
2003-2004	NEW TOWN ELEMENTARY	96.3589	Yes
2003-2004	NEW TOWN HIGH	93.4794	
2003-2004	NORWOOD ELEMENTARY	94.8927	Yes
2003-2004	OAKLEIGH ELEMENTARY	95.8384	Yes

School_Year	School	Attendance	Met State Standard
2003-2004	OLD COURT MIDDLE	93.812	
2003-2004	OLIVER BEACH ELEM	95.4064	Yes
2003-2004	OREMS ELEMENTARY	95.6341	Yes
2003-2004	OVERLEA HIGH	93.8307	
2003-2004	OWINGS MILLS ELEM	94.7947	Yes
2003-2004	OWINGS MILLS HIGH	92.4547	
2003-2004	PADONIA INTERNATIONAL ELEM	95.7144	Yes
2003-2004	PARKVILLE HIGH	92.9587	
2003-2004	PARKVILLE MIDDLE	94.8182	Yes
2003-2004	PATAPSCO HIGH SCHOOL	92.3227	
2003-2004	PERRY HALL ELEM	96.5516	Yes
2003-2004	PERRY HALL HIGH	94.4695	Yes
2003-2004	PERRY HALL MIDDLE	95.4017	Yes
2003-2004	PIKESVILLE HIGH	94.1667	Yes
2003-2004	PIKESVILLE MIDDLE	93.7867	
2003-2004	PINE GROVE ELEM	96.647	Yes
2003-2004	PINE GROVE MIDDLE	95.9052	Yes
2003-2004	PINEWOOD ELEMENTARY	96.2989	Yes
2003-2004	PLEASANT PLAINS ELEM	95.2971	Yes
2003-2004	POT SPRING ELEM	95.9093	Yes
2003-2004	POWHATAN ELEM	95.1007	Yes
2003-2004	PRETTYBOY ELEMENTARY	96.5674	Yes
2003-2004	RANDALLSTOWN ELEM	96.9884	Yes
2003-2004	RANDALLSTOWN HIGH	91.0112	
2003-2004	RED HOUSE RUN ELEM	95.1623	Yes
2003-2004	REISTERSTOWN ELEM	95.7237	Yes
2003-2004	RELAY ELEMENTARY	95.6059	Yes
2003-2004	RICA CATONSVILLE EDU	95.3	Yes
2003-2004	RIDERWOOD ELEM	96.6784	Yes
2003-2004	RIDGE RUXTON SCHOOL	91.0923	
2003-2004	RIDGELY MIDDLE	95.938	Yes
2003-2004	RIVERVIEW ELEMENTARY	94.7075	Yes
2003-2004	RODGERS FORGE ELEM	96.7144	Yes
2003-2004	ROSEDALE CENTER	85.4816	
2003-2004	SANDALWOOD ELEM	95.4102	Yes
2003-2004	SANDY PLAINS ELEM	94.1799	Yes
2003-2004	SCOTTS BRANCH ELEM	95.9755	Yes
2003-2004	SENECA ELEMENTARY	95.1544	Yes
2003-2004	SEVEN OAKS ELEM	96.6988	Yes
2003-2004	SEVENTH DIST ELEM	96.4855	Yes
2003-2004	SHADY SPRING ELEM	96.2254	Yes
2003-2004	SOUTHWEST ACADEMY	93.2613	
2003-2004	SPARKS ELEMENTARY	96.5674	Yes
2003-2004	SPARROWS POINT HIGH	92.742	
2003-2004	SPARROWS PT MIDDLE	93.0591	
2003-2004	STEMMERS RUN MIDDLE	91.9715	
2003-2004	STONELEIGH ELEM	96.5976	Yes
2003-2004	SUDBROOK MAGNET MDL	96.3097	Yes
2003-2004	SUMMIT PARK ELEM	96.5502	Yes
2003-2004	SUSSEX ELEMENTARY	95.8832	Yes
2003-2004	TIMBER GROVE ELEM	95.527	Yes
2003-2004	TIMONIUM ELEMENTARY	96.7961	Yes
2003-2004	TOWSON HIGH SCHOOL	94.1591	Yes
2003-2004	VICTORY VILLA ELEM	94.629	Yes
2003-2004	VILLA CRESTA ELEM	95.7842	Yes
2003-2004	WARREN ELEMENTARY	96.6071	Yes
2003-2004	WELLWOOD INTL SCHOOL	95.503	Yes
2003-2004	WESTCHESTER ELEM	96.3332	Yes
2003-2004	WESTERN SCH/TECHNOL	96.9212	Yes
2003-2004	WESTOWNE ELEMENTARY	95.4697	Yes
2003-2004	WHITE OAK SCHOOL	93.6469	
2003-2004	WINAND ELEMENTARY	95.4833	Yes
2003-2004	WINFIELD ELEM	96.1497	Yes
2003-2004	WOODBRIDGE ELEM	95.9316	Yes
2003-2004	WOODLAWN HIGH	87.983	
2003-2004	WOODLAWN MIDDLE	91.6552	
2003-2004	WOODMOOR ELEM	95.177	Yes
2003-2004	TOTAL SCHOOLS MET	126 / 165	76.4%

School_Year	School	Attendance	Met State Standard
2004-2005	ARBUTUS ELEMENTARY	95.4577	Yes
2004-2005	ARBUTUS MIDDLE	94.4246	Yes
2004-2005	BALTO HIGHLANDS ELEM	93.786	
2004-2005	BATTLE GROVE ELEM	94.8119	Yes
2004-2005	BATTLE MONUMENT SCH	89.1267	
2004-2005	BEAR CREEK ELEM	95.296	Yes
2004-2005	BEDFORD ELEM	95.6355	Yes
2004-2005	BERKSHIRE ELEMENTARY	93.8624	
2004-2005	BRIDGE CENTER	100	Yes
2004-2005	CARNEY ELEMENTARY	96.2463	Yes
2004-2005	CARROLL MANOR ELEM	96.2983	Yes
2004-2005	CARVER CTR ARTS TECH	95.3544	Yes
2004-2005	CATON CTR ALT STUDY	85.1021	
2004-2005	CATONSVILLE ELEM	95.9065	Yes
2004-2005	CATONSVILLE HIGH	94.7882	Yes
2004-2005	CATONSVILLE MIDDLE	95.4587	Yes
2004-2005	CEDARMERE ELEMENTARY	96.0761	Yes
2004-2005	CHADWICK ELEM	97.4409	Yes
2004-2005	CHAPEL HILL ELEM	96.3546	Yes
2004-2005	CHARLESMONT ELEM	94.1017	Yes
2004-2005	CHASE ELEMENTARY	95.3115	Yes
2004-2005	CHATSWORTH SCHOOL	95.8409	Yes
2004-2005	CHESAPEAKE HIGH	91.5133	
2004-2005	CHESAPEAKE TERR ELEM	94.1133	Yes
2004-2005	CHURCH LANE EL TECH	95.7962	Yes
2004-2005	COCKEYSVILLE MIDDLE	95.9161	Yes
2004-2005	COLGATE ELEMENTARY	93.8183	
2004-2005	CROMWELL ELEM MAGNET	96.0435	Yes
2004-2005	DEEP CREEK ELEM	94.2035	Yes
2004-2005	DEEP CREEK MIDDLE	93.7615	
2004-2005	DEER PARK ELEMENTARY	96.1282	Yes
2004-2005	DEER PARK MID/MAGNET	94.467	Yes
2004-2005	DOGWOOD ELEMENTARY	95.7714	Yes
2004-2005	DULANEY HIGH SCHOOL	94.6146	Yes
2004-2005	DUMBARTON MIDDLE	95.5416	Yes
2004-2005	DUNDALK ELEMENTARY	93.8953	
2004-2005	DUNDALK HIGH SCHOOL	89.5051	
2004-2005	DUNDALK MIDDLE	94.2372	Yes
2004-2005	EASTERN TECH HIGH	97.3341	Yes
2004-2005	EASTWOOD CENTER	95.1638	Yes
2004-2005	EDGEMERE ELEMENTARY	95.1091	Yes
2004-2005	EDMONDSON HGHTS ELEM	95.5627	Yes
2004-2005	ELMWOOD ELEMENTARY	95.2538	Yes
2004-2005	ESSEX ELEMENTARY	95.6204	Yes
2004-2005	EVENING HIGH SCHOOLS	91.8119	
2004-2005	FEATHERBED LANE ELEM	95.4975	Yes
2004-2005	FIFTH DISTRICT ELEM	96.4716	Yes
2004-2005	FORT GARRISON ELEM	95.9789	Yes
2004-2005	FRANKLIN ELEMENTARY	96.4568	Yes

School_Year	School	Attendance	Met State Standard
2004-2005	FRANKLIN HIGH	94.1726	Yes
2004-2005	FRANKLIN MIDDLE	95.4479	Yes
2004-2005	FULLERTON ELEMENTARY	96.5521	Yes
2004-2005	GEN JOHN STRICKER MI	92.489	
2004-2005	GLENMAR ELEMENTARY	95.0765	Yes
2004-2005	GLYNDON ELEMENTARY	95.576	Yes
2004-2005	GOLDEN RING MIDDLE	93.5246	
2004-2005	GRANGE ELEMENTARY	95.7012	Yes
2004-2005	GROUP LEARNING CENTR	93.2355	
2004-2005	GUNPOWDER ELEMENTARY	96.7547	Yes
2004-2005	HALETHORPE ELEM	96.0469	Yes
2004-2005	HALSTEAD ACADEMY	95.5087	Yes
2004-2005	HAMPTON ELEMENTARY	96.3878	Yes
2004-2005	HARFORD HILLS ELEM	95.6163	Yes
2004-2005	HAWTHORNE ELEMENTARY	94.7753	Yes
2004-2005	HEBBVILLE ELEM	95.7106	Yes
2004-2005	HEREFORD HIGH	95.638	Yes
2004-2005	HEREFORD MIDDLE	96.2348	Yes
2004-2005	HERNWOOD ELEMENTARY	95.3944	Yes
2004-2005	HILLCREST ELEM	95.6856	Yes
2004-2005	HOLABIRD MIDDLE	92.704	
2004-2005	HOME ASSIGN INST-EL	100	Yes
2004-2005	HOME ASSIGN INST-SEC	100	Yes
2004-2005	JACKSONVILLE ELEM	96.4282	Yes
2004-2005	JOHNNYCAKE ELEM	96.1513	Yes
2004-2005	JOPPA VIEW ELEM	96.4425	Yes
2004-2005	KENWOOD HIGH SCHOOL	93.3282	
2004-2005	KINGSVILLE ELEM	96.8049	Yes
2004-2005	LANSDOWNE ELEM	95.1536	Yes
2004-2005	LANSDOWNE HIGH	91.4557	
2004-2005	LANSDOWNE MIDDLE	94.324	Yes
2004-2005	LOCH RAVEN HIGH	94.9491	Yes
2004-2005	LOCH RAVEN TECH ACAD	93.7539	
2004-2005	LOGAN ELEMENTARY	94.4662	Yes
2004-2005	LUTHERVILLE LAB TECH	96.0672	Yes
2004-2005	MAIDEN CHOICE SCHOOL	85.5439	
2004-2005	MARS ESTATES ELEM	95.542	Yes
2004-2005	MARTIN BLVD ELEM	95.2112	Yes
2004-2005	MCCORMICK ELEMENTARY	95.782	Yes
2004-2005	MEADOWWOOD EDUC CTR	94.2449	Yes
2004-2005	MIDDLE RIVER MIDDLE	94.0788	Yes
2004-2005	MIDDLEBOROUGH ELEM	95.9312	Yes
2004-2005	MIDDLESEX ELEMENTARY	94.6876	Yes
2004-2005	MILBROOK ELEMENTARY	95.4934	Yes
2004-2005	MILFORD MILL ACADEMY	91.0257	
2004-2005	NEW TOWN ELEMENTARY	96.1839	Yes
2004-2005	NEW TOWN HIGH	93.4536	
2004-2005	NORWOOD ELEMENTARY	95.2886	Yes
2004-2005	OAKLEIGH ELEMENTARY	95.7531	Yes

School_Year	School	Attendance	Met State Standard
2004-2005	OLD COURT MIDDLE	93.6117	
2004-2005	OLIVER BEACH ELEM	95.9649	Yes
2004-2005	OREMS ELEMENTARY	95.4339	Yes
2004-2005	OVERLEA HIGH	93.2477	
2004-2005	OWINGS MILLS ELEM	95.2804	Yes
2004-2005	OWINGS MILLS HIGH	92.2271	
2004-2005	PADONIA INTERNATIONAL ELEM	95.5821	Yes
2004-2005	PARKVILLE HIGH	92.6957	
2004-2005	PARKVILLE MIDDLE	95.3504	Yes
2004-2005	PATAPSCO HIGH SCHOOL	91.5145	
2004-2005	PERRY HALL ELEM	96.3568	Yes
2004-2005	PERRY HALL HIGH	94.6622	Yes
2004-2005	PERRY HALL MIDDLE	95.7986	Yes
2004-2005	PIKESVILLE HIGH	93.2576	
2004-2005	PIKESVILLE MIDDLE	94.2256	Yes
2004-2005	PINE GROVE ELEM	96.3588	Yes
2004-2005	PINE GROVE MIDDLE	95.5095	Yes
2004-2005	PINEWOOD ELEMENTARY	96.2131	Yes
2004-2005	PLEASANT PLAINS ELEM	95.7891	Yes
2004-2005	POT SPRING ELEM	95.6732	Yes
2004-2005	POWHATAN ELEM	95.72	Yes
2004-2005	PRETTYBOY ELEMENTARY	95.9369	Yes
2004-2005	RANDALLSTOWN ELEM	98.0764	Yes
2004-2005	RANDALLSTOWN HIGH	91.0103	
2004-2005	RED HOUSE RUN ELEM	95.1876	Yes
2004-2005	REISTERSTOWN ELEM	94.7736	Yes
2004-2005	RELAY ELEMENTARY	95.8944	Yes
2004-2005	RICA CATONSVILLE EDU	91.0729	
2004-2005	RIDERWOOD ELEM	96.4998	Yes
2004-2005	RIDGE RUXTON SCHOOL	91.7337	
2004-2005	RIDGELY MIDDLE	96.3297	Yes
2004-2005	RIVERVIEW ELEMENTARY	95.1436	Yes
2004-2005	RODGERS FORGE ELEM	95.9355	Yes
2004-2005	ROSEDALE CENTER	84.049	
2004-2005	SANDALWOOD ELEM	95.3266	Yes
2004-2005	SANDY PLAINS ELEM	95.0815	Yes
2004-2005	SCOTTS BRANCH ELEM	95.0216	Yes
2004-2005	SENECA ELEMENTARY	94.8758	Yes
2004-2005	SEVEN OAKS ELEM	96.8006	Yes
2004-2005	SEVENTH DIST ELEM	96.5013	Yes
2004-2005	SHADY SPRING ELEM	95.962	Yes
2004-2005	SOUTHWEST ACADEMY	96.4681	Yes
2004-2005	SPARKS ELEMENTARY	96.3285	Yes
2004-2005	SPARROWS POINT HIGH	92.5717	
2004-2005	SPARROWS PT MIDDLE	94.7907	Yes
2004-2005	STEMMERS RUN MIDDLE	93.012	
2004-2005	STONELEIGH ELEM	96.788	Yes
2004-2005	SUDBROOK MAGNET MDL	96.789	Yes
2004-2005	SUMMIT PARK ELEM	96.5978	Yes

School_Year	School	Attendance	Met State Standard
2004-2005	SUSSEX ELEMENTARY	95.212	Yes
2004-2005	TIMBER GROVE ELEM	95.6567	Yes
2004-2005	TIMONIUM ELEMENTARY	96.643	Yes
2004-2005	TOWSON HIGH SCHOOL	94.6244	Yes
2004-2005	VICTORY VILLA ELEM	94.7862	Yes
2004-2005	VILLA CRESTA ELEM	95.9069	Yes
2004-2005	WARREN ELEMENTARY	96.493	Yes
2004-2005	WELLWOOD INTL SCHOOL	95.4786	Yes
2004-2005	WESTCHESTER ELEM	95.8711	Yes
2004-2005	WESTERN SCH/TECHNOL	96.4834	Yes
2004-2005	WESTOWNE ELEMENTARY	95.6983	Yes
2004-2005	WHITE OAK SCHOOL	93.8989	
2004-2005	WINAND ELEMENTARY	94.8207	Yes
2004-2005	WINFIELD ELEM	95.5631	Yes
2004-2005	WOODBRIDGE ELEM	96.3763	Yes
2004-2005	WOODLAWN HIGH	88.5902	
2004-2005	WOODLAWN MIDDLE	92.775	
2004-2005	WOODMOOR ELEM	95.2857	Yes
2004-2005	TOTAL SCHOOLS MET	130 / 165	78.8%

School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2005-2006	ARBUTUS ELEMENTARY	95.6481	Yes	2005-2006	FRANKLIN HIGH	93.9108	
2005-2006	ARBUTUS MIDDLE	94.5232	Yes	2005-2006	FRANKLIN MIDDLE	95.4321	Yes
2005-2006	BALTO HIGHLANDS ELEM	95.6922	Yes	2005-2006	FULLERTON ELEMENTARY	95.8855	Yes
2005-2006	BATTLE GROVE ELEM	94.9089	Yes	2005-2006	GEN JOHN STRICKER MI	93.0798	
2005-2006	BATTLE MONUMENT SCH	90.875		2005-2006	GLENMAR ELEMENTARY	95.3947	Yes
2005-2006	BEAR CREEK ELEM	94.6215	Yes	2005-2006	GLYNDON ELEMENTARY	95.9456	Yes
2005-2006	BEDFORD ELEM	95.4388	Yes	2005-2006	GOLDEN RING MIDDLE	93.0757	
2005-2006	BERKSHIRE ELEMENTARY	94.579	Yes	2005-2006	GRANGE ELEMENTARY	95.5493	Yes
2005-2006	BRIDGE CENTER	92.8146		2005-2006	GROUP LEARNING CENTR	91.982	
2005-2006	CARNEY ELEMENTARY	95.619	Yes	2005-2006	GUNPOWDER ELEMENTARY	96.1033	Yes
2005-2006	CARROLL MANOR ELEM	96.4883	Yes	2005-2006	HALETHORPE ELEM	95.7943	Yes
2005-2006	CARVER CTR ARTS TECH	95.1616	Yes	2005-2006	HALSTEAD ACADEMY	95.1128	Yes
2005-2006	CATON CTR ALT STUDY	87.7024		2005-2006	HAMPTON ELEMENTARY	95.8475	Yes
2005-2006	CATONSVILLE ELEM	96.2419	Yes	2005-2006	HARFORD HILLS ELEM	95.1137	Yes
2005-2006	CATONSVILLE HIGH	95.158	Yes	2005-2006	HAWTHORNE ELEMENTARY	94.9774	Yes
2005-2006	CATONSVILLE MIDDLE	95.9371	Yes	2005-2006	HEBBVILLE ELEM	95.9618	Yes
2005-2006	CEDARMERE ELEMENTARY	95.8633	Yes	2005-2006	HEREFORD HIGH	95.5929	Yes
2005-2006	CHADWICK ELEM	96.748	Yes	2005-2006	HEREFORD MIDDLE	96.3854	Yes
2005-2006	CHAPEL HILL ELEM	95.8623	Yes	2005-2006	HERNWOOD ELEMENTARY	95.0632	Yes
2005-2006	CHARLESMONT ELEM	94.4264	Yes	2005-2006	HILLCREST ELEM	95.6154	Yes
2005-2006	CHASE ELEMENTARY	95.4204	Yes	2005-2006	HOLABIRD MIDDLE	94.3669	Yes
2005-2006	CHATSWORTH SCHOOL	96.0087	Yes	2005-2006	HOME ASSIGN INST-EL	100	Yes
2005-2006	CHESAPEAKE HIGH	91.3839		2005-2006	HOME ASSIGN INST-SEC	100	Yes
2005-2006	CHESAPEAKE TERR ELEM	94.9501	Yes	2005-2006	JACKSONVILLE ELEM	96.7996	Yes
2005-2006	CHURCH LANE EL TECH	95.6754	Yes	2005-2006	JOHNNYCAKE ELEM	95.9857	Yes
2005-2006	COCKEYSVILLE MIDDLE	96.0148	Yes	2005-2006	JOPPA VIEW ELEM	96.2828	Yes
2005-2006	COLGATE ELEMENTARY	94.074	Yes	2005-2006	KENWOOD HIGH SCHOOL	92.6024	
2005-2006	CROMWELL ELEM MAGNET	96.6313	Yes	2005-2006	KINGSVILLE ELEM	96.7687	Yes
2005-2006	DEEP CREEK ELEM	94.3231	Yes	2005-2006	LANSDOWNE ELEM	95.4622	Yes
2005-2006	DEEP CREEK MIDDLE	94.8661	Yes	2005-2006	LANSDOWNE HIGH	89.2269	
2005-2006	DEER PARK ELEMENTARY	96.9401	Yes	2005-2006	LANSDOWNE MIDDLE	95.4088	Yes
2005-2006	DEER PARK MID/MAGNET	95.0473	Yes	2005-2006	LOCH RAVEN HIGH	94.4348	Yes
2005-2006	DOGWOOD ELEMENTARY	95.6463	Yes	2005-2006	LOCH RAVEN TECH ACAD	93.7156	
2005-2006	DULANEY HIGH SCHOOL	95.8201	Yes	2005-2006	LOGAN ELEMENTARY	95.1383	Yes
2005-2006	DUMBARTON MIDDLE	96.0749	Yes	2005-2006	LUTHERVILLE LAB TECH	96.7781	Yes
2005-2006	DUNDALK ELEMENTARY	94.4319	Yes	2005-2006	MAIDEN CHOICE SCHOOL	87.5779	
2005-2006	DUNDALK HIGH SCHOOL	91.0157		2005-2006	MARS ESTATES ELEM	95.3775	Yes
2005-2006	DUNDALK MIDDLE	93.9398		2005-2006	MARTIN BLVD ELEM	94.4212	Yes
2005-2006	EASTERN TECH HIGH	97.3323	Yes	2005-2006	MCCORMICK ELEMENTARY	95.8251	Yes
2005-2006	EASTWOOD CENTER	95.7441	Yes	2005-2006	MEADOWWOOD EDUC CTR	91.0394	
2005-2006	EDGEMERE ELEMENTARY	95.1432	Yes	2005-2006	MIDDLE RIVER MIDDLE	94.5016	Yes
2005-2006	EDMONDSON HGHTS ELEM	95.1283	Yes	2005-2006	MIDDLEBOROUGH ELEM	96.2329	Yes
2005-2006	ELMWOOD ELEMENTARY	95.6009	Yes	2005-2006	MIDDLESEX ELEMENTARY	94.3374	Yes
2005-2006	ESSEX ELEMENTARY	95.4617	Yes	2005-2006	MILBROOK ELEMENTARY	95.3048	Yes
2005-2006	EVENING HIGH SCHOOLS	90.208		2005-2006	MILFORD MILL ACADEMY	86.7345	
2005-2006	FEATHERBED LANE ELEM	95.9096	Yes	2005-2006	NEW TOWN ELEMENTARY	96.4195	Yes
2005-2006	FIFTH DISTRICT ELEM	95.8762	Yes	2005-2006	NEW TOWN HIGH	92.5061	
2005-2006	FORT GARRISON ELEM	96.2335	Yes	2005-2006	NORWOOD ELEMENTARY	94.321	Yes
2005-2006	FRANKLIN ELEMENTARY	95.8304	Yes	2005-2006	OAKLEIGH ELEMENTARY	95.7027	Yes

School_Year	School	Attendance	Met State Standard
2005-2006	OLD COURT MIDDLE	94.0525	Yes
2005-2006	OLIVER BEACH ELEM	95.9615	Yes
2005-2006	OREMS ELEMENTARY	95.8827	Yes
2005-2006	OVERLEA HIGH	93.1469	
2005-2006	OWINGS MILLS ELEM	94.7826	Yes
2005-2006	OWINGS MILLS HIGH	92.6536	
2005-2006	PADONIA INTERNATIONAL ELEM	94.9835	Yes
2005-2006	PARKVILLE HIGH	92.5729	
2005-2006	PARKVILLE MIDDLE	94.7785	Yes
2005-2006	PATAPSCO HIGH SCHOOL	91.9025	
2005-2006	PERRY HALL ELEM	96.2279	Yes
2005-2006	PERRY HALL HIGH	94.5617	Yes
2005-2006	PERRY HALL MIDDLE	96.0038	Yes
2005-2006	PIKESVILLE HIGH	95.0615	Yes
2005-2006	PIKESVILLE MIDDLE	94.4156	Yes
2005-2006	PINE GROVE ELEM	96.7476	Yes
2005-2006	PINE GROVE MIDDLE	95.7417	Yes
2005-2006	PINEWOOD ELEMENTARY	96.6809	Yes
2005-2006	PLEASANT PLAINS ELEM	95.6095	Yes
2005-2006	POT SPRING ELEM	96.2404	Yes
2005-2006	POWHATAN ELEM	95.4133	Yes
2005-2006	PRETTYBOY ELEMENTARY	96.4434	Yes
2005-2006	RANDALLSTOWN ELEM	96.1837	Yes
2005-2006	RANDALLSTOWN HIGH	90.131	
2005-2006	RED HOUSE RUN ELEM	94.9616	Yes
2005-2006	REISTERSTOWN ELEM	94.9274	Yes
2005-2006	RELAY ELEMENTARY	96.782	Yes
2005-2006	RIDERWOOD ELEM	96.8994	Yes
2005-2006	RIDGE RUXTON SCHOOL	89.9933	
2005-2006	RIDGELY MIDDLE	96.4112	Yes
2005-2006	RIVERVIEW ELEMENTARY	94.6513	Yes
2005-2006	RODGERS FORGE ELEM	96.6972	Yes
2005-2006	ROSEDALE CENTER	83.8278	
2005-2006	SANDALWOOD ELEM	95.2727	Yes
2005-2006	SANDY PLAINS ELEM	94.4215	Yes
2005-2006	SCOTTS BRANCH ELEM	94.6728	Yes
2005-2006	SENECA ELEMENTARY	95.1986	Yes
2005-2006	SEVEN OAKS ELEM	96.507	Yes
2005-2006	SEVENTH DIST ELEM	96.9318	Yes
2005-2006	SHADY SPRING ELEM	95.6223	Yes
2005-2006	SOUTHWEST ACADEMY	95.2907	Yes
2005-2006	SPARKS ELEMENTARY	96.5828	Yes
2005-2006	SPARROWS POINT HIGH	93.5886	
2005-2006	SPARROWS PT MIDDLE	94.8224	Yes
2005-2006	STEMMERS RUN MIDDLE	93.4266	
2005-2006	STONELEIGH ELEM	96.7427	Yes
2005-2006	SUDBROOK MAGNET MDL	96.5854	Yes
2005-2006	SUMMIT PARK ELEM	96.2926	Yes
2005-2006	SUSSEX ELEMENTARY	94.577	Yes

School_Year	School	Attendance	Met State Standard
2005-2006	TIMBER GROVE ELEM	95.5296	Yes
2005-2006	TIMONIUM ELEMENTARY	96.9248	Yes
2005-2006	TOWSON HIGH SCHOOL	94.6454	Yes
2005-2006	VICTORY VILLA ELEM	94.8788	Yes
2005-2006	VILLA CRESTA ELEM	95.3683	Yes
2005-2006	WARREN ELEMENTARY	96.6036	Yes
2005-2006	WELLWOOD INTL SCHOOL	96.0457	Yes
2005-2006	WESTCHESTER ELEM	96.1655	Yes
2005-2006	WESTERN SCH/TECHNOL	96.4395	Yes
2005-2006	WESTOWNE ELEMENTARY	95.8518	Yes
2005-2006	WHITE OAK SCHOOL	94.4705	Yes
2005-2006	WINAND ELEMENTARY	94.7192	Yes
2005-2006	WINFIELD ELEM	95.9286	Yes
2005-2006	WOODBRIDGE ELEM	96.6201	Yes
2005-2006	WOODHOLME ELEM	95.9601	Yes
2005-2006	WOODLAWN HIGH	87.4934	
2005-2006	WOODLAWN MIDDLE	94.1406	Yes
2005-2006	WOODMOOR ELEM	95.0627	Yes
2005-2006	TOTAL SCHOOLS MET	137 / 165	83.0%

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2006-2007	ARBUTUS ELEMENTARY	94.7553	Yes	2006-2007	FRANKLIN HIGH	94.1598	Yes
2006-2007	ARBUTUS MIDDLE	94.7473	Yes	2006-2007	FRANKLIN MIDDLE	95.8794	Yes
2006-2007	BALTO HIGHLANDS ELEM	95.9108	Yes	2006-2007	FULLERTON ELEMENTARY	96.111	Yes
2006-2007	BATTLE GROVE ELEM	95.3752	Yes	2006-2007	GEN JOHN STRICKER MI	93.0567	
2006-2007	BATTLE MONUMENT SCH	88.6058		2006-2007	GLENMAR ELEMENTARY	95.0619	Yes
2006-2007	BEAR CREEK ELEM	94.9376	Yes	2006-2007	GLYNDON ELEMENTARY	96.275	Yes
2006-2007	BEDFORD ELEM	95.0076	Yes	2006-2007	GOLDEN RING MIDDLE	93.2052	
2006-2007	BERKSHIRE ELEMENTARY	94.8674	Yes	2006-2007	GRANGE ELEMENTARY	95.4083	Yes
2006-2007	BRIDGE CENTER	93.1646		2006-2007	GROUP LEARNING CENTR	90.1509	
2006-2007	CARNEY ELEMENTARY	95.6984	Yes	2006-2007	GUNPOWDER ELEMENTARY	96.4835	Yes
2006-2007	CARROLL MANOR ELEM	96.6667	Yes	2006-2007	HALETHORPE ELEM	95.8898	Yes
2006-2007	CARVER CTR ARTS TECH	95.2915	Yes	2006-2007	HALSTEAD ACADEMY	94.9234	Yes
2006-2007	CATON CTR ALT STUDY	93.4513		2006-2007	HAMPTON ELEMENTARY	96.5725	Yes
2006-2007	CATONSVILLE ELEM	96.5381	Yes	2006-2007	HARFORD HILLS ELEM	95.8482	Yes
2006-2007	CATONSVILLE HIGH	95.6254	Yes	2006-2007	HAWTHORNE ELEMENTARY	92.7358	
2006-2007	CATONSVILLE MIDDLE	95.8267	Yes	2006-2007	HEBBVILLE ELEM	95.861	Yes
2006-2007	CEDARMERE ELEMENTARY	95.7694	Yes	2006-2007	HEREFORD HIGH	96.2253	Yes
2006-2007	CHADWICK ELEM	95.6164	Yes	2006-2007	HEREFORD MIDDLE	96.5878	Yes
2006-2007	CHAPEL HILL ELEM	96.044	Yes	2006-2007	HERNWOOD ELEMENTARY	95.4493	Yes
2006-2007	CHARLESMONT ELEM	94.8161	Yes	2006-2007	HILLCREST ELEM	96.2042	Yes
2006-2007	CHASE ELEMENTARY	95.7516	Yes	2006-2007	HOLABIRD MIDDLE	94.8438	Yes
2006-2007	CHATSWORTH SCHOOL	96.2325	Yes	2006-2007	HOME ASSIGN INST-EL	100	Yes
2006-2007	CHESAPEAKE HIGH	92.0668		2006-2007	HOME ASSIGN INST-SEC	100	Yes
2006-2007	CHESAPEAKE TERR ELEM	95.3718	Yes	2006-2007	JACKSONVILLE ELEM	96.5673	Yes
2006-2007	CHURCH LANE EL TECH	95.9519	Yes	2006-2007	JOHNNYCAKE ELEM	95.7488	Yes
2006-2007	COCKEYSVILLE MIDDLE	96.0361	Yes	2006-2007	JOPPA VIEW ELEM	96.5472	Yes
2006-2007	COLGATE ELEMENTARY	94.7501	Yes	2006-2007	KENWOOD HIGH SCHOOL	93.4484	
2006-2007	CROMWELL ELEM MAGNET	96.8823	Yes	2006-2007	KINGSVILLE ELEM	96.7039	Yes
2006-2007	DEEP CREEK ELEM	95.0216	Yes	2006-2007	LANSDOWNE ELEM	95.5956	Yes
2006-2007	DEEP CREEK MIDDLE	94.6385	Yes	2006-2007	LANSDOWNE HIGH	90.0612	
2006-2007	DEER PARK ELEMENTARY	96.7613	Yes	2006-2007	LANSDOWNE MIDDLE	94.0687	Yes
2006-2007	DEER PARK MID/MAGNET	95.2673	Yes	2006-2007	LOCH RAVEN HIGH	94.4095	Yes
2006-2007	DOGWOOD ELEMENTARY	96.3593	Yes	2006-2007	LOCH RAVEN TECH ACAD	94.9791	Yes
2006-2007	DULANEY HIGH SCHOOL	95.4928	Yes	2006-2007	LOGAN ELEMENTARY	94.495	Yes
2006-2007	DUMBARTON MIDDLE	96.3141	Yes	2006-2007	LUTHERVILLE LAB TECH	97.3081	Yes
2006-2007	DUNDALK ELEMENTARY	94.7225	Yes	2006-2007	MAIDEN CHOICE SCHOOL	87.0802	
2006-2007	DUNDALK HIGH SCHOOL	90.4546		2006-2007	MARS ESTATES ELEM	94.6883	Yes
2006-2007	DUNDALK MIDDLE	93.9044		2006-2007	MARTIN BLVD ELEM	95.4582	Yes
2006-2007	EASTERN TECH HIGH	97.2726	Yes	2006-2007	MCCORMICK ELEMENTARY	95.7364	Yes
2006-2007	EASTWOOD CENTER	96.5132	Yes	2006-2007	MEADOWWOOD EDUC CTR	93.7121	
2006-2007	EDGEMERE ELEMENTARY	95.4547	Yes	2006-2007	MIDDLE RIVER MIDDLE	95.0229	Yes
2006-2007	EDMONDSON HGHTS ELEM	95.2911	Yes	2006-2007	MIDDLEBOROUGH ELEM	96.1018	Yes
2006-2007	ELMWOOD ELEMENTARY	95.3106	Yes	2006-2007	MIDDLESEX ELEMENTARY	94.3703	Yes
2006-2007	ESSEX ELEMENTARY	95.483	Yes	2006-2007	MILBROOK ELEMENTARY	96.0333	Yes
2006-2007	EVENING HIGH SCHOOLS	89.4556		2006-2007	MILFORD MILL ACADEMY	88.4461	
2006-2007	FEATHERBED LANE ELEM	95.3893	Yes	2006-2007	NEW TOWN ELEMENTARY	96.9316	Yes
2006-2007	FIFTH DISTRICT ELEM	96.2479	Yes	2006-2007	NEW TOWN HIGH	91.5202	
2006-2007	FORT GARRISON ELEM	96.3823	Yes	2006-2007	NORWOOD ELEMENTARY	94.4187	Yes
2006-2007	FRANKLIN ELEMENTARY	96.2263	Yes	2006-2007	OAKLEIGH ELEMENTARY	95.8839	Yes

School_Year	School	Attendance	Met State Standard
2006-2007	OLD COURT MIDDLE	95.5109	Yes
2006-2007	OLIVER BEACH ELEM	95.9937	Yes
2006-2007	OREMS ELEMENTARY	95.2239	Yes
2006-2007	OVERLEA HIGH	92.7024	
2006-2007	OWINGS MILLS ELEM	95.2532	Yes
2006-2007	OWINGS MILLS HIGH	93.0072	
2006-2007	PADONIA INTERNATIONA	95.8386	Yes
2006-2007	PARKVILLE HIGH	92.3012	
2006-2007	PARKVILLE MIDDLE	95.1083	Yes
2006-2007	PATAPSCO HIGH SCHOOL	92.5323	
2006-2007	PERRY HALL ELEM	95.7761	Yes
2006-2007	PERRY HALL HIGH	94.1467	Yes
2006-2007	PERRY HALL MIDDLE	95.8318	Yes
2006-2007	PIKESVILLE HIGH	92.7147	
2006-2007	PIKESVILLE MIDDLE	95.0249	Yes
2006-2007	PINE GROVE ELEM	96.4805	Yes
2006-2007	PINE GROVE MIDDLE	96.1227	Yes
2006-2007	PINEWOOD ELEMENTARY	96.6145	Yes
2006-2007	PLEASANT PLAINS ELEM	96.1214	Yes
2006-2007	POT SPRING ELEM	96.4117	Yes
2006-2007	POWHATAN ELEM	95.6138	Yes
2006-2007	PRETTYBOY ELEMENTARY	96.5208	Yes
2006-2007	RANDALLSTOWN ELEM	96.2253	Yes
2006-2007	RANDALLSTOWN HIGH	91.661	
2006-2007	RED HOUSE RUN ELEM	95.7998	Yes
2006-2007	REISTERSTOWN ELEM	94.6321	Yes
2006-2007	RELAY ELEMENTARY	96.74	Yes
2006-2007	RIDERWOOD ELEM	96.6715	Yes
2006-2007	RIDGE RUXTON SCHOOL	90.1045	
2006-2007	RIDGELY MIDDLE	96.8381	Yes
2006-2007	RIVERVIEW ELEMENTARY	93.6191	
2006-2007	RODGERS FORGE ELEM	97.0079	Yes
2006-2007	ROSEDALE CENTER	86.0854	
2006-2007	SANDALWOOD ELEM	94.9762	Yes
2006-2007	SANDY PLAINS ELEM	95.2696	Yes
2006-2007	SCOTTS BRANCH ELEM	95.6772	Yes
2006-2007	SENECA ELEMENTARY	95.7875	Yes
2006-2007	SEVEN OAKS ELEM	96.394	Yes
2006-2007	SEVENTH DIST ELEM	96.5261	Yes
2006-2007	SHADY SPRING ELEM	95.9174	Yes
2006-2007	SOUTHWEST ACADEMY	94.5178	Yes
2006-2007	SPARKS ELEMENTARY	96.6057	Yes
2006-2007	SPARROWS POINT HIGH	94.1702	Yes
2006-2007	SPARROWS PT MIDDLE	94.5184	Yes
2006-2007	STEMMERS RUN MIDDLE	93.2034	
2006-2007	STONELEIGH ELEM	97.05	Yes
2006-2007	SUDBROOK MAGNET MDL	96.9191	Yes
2006-2007	SUMMIT PARK ELEM	96.434	Yes
2006-2007	SUSSEX ELEMENTARY	94.7249	Yes

School_Year	School	Attendance	Met State Standard
2006-2007	TIMBER GROVE ELEM	95.6413	Yes
2006-2007	TIMONIUM ELEMENTARY	96.9767	Yes
2006-2007	TOWSON HIGH SCHOOL	94.7989	Yes
2006-2007	VICTORY VILLA ELEM	96.0038	Yes
2006-2007	VILLA CRESTA ELEM	95.8752	Yes
2006-2007	WARREN ELEMENTARY	96.8379	Yes
2006-2007	WELLWOOD INTL SCHOOL	96.1796	Yes
2006-2007	WESTCHESTER ELEM	95.5914	Yes
2006-2007	WESTERN SCH/TECHNOL	96.6126	Yes
2006-2007	WESTOWNE ELEMENTARY	95.7507	Yes
2006-2007	WHITE OAK SCHOOL	94.1098	Yes
2006-2007	WINAND ELEMENTARY	95.6363	Yes
2006-2007	WINDSOR MILL MIDDLE	93.824	
2006-2007	WINFIELD ELEM	94.7385	Yes
2006-2007	WOODBRIDGE ELEM	96.5657	Yes
2006-2007	WOODHOLME ELEM	96.3143	Yes
2006-2007	WOODLAWN HIGH	85.8424	
2006-2007	WOODLAWN MIDDLE	93.9508	
2006-2007	WOODMOOR ELEM	95.4293	Yes
2006-2007	TOTAL SCHOOLS MET	136 / 166	81.9%

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School_Year	School	Attendance	Met State Standard
2002-2003	ARBUTUS ELEMENTARY	95.6732	Yes
2002-2003	BALTO HIGHLANDS ELEM	94.264	Yes
2002-2003	BATTLE GROVE ELEM	94.3884	Yes
2002-2003	BEAR CREEK ELEM	95.6075	Yes
2002-2003	BEDFORD ELEM	96.0374	Yes
2002-2003	BERKSHIRE ELEMENTARY	94.313	Yes
2002-2003	CARNEY ELEMENTARY	96.4366	Yes
2002-2003	CARROLL MANOR ELEM	96.7114	Yes
2002-2003	CATONSVILLE ELEM	95.8394	Yes
2002-2003	CEDARMERE ELEMENTARY	96.3371	Yes
2002-2003	CHADWICK ELEM	96.6695	Yes
2002-2003	CHAPEL HILL ELEM	95.5802	Yes
2002-2003	CHARLESMONT ELEM	94.555	Yes
2002-2003	CHASE ELEMENTARY	95.4887	Yes
2002-2003	CHATSWORTH SCHOOL	96.246	Yes
2002-2003	CHESAPEAKE TERR ELEM	94.3885	Yes
2002-2003	CHURCH LANE EL TECH	96.1252	Yes
2002-2003	COLGATE ELEMENTARY	93.7624	
2002-2003	CROMWELL ELEM MAGNET	96.7706	Yes
2002-2003	DEEP CREEK ELEM	95.0566	Yes
2002-2003	DEER PARK ELEMENTARY	95.8777	Yes
2002-2003	DOGWOOD ELEMENTARY	95.7524	Yes
2002-2003	DUNDALK ELEMENTARY	93.5323	
2002-2003	EASTWOOD CENTER	94.7523	Yes
2002-2003	EDGEMERE ELEMENTARY	95.147	Yes
2002-2003	EDMONDSON HGHTS ELEM	95.5065	Yes
2002-2003	ELMWOOD ELEMENTARY	95.1916	Yes
2002-2003	ESSEX ELEMENTARY	95.6026	Yes
2002-2003	FEATHERBED LN EL PR	94.804	Yes
2002-2003	FIFTH DISTRICT ELEM	96.1463	Yes
2002-2003	FORT GARRISON ELEM	96.2227	Yes
2002-2003	FRANKLIN ELEMENTARY	96.5083	Yes
2002-2003	FULLERTON ELEMENTARY	96.0678	Yes
2002-2003	GLENMAR ELEMENTARY	95.1505	Yes
2002-2003	GLYNDON ELEMENTARY	95.8876	Yes
2002-2003	GRANGE ELEMENTARY	95.4191	Yes
2002-2003	GUNPOWDER ELEMENTARY	96.6091	Yes
2002-2003	HALETHORPE ELEM	96.1525	Yes
2002-2003	HALSTEAD ACADEMY	93.6675	
2002-2003	HAMPTON ELEMENTARY	96.3977	Yes
2002-2003	HARFORD HILLS ELEM	95.2292	Yes
2002-2003	HAWTHORNE ELEMENTARY	94.3319	Yes
2002-2003	HEBBVILLE ELEM	95.5899	Yes
2002-2003	HERNWOOD ELEMENTARY	95.9388	Yes
2002-2003	HILLCREST ELEM	95.6173	Yes
2002-2003	HOME ASSIGN INST-EL	100	Yes
2002-2003	JACKSONVILLE ELEM	96.5891	Yes
2002-2003	JOHNNYCAKE ELEM	95.6347	Yes
2002-2003	JOPPA VIEW ELEM	96.579	Yes

School_Year	School	Attendance	Met State Standard
2002-2003	KINGSVILLE ELEM	96.5278	Yes
2002-2003	LANSDOWNE ELEM	94.5334	Yes
2002-2003	LOGAN ELEMENTARY	94.2218	Yes
2002-2003	LUTHERVILLE LAB TECH	96.2733	Yes
2002-2003	MARS ESTATES ELEM	94.9577	Yes
2002-2003	MARTIN BLVD ELEM	95.1106	Yes
2002-2003	MCCORMICK ELEMENTARY	96.2355	Yes
2002-2003	MIDDLEBOROUGH ELEM	95.7199	Yes
2002-2003	MIDDLESEX ELEMENTARY	95.2077	Yes
2002-2003	MILBROOK ELEMENTARY	95.6342	Yes
2002-2003	NEW TOWN ELEMENTARY	96.4243	Yes
2002-2003	NORWOOD ELEMENTARY	94.5768	Yes
2002-2003	OAKLEIGH ELEMENTARY	95.6762	Yes
2002-2003	OLIVER BEACH ELEM	96.0452	Yes
2002-2003	OREMS ELEMENTARY	95.3629	Yes
2002-2003	OWINGS MILLS ELEM	94.9993	Yes
2002-2003	PADONIA INTERNATIONAL ELE	96.0221	Yes
2002-2003	PERRY HALL ELEM	96.2933	Yes
2002-2003	PINE GROVE ELEM	96.3809	Yes
2002-2003	PINEWOOD ELEMENTARY	96.1769	Yes
2002-2003	PLEASANT PLAINS ELEM	95.4657	Yes
2002-2003	POT SPRING ELEM	96.6479	Yes
2002-2003	POWHATAN ELEM	95.7641	Yes
2002-2003	PRETTYBOY ELEMENTARY	96.3638	Yes
2002-2003	RANDALLSTOWN ELEM	97.1219	Yes
2002-2003	RED HOUSE RUN ELEM	95.1469	Yes
2002-2003	REISTERSTOWN ELEM	95.7673	Yes
2002-2003	RELAY ELEMENTARY	95.5015	Yes
2002-2003	RIDERWOOD ELEM	96.2419	Yes
2002-2003	RIVERVIEW ELEMENTARY	94.647	Yes
2002-2003	RODGERS FORGE ELEM	96.8616	Yes
2002-2003	SANDALWOOD ELEM	95.6034	Yes
2002-2003	SANDY PLAINS ELEM	93.8938	
2002-2003	SCOTTS BRANCH ELEM	94.6019	Yes
2002-2003	SENECA ELEMENTARY	95.3277	Yes
2002-2003	SEVEN OAKS ELEM	96.8417	Yes
2002-2003	SEVENTH DIST ELEM	96.0551	Yes
2002-2003	SHADY SPRING ELEM	96.0766	Yes
2002-2003	SPARKS ELEMENTARY	96.8073	Yes
2002-2003	STONELEIGH ELEM	96.7945	Yes
2002-2003	SUMMIT PARK ELEM	96.664	Yes
2002-2003	SUSSEX ELEMENTARY	96.0152	Yes
2002-2003	TIMBER GROVE ELEM	95.5403	Yes
2002-2003	TIMONIUM ELEMENTARY	97.0573	Yes
2002-2003	VICTORY VILLA ELEM	94.5076	Yes
2002-2003	VILLA CRESTA ELEM	95.9181	Yes
2002-2003	WARREN ELEMENTARY	96.8437	Yes
2002-2003	WELLWOOD INTL SCHOOL	95.8205	Yes
2002-2003	WESTCHESTER ELEM	96.2836	Yes

School_Year	School	Attendance	Met State Standard
2002-2003	WESTOWNE ELEMENTARY	95.6195	Yes
2002-2003	WINAND ELEMENTARY	95.0507	Yes
2002-2003	WINFIELD ELEM	95.4475	Yes
2002-2003	WOODBRIDGE ELEM	96.2398	Yes
2002-2003	WOODMOOR ELEM	95.2478	Yes
2002-2003	TOTAL SCHOOLS MET	99 / 103	96.1%

School_Year	School	Attendance	Met State Standard
2003-2004	ARBUTUS ELEMENTARY	95.357	Yes
2003-2004	BALTO HIGHLANDS ELEM	94.4398	Yes
2003-2004	BATTLE GROVE ELEM	94.2305	Yes
2003-2004	BEAR CREEK ELEM	95.2373	Yes
2003-2004	BEDFORD ELEM	95.9558	Yes
2003-2004	BERKSHIRE ELEMENTARY	94.1968	Yes
2003-2004	CARNEY ELEMENTARY	96.5562	Yes
2003-2004	CARROLL MANOR ELEM	96.454	Yes
2003-2004	CATONSVILLE ELEM	95.5807	Yes
2003-2004	CEDARMERE ELEMENTARY	96.383	Yes
2003-2004	CHADWICK ELEM	95.8485	Yes
2003-2004	CHAPEL HILL ELEM	95.3569	Yes
2003-2004	CHARLESMONT ELEM	94.3702	Yes
2003-2004	CHASE ELEMENTARY	95.6473	Yes
2003-2004	CHATSWORTH SCHOOL	96.0266	Yes
2003-2004	CHESAPEAKE TERR ELEM	93.5226	
2003-2004	CHURCH LANE EL TECH	96.1693	Yes
2003-2004	COLGATE ELEMENTARY	93.9853	
2003-2004	CROMWELL ELEM MAGNET	96.7282	Yes
2003-2004	DEEP CREEK ELEM	94.7925	Yes
2003-2004	DEER PARK ELEMENTARY	95.9366	Yes
2003-2004	DOGWOOD ELEMENTARY	95.2977	Yes
2003-2004	DUNDALK ELEMENTARY	93.986	
2003-2004	EASTWOOD CENTER	95.1608	Yes
2003-2004	EDGEMERE ELEMENTARY	95.3096	Yes
2003-2004	EDMONDSON HGHTS ELEM	95.4436	Yes
2003-2004	ELMWOOD ELEMENTARY	94.9851	Yes
2003-2004	ESSEX ELEMENTARY	95.4017	Yes
2003-2004	FEATHERBED LANE ELEM	96.0038	Yes
2003-2004	FIFTH DISTRICT ELEM	96.8533	Yes
2003-2004	FORT GARRISON ELEM	96.6821	Yes
2003-2004	FRANKLIN ELEMENTARY	96.4459	Yes
2003-2004	FULLERTON ELEMENTARY	96.4302	Yes
2003-2004	GLENMAR ELEMENTARY	94.9521	Yes
2003-2004	GLYNDON ELEMENTARY	95.986	Yes
2003-2004	GRANGE ELEMENTARY	95.5544	Yes
2003-2004	GUNPOWDER ELEMENTARY	96.6213	Yes
2003-2004	HALETHORPE ELEM	96.1267	Yes
2003-2004	HALSTEAD ACADEMY	94.8065	Yes
2003-2004	HAMPTON ELEMENTARY	96.0924	Yes
2003-2004	HARFORD HILLS ELEM	95.7621	Yes
2003-2004	HAWTHORNE ELEMENTARY	94.7477	Yes
2003-2004	HEBBVILLE ELEM	95.7349	Yes
2003-2004	HERNWOOD ELEMENTARY	95.5512	Yes
2003-2004	HILLCREST ELEM	95.4825	Yes
2003-2004	HOME ASSIGN INST-EL	100	Yes
2003-2004	JACKSONVILLE ELEM	96.2306	Yes
2003-2004	JOHNNYCAKE ELEM	95.6985	Yes
2003-2004	JOPPA VIEW ELEM	96.3437	Yes

School_Year	School	Attendance	Met State Standard
2003-2004	KINGSVILLE ELEM	96.8436	Yes
2003-2004	LANSDOWNE ELEM	94.5951	Yes
2003-2004	LOGAN ELEMENTARY	94.724	Yes
2003-2004	LUTHERVILLE LAB TECH	96.5699	Yes
2003-2004	MARS ESTATES ELEM	94.991	Yes
2003-2004	MARTIN BLVD ELEM	94.8823	Yes
2003-2004	MCCORMICK ELEMENTARY	95.4666	Yes
2003-2004	MIDDLEBOROUGH ELEM	95.6577	Yes
2003-2004	MIDDLESEX ELEMENTARY	94.8018	Yes
2003-2004	MILBROOK ELEMENTARY	95.3164	Yes
2003-2004	NEW TOWN ELEMENTARY	96.3589	Yes
2003-2004	NORWOOD ELEMENTARY	94.8927	Yes
2003-2004	OAKLEIGH ELEMENTARY	95.8384	Yes
2003-2004	OLIVER BEACH ELEM	95.4064	Yes
2003-2004	OREMS ELEMENTARY	95.6341	Yes
2003-2004	OWINGS MILLS ELEM	94.7947	Yes
2003-2004	PADONIA INTERNATIONAL ELEM	95.7144	Yes
2003-2004	PERRY HALL ELEM	96.5516	Yes
2003-2004	PINE GROVE ELEM	96.647	Yes
2003-2004	PINEWOOD ELEMENTARY	96.2989	Yes
2003-2004	PLEASANT PLAINS ELEM	95.2971	Yes
2003-2004	POT SPRING ELEM	95.9093	Yes
2003-2004	POWHATAN ELEM	95.1007	Yes
2003-2004	PRETTYBOY ELEMENTARY	96.5674	Yes
2003-2004	RANDALLSTOWN ELEM	96.9884	Yes
2003-2004	RED HOUSE RUN ELEM	95.1623	Yes
2003-2004	REISTERSTOWN ELEM	95.7237	Yes
2003-2004	RELAY ELEMENTARY	95.6059	Yes
2003-2004	RIDERWOOD ELEM	96.6784	Yes
2003-2004	RIVERVIEW ELEMENTARY	94.7075	Yes
2003-2004	RODGERS FORGE ELEM	96.7144	Yes
2003-2004	SANDALWOOD ELEM	95.4102	Yes
2003-2004	SANDY PLAINS ELEM	94.1799	Yes
2003-2004	SCOTTS BRANCH ELEM	95.9755	Yes
2003-2004	SENECA ELEMENTARY	95.1544	Yes
2003-2004	SEVEN OAKS ELEM	96.6988	Yes
2003-2004	SEVENTH DIST ELEM	96.4855	Yes
2003-2004	SHADY SPRING ELEM	96.2254	Yes
2003-2004	SPARKS ELEMENTARY	96.5674	Yes
2003-2004	STONELEIGH ELEM	96.5976	Yes
2003-2004	SUMMIT PARK ELEM	96.5502	Yes
2003-2004	SUSSEX ELEMENTARY	95.8832	Yes
2003-2004	TIMBER GROVE ELEM	95.527	Yes
2003-2004	TIMONIUM ELEMENTARY	96.7961	Yes
2003-2004	VICTORY VILLA ELEM	94.629	Yes
2003-2004	VILLA CRESTA ELEM	95.7842	Yes
2003-2004	WARREN ELEMENTARY	96.6071	Yes
2003-2004	WELLWOOD INTL SCHOOL	95.503	Yes
2003-2004	WESTCHESTER ELEM	96.3332	Yes

School_Year	School	Attendance	Met State Standard
2003-2004	WESTOWNE ELEMENTARY	95.4697	Yes
2003-2004	WINAND ELEMENTARY	95.4833	Yes
2003-2004	WINFIELD ELEM	96.1497	Yes
2003-2004	WOODBRIDGE ELEM	95.9316	Yes
2003-2004	WOODMOOR ELEM	95.177	Yes
2003-2004	TOTAL SCHOOLS MET	100 / 103	97.1%

School_Year	School	Attendance	Met State Standard
2004-2005	ARBUTUS ELEMENTARY	95.4577	Yes
2004-2005	BALTO HIGHLANDS ELEM	93.786	
2004-2005	BATTLE GROVE ELEM	94.8119	Yes
2004-2005	BEAR CREEK ELEM	95.296	Yes
2004-2005	BEDFORD ELEM	95.6355	Yes
2004-2005	BERKSHIRE ELEMENTARY	93.8624	
2004-2005	CARNEY ELEMENTARY	96.2463	Yes
2004-2005	CARROLL MANOR ELEM	96.2983	Yes
2004-2005	CATONSVILLE ELEM	95.9065	Yes
2004-2005	CEDARMERE ELEMENTARY	96.0761	Yes
2004-2005	CHADWICK ELEM	97.4409	Yes
2004-2005	CHAPEL HILL ELEM	96.3546	Yes
2004-2005	CHARLESMONT ELEM	94.1017	Yes
2004-2005	CHASE ELEMENTARY	95.3115	Yes
2004-2005	CHATSWORTH SCHOOL	95.8409	Yes
2004-2005	CHESAPEAKE TERR ELEM	94.1133	Yes
2004-2005	CHURCH LANE EL TECH	95.7962	Yes
2004-2005	COLGATE ELEMENTARY	93.8183	
2004-2005	CROMWELL ELEM MAGNET	96.0435	Yes
2004-2005	DEEP CREEK ELEM	94.2035	Yes
2004-2005	DEER PARK ELEMENTARY	96.1282	Yes
2004-2005	DOGWOOD ELEMENTARY	95.7714	Yes
2004-2005	DUNDALK ELEMENTARY	93.8953	
2004-2005	EASTWOOD CENTER	95.1638	Yes
2004-2005	EDGEMERE ELEMENTARY	95.1091	Yes
2004-2005	EDMONDSON HGHTS ELEM	95.5627	Yes
2004-2005	ELMWOOD ELEMENTARY	95.2538	Yes
2004-2005	ESSEX ELEMENTARY	95.6204	Yes
2004-2005	FEATHERBED LANE ELEM	95.4975	Yes
2004-2005	FIFTH DISTRICT ELEM	96.4716	Yes
2004-2005	FORT GARRISON ELEM	95.9789	Yes
2004-2005	FRANKLIN ELEMENTARY	96.4568	Yes
2004-2005	FULLERTON ELEMENTARY	96.5521	Yes
2004-2005	GLENMAR ELEMENTARY	95.0765	Yes
2004-2005	GLYNDON ELEMENTARY	95.576	Yes
2004-2005	GRANGE ELEMENTARY	95.7012	Yes
2004-2005	GUNPOWDER ELEMENTARY	96.7547	Yes
2004-2005	HALETHORPE ELEM	96.0469	Yes
2004-2005	HALSTEAD ACADEMY	95.5087	Yes
2004-2005	HAMPTON ELEMENTARY	96.3878	Yes
2004-2005	HARFORD HILLS ELEM	95.6163	Yes
2004-2005	HAWTHORNE ELEMENTARY	94.7753	Yes
2004-2005	HEBBVILLE ELEM	95.7106	Yes
2004-2005	HERNWOOD ELEMENTARY	95.3944	Yes
2004-2005	HILLCREST ELEM	95.6856	Yes
2004-2005	HOME ASSIGN INST-EL	100	Yes
2004-2005	JACKSONVILLE ELEM	96.4282	Yes
2004-2005	JOHNNYCAKE ELEM	96.1513	Yes
2004-2005	JOPPA VIEW ELEM	96.4425	Yes

School_Year	School	Attendance	Met State Standard
2004-2005	KINGSVILLE ELEM	96.8049	Yes
2004-2005	LANSDOWNE ELEM	95.1536	Yes
2004-2005	LOGAN ELEMENTARY	94.4662	Yes
2004-2005	LUTHERVILLE LAB TECH	96.0672	Yes
2004-2005	MARS ESTATES ELEM	95.542	Yes
2004-2005	MARTIN BLVD ELEM	95.2112	Yes
2004-2005	MCCORMICK ELEMENTARY	95.782	Yes
2004-2005	MIDDLEBOROUGH ELEM	95.9312	Yes
2004-2005	MIDDLESEX ELEMENTARY	94.6876	Yes
2004-2005	MILBROOK ELEMENTARY	95.4934	Yes
2004-2005	NEW TOWN ELEMENTARY	96.1839	Yes
2004-2005	NORWOOD ELEMENTARY	95.2886	Yes
2004-2005	OAKLEIGH ELEMENTARY	95.7531	Yes
2004-2005	OLIVER BEACH ELEM	95.9649	Yes
2004-2005	OREMS ELEMENTARY	95.4339	Yes
2004-2005	OWINGS MILLS ELEM	95.2804	Yes
2004-2005	PADONIA INTERNATIONAL ELEM	95.5821	Yes
2004-2005	PERRY HALL ELEM	96.3568	Yes
2004-2005	PINE GROVE ELEM	96.3588	Yes
2004-2005	PINEWOOD ELEMENTARY	96.2131	Yes
2004-2005	PLEASANT PLAINS ELEM	95.7891	Yes
2004-2005	POT SPRING ELEM	95.6732	Yes
2004-2005	POWHATAN ELEM	95.72	Yes
2004-2005	PRETTYBOY ELEMENTARY	95.9369	Yes
2004-2005	RANDALLSTOWN ELEM	98.0764	Yes
2004-2005	RED HOUSE RUN ELEM	95.1876	Yes
2004-2005	REISTERSTOWN ELEM	94.7736	Yes
2004-2005	RELAY ELEMENTARY	95.8944	Yes
2004-2005	RIDERWOOD ELEM	96.4998	Yes
2004-2005	RIVERVIEW ELEMENTARY	95.1436	Yes
2004-2005	RODGERS FORGE ELEM	95.9355	Yes
2004-2005	SANDALWOOD ELEM	95.3266	Yes
2004-2005	SANDY PLAINS ELEM	95.0815	Yes
2004-2005	SCOTTS BRANCH ELEM	95.0216	Yes
2004-2005	SENECA ELEMENTARY	94.8758	Yes
2004-2005	SEVEN OAKS ELEM	96.8006	Yes
2004-2005	SEVENTH DIST ELEM	96.5013	Yes
2004-2005	SHADY SPRING ELEM	95.962	Yes
2004-2005	SPARKS ELEMENTARY	96.3285	Yes
2004-2005	STONELEIGH ELEM	96.788	Yes
2004-2005	SUMMIT PARK ELEM	96.5978	Yes
2004-2005	SUSSEX ELEMENTARY	95.212	Yes
2004-2005	TIMBER GROVE ELEM	95.6567	Yes
2004-2005	TIMONIUM ELEMENTARY	96.643	Yes
2004-2005	VICTORY VILLA ELEM	94.7862	Yes
2004-2005	VILLA CRESTA ELEM	95.9069	Yes
2004-2005	WARREN ELEMENTARY	96.493	Yes
2004-2005	WELLWOOD INTL SCHOOL	95.4786	Yes
2004-2005	WESTCHESTER ELEM	95.8711	Yes

School_Year	School	Attendance	Met State Standard
2004-2005	WESTOWNE ELEMENTARY	95.6983	Yes
2004-2005	WINAND ELEMENTARY	94.8207	Yes
2004-2005	WINFIELD ELEM	95.5631	Yes
2004-2005	WOODBRIDGE ELEM	96.3763	Yes
2004-2005	WOODMOOR ELEM	95.2857	Yes
2004-2005	TOTAL SCHOOLS MET	99 / 103	96.1%

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School_Year	School	Attendance	Met State Standard
2005-2006	ARBUTUS ELEMENTARY	95.6481	Yes
2005-2006	BALTO HIGHLANDS ELEM	95.6922	Yes
2005-2006	BATTLE GROVE ELEM	94.9089	Yes
2005-2006	BEAR CREEK ELEM	94.6215	Yes
2005-2006	BEDFORD ELEM	95.4388	Yes
2005-2006	BERKSHIRE ELEMENTARY	94.579	Yes
2005-2006	CARNEY ELEMENTARY	95.619	Yes
2005-2006	CARROLL MANOR ELEM	96.4883	Yes
2005-2006	CATONSVILLE ELEM	96.2419	Yes
2005-2006	CEDARMERE ELEMENTARY	95.8633	Yes
2005-2006	CHADWICK ELEM	96.748	Yes
2005-2006	CHAPEL HILL ELEM	95.8623	Yes
2005-2006	CHARLESMONT ELEM	94.4264	Yes
2005-2006	CHASE ELEMENTARY	95.4204	Yes
2005-2006	CHATSWORTH SCHOOL	96.0087	Yes
2005-2006	CHESAPEAKE TERR ELEM	94.9501	Yes
2005-2006	CHURCH LANE EL TECH	95.6754	Yes
2005-2006	COLGATE ELEMENTARY	94.074	Yes
2005-2006	CROMWELL ELEM MAGNET	96.6313	Yes
2005-2006	DEEP CREEK ELEM	94.3231	Yes
2005-2006	DEER PARK ELEMENTARY	96.9401	Yes
2005-2006	DOGWOOD ELEMENTARY	95.6463	Yes
2005-2006	DUNDALK ELEMENTARY	94.4319	Yes
2005-2006	EASTWOOD CENTER	95.7441	Yes
2005-2006	EDGEMERE ELEMENTARY	95.1432	Yes
2005-2006	EDMONDSON HGHTS ELEM	95.1283	Yes
2005-2006	ELMWOOD ELEMENTARY	95.6009	Yes
2005-2006	ESSEX ELEMENTARY	95.4617	Yes
2005-2006	FEATHERBED LANE ELEM	95.9096	Yes
2005-2006	FIFTH DISTRICT ELEM	95.8762	Yes
2005-2006	FORT GARRISON ELEM	96.2335	Yes
2005-2006	FRANKLIN ELEMENTARY	95.8304	Yes
2005-2006	FULLERTON ELEMENTARY	95.8855	Yes
2005-2006	GLENMAR ELEMENTARY	95.3947	Yes
2005-2006	GLYNDON ELEMENTARY	95.9456	Yes
2005-2006	GRANGE ELEMENTARY	95.5493	Yes
2005-2006	GUNPOWDER ELEMENTARY	96.1033	Yes
2005-2006	HALETHORPE ELEM	95.7943	Yes
2005-2006	HALSTEAD ACADEMY	95.1128	Yes
2005-2006	HAMPTON ELEMENTARY	95.8475	Yes
2005-2006	HARFORD HILLS ELEM	95.1137	Yes
2005-2006	HAWTHORNE ELEMENTARY	94.9774	Yes
2005-2006	HEBBVILLE ELEM	95.9618	Yes
2005-2006	HERNWOOD ELEMENTARY	95.0632	Yes
2005-2006	HILLCREST ELEM	95.6154	Yes
2005-2006	HOME ASSIGN INST-EL	100	Yes
2005-2006	JACKSONVILLE ELEM	96.7996	Yes
2005-2006	JOHNNYCAKE ELEM	95.9857	Yes
2005-2006	JOPPA VIEW ELEM	96.2828	Yes

School_Year	School	Attendance	Met State Standard
2005-2006	KINGSVILLE ELEM	96.7687	Yes
2005-2006	LANSDOWNE ELEM	95.4622	Yes
2005-2006	LOGAN ELEMENTARY	95.1383	Yes
2005-2006	LUTHERVILLE LAB TECH	96.7781	Yes
2005-2006	MARS ESTATES ELEM	95.3775	Yes
2005-2006	MARTIN BLVD ELEM	94.4212	Yes
2005-2006	MCCORMICK ELEMENTARY	95.8251	Yes
2005-2006	MIDDLEBOROUGH ELEM	96.2329	Yes
2005-2006	MIDDLESEX ELEMENTARY	94.3374	Yes
2005-2006	MILBROOK ELEMENTARY	95.3048	Yes
2005-2006	NEW TOWN ELEMENTARY	96.4195	Yes
2005-2006	NORWOOD ELEMENTARY	94.321	Yes
2005-2006	OAKLEIGH ELEMENTARY	95.7027	Yes
2005-2006	OLIVER BEACH ELEM	95.9615	Yes
2005-2006	OREMS ELEMENTARY	95.8827	Yes
2005-2006	OWINGS MILLS ELEM	94.7826	Yes
2005-2006	PADONIA INTERNATIONAL ELEM	94.9835	Yes
2005-2006	PERRY HALL ELEM	96.2279	Yes
2005-2006	PINE GROVE ELEM	96.7476	Yes
2005-2006	PINEWOOD ELEMENTARY	96.6809	Yes
2005-2006	PLEASANT PLAINS ELEM	95.6095	Yes
2005-2006	POT SPRING ELEM	96.2404	Yes
2005-2006	POWHATAN ELEM	95.4133	Yes
2005-2006	PRETTYBOY ELEMENTARY	96.4434	Yes
2005-2006	RANDALLSTOWN ELEM	96.1837	Yes
2005-2006	RED HOUSE RUN ELEM	94.9616	Yes
2005-2006	REISTERSTOWN ELEM	94.9274	Yes
2005-2006	RELAY ELEMENTARY	96.782	Yes
2005-2006	RIDERWOOD ELEM	96.8994	Yes
2005-2006	RIVERVIEW ELEMENTARY	94.6513	Yes
2005-2006	RODGERS FORGE ELEM	96.6972	Yes
2005-2006	SANDALWOOD ELEM	95.2727	Yes
2005-2006	SANDY PLAINS ELEM	94.4215	Yes
2005-2006	SCOTTS BRANCH ELEM	94.6728	Yes
2005-2006	SENECA ELEMENTARY	95.1986	Yes
2005-2006	SEVEN OAKS ELEM	96.507	Yes
2005-2006	SEVENTH DIST ELEM	96.9318	Yes
2005-2006	SHADY SPRING ELEM	95.6223	Yes
2005-2006	SPARKS ELEMENTARY	96.5828	Yes
2005-2006	STONELEIGH ELEM	96.7427	Yes
2005-2006	SUMMIT PARK ELEM	96.2926	Yes
2005-2006	SUSSEX ELEMENTARY	94.577	Yes
2005-2006	TIMBER GROVE ELEM	95.5296	Yes
2005-2006	TIMONIUM ELEMENTARY	96.9248	Yes
2005-2006	VICTORY VILLA ELEM	94.8788	Yes
2005-2006	VILLA CRESTA ELEM	95.3683	Yes
2005-2006	WARREN ELEMENTARY	96.6036	Yes
2005-2006	WELLWOOD INTL SCHOOL	96.0457	Yes
2005-2006	WESTCHESTER ELEM	96.1655	Yes

School_Year	School	Attendance	Met State Standard
2005-2006	WESTOWNE ELEMENTARY	95.8518	Yes
2005-2006	WINAND ELEMENTARY	94.7192	Yes
2005-2006	WINFIELD ELEM	95.9286	Yes
2005-2006	WOODBRIDGE ELEM	96.6201	Yes
2005-2006	WOODHOLME ELEM	95.9601	Yes
2005-2006	WOODMOOR ELEM	95.0627	Yes
2005-2006	TOTAL SCHOOLS MET	104 / 104	100%

School_Year	School	Attendance	Met State Standard
2006-2007	ARBUTUS ELEMENTARY	94.7553	Yes
2006-2007	BALTO HIGHLANDS ELEM	95.9108	Yes
2006-2007	BATTLE GROVE ELEM	95.3752	Yes
2006-2007	BEAR CREEK ELEM	94.9376	Yes
2006-2007	BEDFORD ELEM	95.0076	Yes
2006-2007	BERKSHIRE ELEMENTARY	94.8674	Yes
2006-2007	CARNEY ELEMENTARY	95.6984	Yes
2006-2007	CARROLL MANOR ELEM	96.6667	Yes
2006-2007	CATONSVILLE ELEM	96.5381	Yes
2006-2007	CEDARMERE ELEMENTARY	95.7694	Yes
2006-2007	CHADWICK ELEM	95.6164	Yes
2006-2007	CHAPEL HILL ELEM	96.044	Yes
2006-2007	CHARLESMONT ELEM	94.8161	Yes
2006-2007	CHASE ELEMENTARY	95.7516	Yes
2006-2007	CHATSWORTH SCHOOL	96.2325	Yes
2006-2007	CHESAPEAKE TERR ELEM	95.3718	Yes
2006-2007	CHURCH LANE EL TECH	95.9519	Yes
2006-2007	COLGATE ELEMENTARY	94.7501	Yes
2006-2007	CROMWELL ELEM MAGNET	96.8823	Yes
2006-2007	DEEP CREEK ELEM	95.0216	Yes
2006-2007	DEER PARK ELEMENTARY	96.7613	Yes
2006-2007	DOGWOOD ELEMENTARY	96.3593	Yes
2006-2007	DUNDALK ELEMENTARY	94.7225	Yes
2006-2007	EASTWOOD CENTER	96.5132	Yes
2006-2007	EDGEMERE ELEMENTARY	95.4547	Yes
2006-2007	EDMONDSON HGHTS ELEM	95.2911	Yes
2006-2007	ELMWOOD ELEMENTARY	95.3106	Yes
2006-2007	ESSEX ELEMENTARY	95.483	Yes
2006-2007	FEATHERBED LANE ELEM	95.3893	Yes
2006-2007	FIFTH DISTRICT ELEM	96.2479	Yes
2006-2007	FORT GARRISON ELEM	96.3823	Yes
2006-2007	FRANKLIN ELEMENTARY	96.2263	Yes
2006-2007	FULLERTON ELEMENTARY	96.111	Yes
2006-2007	GLENMAR ELEMENTARY	95.0619	Yes
2006-2007	GLYNDON ELEMENTARY	96.275	Yes
2006-2007	GRANGE ELEMENTARY	95.4083	Yes
2006-2007	GUNPOWDER ELEMENTARY	96.4835	Yes
2006-2007	HALETHORPE ELEM	95.8898	Yes
2006-2007	HALSTEAD ACADEMY	94.9234	Yes
2006-2007	HAMPTON ELEMENTARY	96.5725	Yes
2006-2007	HARFORD HILLS ELEM	95.8482	Yes
2006-2007	HAWTHORNE ELEMENTARY	92.7358	
2006-2007	HEBBVILLE ELEM	95.861	Yes
2006-2007	HERNWOOD ELEMENTARY	95.4493	Yes
2006-2007	HILLCREST ELEM	96.2042	Yes
2006-2007	HOME ASSIGN INST-EL	100	Yes
2006-2007	JACKSONVILLE ELEM	96.5673	Yes
2006-2007	JOHNNYCAKE ELEM	95.7488	Yes
2006-2007	JOPPA VIEW ELEM	96.5472	Yes

School_Year	School	Attendance	Met State Standard
2006-2007	KINGSVILLE ELEM	96.7039	Yes
2006-2007	LANSDOWNE ELEM	95.5956	Yes
2006-2007	LOGAN ELEMENTARY	94.495	Yes
2006-2007	LUTHERVILLE LAB TECH	97.3081	Yes
2006-2007	MARS ESTATES ELEM	94.6883	Yes
2006-2007	MARTIN BLVD ELEM	95.4582	Yes
2006-2007	MCCORMICK ELEMENTARY	95.7364	Yes
2006-2007	MIDDLEBOROUGH ELEM	96.1018	Yes
2006-2007	MIDDLESEX ELEMENTARY	94.3703	Yes
2006-2007	MILBROOK ELEMENTARY	96.0333	Yes
2006-2007	NEW TOWN ELEMENTARY	96.9316	Yes
2006-2007	NORWOOD ELEMENTARY	94.4187	Yes
2006-2007	OAKLEIGH ELEMENTARY	95.8839	Yes
2006-2007	OLIVER BEACH ELEM	95.9937	Yes
2006-2007	OREMS ELEMENTARY	95.2239	Yes
2006-2007	OWINGS MILLS ELEM	95.2532	Yes
2006-2007	PADONIA INTERNATIONA	95.8386	Yes
2006-2007	PERRY HALL ELEM	95.7761	Yes
2006-2007	PINE GROVE ELEM	96.4805	Yes
2006-2007	PINEWOOD ELEMENTARY	96.6145	Yes
2006-2007	PLEASANT PLAINS ELEM	96.1214	Yes
2006-2007	POT SPRING ELEM	96.4117	Yes
2006-2007	POWHATAN ELEM	95.6138	Yes
2006-2007	PRETTYBOY ELEMENTARY	96.5208	Yes
2006-2007	RANDALLSTOWN ELEM	96.2253	Yes
2006-2007	RED HOUSE RUN ELEM	95.7998	Yes
2006-2007	REISTERSTOWN ELEM	94.6321	Yes
2006-2007	RELAY ELEMENTARY	96.74	Yes
2006-2007	RIDERWOOD ELEM	96.6715	Yes
2006-2007	RIVERVIEW ELEMENTARY	93.6191	
2006-2007	RODGERS FORGE ELEM	97.0079	Yes
2006-2007	SANDALWOOD ELEM	94.9762	Yes
2006-2007	SANDY PLAINS ELEM	95.2696	Yes
2006-2007	SCOTTS BRANCH ELEM	95.6772	Yes
2006-2007	SENECA ELEMENTARY	95.7875	Yes
2006-2007	SEVEN OAKS ELEM	96.394	Yes
2006-2007	SEVENTH DIST ELEM	96.5261	Yes
2006-2007	SHADY SPRING ELEM	95.9174	Yes
2006-2007	SPARKS ELEMENTARY	96.6057	Yes
2006-2007	STONELEIGH ELEM	97.05	Yes
2006-2007	SUMMIT PARK ELEM	96.434	Yes
2006-2007	SUSSEX ELEMENTARY	94.7249	Yes
2006-2007	TIMBER GROVE ELEM	95.6413	Yes
2006-2007	TIMONIUM ELEMENTARY	96.9767	Yes
2006-2007	VICTORY VILLA ELEM	96.0038	Yes
2006-2007	VILLA CRESTA ELEM	95.8752	Yes
2006-2007	WARREN ELEMENTARY	96.8379	Yes
2006-2007	WELLWOOD INTL SCHOOL	96.1796	Yes
2006-2007	WESTCHESTER ELEM	95.5914	Yes

School_Year	School	Attendance	Met State Standard
2006-2007	WESTOWNE ELEMENTARY	95.7507	Yes
2006-2007	WINAND ELEMENTARY	95.6363	Yes
2006-2007	WINFIELD ELEM	94.7385	Yes
2006-2007	WOODBRIDGE ELEM	96.5657	Yes
2006-2007	WOODHOLME ELEM	96.3143	Yes
2006-2007	WOODMOOR ELEM	95.4293	Yes
2006-2007	TOTAL SCHOOLS MET	102 / 104	98.1%

School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2002-2003	ARBUTUS MIDDLE	94.16	Yes	2003-2004	ARBUTUS MIDDLE	93.9276	
2002-2003	CATONSVILLE MIDDLE	95.7167	Yes	2003-2004	CATONSVILLE MIDDLE	95.1643	Yes
2002-2003	COCKEYSVILLE MIDDLE	96.3952	Yes	2003-2004	COCKEYSVILLE MIDDLE	96.0682	Yes
2002-2003	DEEP CREEK MIDDLE	92.5148		2003-2004	DEEP CREEK MIDDLE	92.6637	
2002-2003	DEER PARK MID/MAGNET	94.8833	Yes	2003-2004	DEER PARK MID/MAGNET	94.7399	Yes
2002-2003	DUMBARTON MIDDLE	96.0039	Yes	2003-2004	DUMBARTON MIDDLE	95.4373	Yes
2002-2003	DUNDALK MIDDLE	92.3302		2003-2004	DUNDALK MIDDLE	94.2076	Yes
2002-2003	FRANKLIN MIDDLE	95.3022	Yes	2003-2004	FRANKLIN MIDDLE	95.2488	Yes
2002-2003	GEN JOHN STRICKER MI	92.1477		2003-2004	GEN JOHN STRICKER MI	91.6865	
2002-2003	GOLDEN RING MIDDLE	93.4015		2003-2004	GOLDEN RING MIDDLE	93.8007	
2002-2003	GROUP LEARNING CENTR	99.0314	Yes	2003-2004	GROUP LEARNING CENTR	92.3434	
2002-2003	HEREFORD MIDDLE	96.1946	Yes	2003-2004	HEREFORD MIDDLE	96.1291	Yes
2002-2003	HOLABIRD MIDDLE	93.1377		2003-2004	HOLABIRD MIDDLE	92.318	
2002-2003	LANSDOWNE MIDDLE	93.8427		2003-2004	LANSDOWNE MIDDLE	94.2013	Yes
2002-2003	LOCH RAVEN TECH ACAD	94.54	Yes	2003-2004	LOCH RAVEN TECH ACAD	93.1898	
2002-2003	MEADOWWOOD EDUC CTR	87.4289		2003-2004	MEADOWWOOD EDUC CTR	89.7804	
2002-2003	MIDDLE RIVER MIDDLE	94.0879	Yes	2003-2004	MIDDLE RIVER MIDDLE	93.9772	
2002-2003	OLD COURT MIDDLE	94.1374	Yes	2003-2004	OLD COURT MIDDLE	93.812	
2002-2003	PARKVILLE MIDDLE	94.724	Yes	2003-2004	PARKVILLE MIDDLE	94.8182	Yes
2002-2003	PERRY HALL MIDDLE	95.5739	Yes	2003-2004	PERRY HALL MIDDLE	95.4017	Yes
2002-2003	PIKESVILLE MIDDLE	94.3135	Yes	2003-2004	PIKESVILLE MIDDLE	93.7867	
2002-2003	PINE GROVE MIDDLE	95.5717	Yes	2003-2004	PINE GROVE MIDDLE	95.9052	Yes
2002-2003	RIDGELY MIDDLE	95.9716	Yes	2003-2004	RIDGELY MIDDLE	95.938	Yes
2002-2003	SOUTHWEST ACADEMY	92.6239		2003-2004	SOUTHWEST ACADEMY	93.2613	
2002-2003	SPARROWS PT MIDDLE	93.4917		2003-2004	SPARROWS PT MIDDLE	93.0591	
2002-2003	STEMMERS RUN MIDDLE	93.1636		2003-2004	STEMMERS RUN MIDDLE	91.9715	
2002-2003	SUDBROOK MAGNET MDL	96.6213	Yes	2003-2004	SUDBROOK MAGNET MDL	96.3097	Yes
2002-2003	WOODLAWN MIDDLE	91.231		2003-2004	WOODLAWN MIDDLE	91.6552	
2002-2003	TOTAL SCHOOLS MET	17 / 28	60.7%	2003-2004	TOTAL SCHOOLS MET	13 / 28	46.4%

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School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2004-2005	ARBUTUS MIDDLE	94.4246	Yes	2005-2006	ARBUTUS MIDDLE	94.5232	Yes
2004-2005	CATONSVILLE MIDDLE	95.4587	Yes	2005-2006	CATONSVILLE MIDDLE	95.9371	Yes
2004-2005	COCKEYSVILLE MIDDLE	95.9161	Yes	2005-2006	COCKEYSVILLE MIDDLE	96.0148	Yes
2004-2005	DEEP CREEK MIDDLE	93.7615		2005-2006	DEEP CREEK MIDDLE	94.8661	Yes
2004-2005	DEER PARK MID/MAGNET	94.467	Yes	2005-2006	DEER PARK MID/MAGNET	95.0473	Yes
2004-2005	DUMBARTON MIDDLE	95.5416	Yes	2005-2006	DUMBARTON MIDDLE	96.0749	Yes
2004-2005	DUNDALK MIDDLE	94.2372	Yes	2005-2006	DUNDALK MIDDLE	93.9398	
2004-2005	FRANKLIN MIDDLE	95.4479	Yes	2005-2006	FRANKLIN MIDDLE	95.4321	Yes
2004-2005	GEN JOHN STRICKER MI	92.489		2005-2006	GEN JOHN STRICKER MI	93.0798	
2004-2005	GOLDEN RING MIDDLE	93.5246		2005-2006	GOLDEN RING MIDDLE	93.0757	
2004-2005	GROUP LEARNING CENTR	93.2355		2005-2006	GROUP LEARNING CENTR	91.982	
2004-2005	HEREFORD MIDDLE	96.2348	Yes	2005-2006	HEREFORD MIDDLE	96.3854	Yes
2004-2005	HOLABIRD MIDDLE	92.704		2005-2006	HOLABIRD MIDDLE	94.3669	Yes
2004-2005	LANSDOWNE MIDDLE	94.324	Yes	2005-2006	LANSDOWNE MIDDLE	95.4088	Yes
2004-2005	LOCH RAVEN TECH ACAD	93.7539		2005-2006	LOCH RAVEN TECH ACAD	93.7156	
2004-2005	MEADOWWOOD EDUC CTR	94.2449	Yes	2005-2006	MEADOWWOOD EDUC CTR	91.0394	
2004-2005	MIDDLE RIVER MIDDLE	94.0788	Yes	2005-2006	MIDDLE RIVER MIDDLE	94.5016	Yes
2004-2005	OLD COURT MIDDLE	93.6117		2005-2006	OLD COURT MIDDLE	94.0525	Yes
2004-2005	PARKVILLE MIDDLE	95.3504	Yes	2005-2006	PARKVILLE MIDDLE	94.7785	Yes
2004-2005	PERRY HALL MIDDLE	95.7986	Yes	2005-2006	PERRY HALL MIDDLE	96.0038	Yes
2004-2005	PIKESVILLE MIDDLE	94.2256	Yes	2005-2006	PIKESVILLE MIDDLE	94.4156	Yes
2004-2005	PINE GROVE MIDDLE	95.5095	Yes	2005-2006	PINE GROVE MIDDLE	95.7417	Yes
2004-2005	RIDGELY MIDDLE	96.3297	Yes	2005-2006	RIDGELY MIDDLE	96.4112	Yes
2004-2005	SOUTHWEST ACADEMY	96.4681	Yes	2005-2006	SOUTHWEST ACADEMY	95.2907	Yes
2004-2005	SPARROWS PT MIDDLE	94.7907	Yes	2005-2006	SPARROWS PT MIDDLE	94.8224	Yes
2004-2005	STEMMERS RUN MIDDLE	93.012		2005-2006	STEMMERS RUN MIDDLE	93.4266	
2004-2005	SUDBROOK MAGNET MDL	96.789	Yes	2005-2006	SUDBROOK MAGNET MDL	96.5854	Yes
2004-2005	WOODLAWN MIDDLE	92.775		2005-2006	WOODLAWN MIDDLE	94.1406	Yes
2004-2005	TOTAL SCHOOLS MET	19 / 28	67.9%	2005-2006	TOTAL SCHOOLS MET	21 / 28	75.0%

School_Year	School	Attendance	Met State Standard
2006-2007	ARBUTUS MIDDLE	94.7473	Yes
2006-2007	CATONSVILLE MIDDLE	95.8267	Yes
2006-2007	COCKEYSVILLE MIDDLE	96.0361	Yes
2006-2007	DEEP CREEK MIDDLE	94.6385	Yes
2006-2007	DEER PARK MID/MAGNET	95.2673	Yes
2006-2007	DUMBARTON MIDDLE	96.3141	Yes
2006-2007	DUNDALK MIDDLE	93.9044	
2006-2007	FRANKLIN MIDDLE	95.8794	Yes
2006-2007	GEN JOHN STRICKER MI	93.0567	
2006-2007	GOLDEN RING MIDDLE	93.2052	
2006-2007	GROUP LEARNING CENTR	90.1509	
2006-2007	HEREFORD MIDDLE	96.5878	Yes
2006-2007	HOLABIRD MIDDLE	94.8438	Yes
2006-2007	LANSDOWNE MIDDLE	94.0687	Yes
2006-2007	LOCH RAVEN TECH ACAD	94.9791	Yes
2006-2007	MEADOWWOOD EDUC CTR	93.7121	
2006-2007	MIDDLE RIVER MIDDLE	95.0229	Yes
2006-2007	OLD COURT MIDDLE	95.5109	Yes
2006-2007	PARKVILLE MIDDLE	95.1083	Yes
2006-2007	PERRY HALL MIDDLE	95.8318	Yes
2006-2007	PIKESVILLE MIDDLE	95.0249	Yes
2006-2007	PINE GROVE MIDDLE	96.1227	Yes
2006-2007	RIDGELY MIDDLE	96.8381	Yes
2006-2007	SOUTHWEST ACADEMY	94.5178	Yes
2006-2007	SPARROWS PT MIDDLE	94.5184	Yes
2006-2007	STEMMERS RUN MIDDLE	93.2034	
2006-2007	SUDBROOK MAGNET MDL	96.9191	Yes
2006-2007	WINDSOR MILL MIDDLE	93.824	
2006-2007	WOODLAWN MIDDLE	93.9508	
2006-2007	TOTAL SCHOOLS MET	21 / 29	72.4%

School_Year	School	Attendance	Met State Standard
2002-2003	CARVER CTR ARTS TECH	95.5663	Yes
2002-2003	CATON CTR ALT STUDY	82.2335	
2002-2003	CATONSVILLE HIGH	95.1737	Yes
2002-2003	CHESAPEAKE HIGH	90.9434	
2002-2003	DULANEY HIGH SCHOOL	95.071	Yes
2002-2003	DUNDALK HIGH SCHOOL	90.8037	
2002-2003	EASTERN TECH HIGH	97.0988	Yes
2002-2003	EVENING HIGH SCHOOLS	91.9686	
2002-2003	FRANKLIN HIGH	94.6005	Yes
2002-2003	HEREFORD HIGH	96.2199	Yes
2002-2003	KENWOOD HIGH SCHOOL	94.1539	Yes
2002-2003	LANSDOWNE HIGH	92.5073	
2002-2003	LOCH RAVEN HIGH	95.5034	Yes
2002-2003	MILFORD MILL ACADEMY	90.152	
2002-2003	OVERLEA HIGH	93.8305	
2002-2003	OWINGS MILLS HIGH	92.9805	
2002-2003	PARKVILLE HIGH	93.5552	
2002-2003	PATAPSCO HIGH SCHOOL	92.8514	
2002-2003	PERRY HALL HIGH	95.1892	Yes
2002-2003	PIKESVILLE HIGH	93.9567	
2002-2003	RANDALLSTOWN HIGH	92.5017	
2002-2003	SPARROWS POINT HIGH	93.591	
2002-2003	TOWSON HIGH SCHOOL	94.5017	Yes
2002-2003	WESTERN SCH/TECHNOL	96.8035	Yes
2002-2003	WOODLAWN HIGH	88.4937	
2002-2003	TOTAL SCHOOLS MET	11 / 25	44.0%

School_Year	School	Attendance	Met State Standard
2003-2004	CARVER CTR ARTS TECH	95.456	Yes
2003-2004	CATON CTR ALT STUDY	84.41	
2003-2004	CATONSVILLE HIGH	94.9741	Yes
2003-2004	CHESAPEAKE HIGH	90.2335	
2003-2004	DULANEY HIGH SCHOOL	94.477	Yes
2003-2004	DUNDALK HIGH SCHOOL	88.9536	
2003-2004	EASTERN TECH HIGH	97.2246	Yes
2003-2004	EVENING HIGH SCHOOLS	92.5346	
2003-2004	FRANKLIN HIGH	94.426	Yes
2003-2004	HEREFORD HIGH	95.6646	Yes
2003-2004	KENWOOD HIGH SCHOOL	93.6395	
2003-2004	LANSDOWNE HIGH	92.2222	
2003-2004	LOCH RAVEN HIGH	95.1735	Yes
2003-2004	MILFORD MILL ACADEMY	90.2835	
2003-2004	NEW TOWN HIGH	93.4794	
2003-2004	OVERLEA HIGH	93.8307	
2003-2004	OWINGS MILLS HIGH	92.4547	
2003-2004	PARKVILLE HIGH	92.9587	
2003-2004	PATAPSCO HIGH SCHOOL	92.3227	
2003-2004	PERRY HALL HIGH	94.4695	Yes
2003-2004	PIKESVILLE HIGH	94.1667	Yes
2003-2004	RANDALLSTOWN HIGH	91.0112	
2003-2004	SPARROWS POINT HIGH	92.742	
2003-2004	TOWSON HIGH SCHOOL	94.1591	Yes
2003-2004	WESTERN SCH/TECHNOL	96.9212	Yes
2003-2004	WOODLAWN HIGH	87.983	
2003-2004	TOTAL SCHOOLS MET	11 / 26	42.3%

School_Year	School	Attendance	Met State Standard
2004-2005	CARVER CTR ARTS TECH	95.3544	Yes
2004-2005	CATON CTR ALT STUDY	85.1021	
2004-2005	CATONSVILLE HIGH	94.7882	Yes
2004-2005	CHESAPEAKE HIGH	91.5133	
2004-2005	DULANEY HIGH SCHOOL	94.6146	Yes
2004-2005	DUNDALK HIGH SCHOOL	89.5051	
2004-2005	EASTERN TECH HIGH	97.3341	Yes
2004-2005	EVENING HIGH SCHOOLS	91.8119	
2004-2005	FRANKLIN HIGH	94.1726	Yes
2004-2005	HEREFORD HIGH	95.638	Yes
2004-2005	KENWOOD HIGH SCHOOL	93.3282	
2004-2005	LANSDOWNE HIGH	91.4557	
2004-2005	LOCH RAVEN HIGH	94.9491	Yes
2004-2005	MILFORD MILL ACADEMY	91.0257	
2004-2005	NEW TOWN HIGH	93.4536	
2004-2005	OVERLEA HIGH	93.2477	
2004-2005	OWINGS MILLS HIGH	92.2271	
2004-2005	PARKVILLE HIGH	92.6957	
2004-2005	PATAPSCO HIGH SCHOOL	91.5145	
2004-2005	PERRY HALL HIGH	94.6622	Yes
2004-2005	PIKESVILLE HIGH	93.2576	
2004-2005	RANDALLSTOWN HIGH	91.0103	
2004-2005	SPARROWS POINT HIGH	92.5717	
2004-2005	TOWSON HIGH SCHOOL	94.6244	Yes
2004-2005	WESTERN SCH/TECHNOL	96.4834	Yes
2004-2005	WOODLAWN HIGH	88.5902	
2004-2005	TOTAL SCHOOLS MET	10 / 26	38.5%

School_Year	School	Attendance	Met State Standard	School_Year	School	Attendance	Met State Standard
2005-2006	CARVER CTR ARTS TECH	95.1616	Yes	2006-2007	CARVER CTR ARTS TECH	95.2915	Yes
2005-2006	CATON CTR ALT STUDY	87.7024		2006-2007	CATON CTR ALT STUDY	93.4513	
2005-2006	CATONSVILLE HIGH	95.158	Yes	2006-2007	CATONSVILLE HIGH	95.6254	Yes
2005-2006	CHESAPEAKE HIGH	91.3839		2006-2007	CHESAPEAKE HIGH	92.0668	
2005-2006	DULANEY HIGH SCHOOL	95.8201	Yes	2006-2007	DULANEY HIGH SCHOOL	95.4928	Yes
2005-2006	DUNDALK HIGH SCHOOL	91.0157		2006-2007	DUNDALK HIGH SCHOOL	90.4546	
2005-2006	EASTERN TECH HIGH	97.3323	Yes	2006-2007	EASTERN TECH HIGH	97.2726	Yes
2005-2006	EVENING HIGH SCHOOLS	90.208		2006-2007	EVENING HIGH SCHOOLS	89.4556	
2005-2006	FRANKLIN HIGH	93.9108		2006-2007	FRANKLIN HIGH	94.1598	Yes
2005-2006	HEREFORD HIGH	95.5929	Yes	2006-2007	HEREFORD HIGH	96.2253	Yes
2005-2006	KENWOOD HIGH SCHOOL	92.6024		2006-2007	KENWOOD HIGH SCHOOL	93.4484	
2005-2006	LANSDOWNE HIGH	89.2269		2006-2007	LANSDOWNE HIGH	90.0612	
2005-2006	LOCH RAVEN HIGH	94.4348	Yes	2006-2007	LOCH RAVEN HIGH	94.4095	Yes
2005-2006	MILFORD MILL ACADEMY	86.7345		2006-2007	MILFORD MILL ACADEMY	88.4461	
2005-2006	NEW TOWN HIGH	92.5061		2006-2007	NEW TOWN HIGH	91.5202	
2005-2006	OVERLEA HIGH	93.1469		2006-2007	OVERLEA HIGH	92.7024	
2005-2006	OWINGS MILLS HIGH	92.6536		2006-2007	OWINGS MILLS HIGH	93.0072	
2005-2006	PARKVILLE HIGH	92.5729		2006-2007	PARKVILLE HIGH	92.3012	
2005-2006	PATAPSCO HIGH SCHOOL	91.9025		2006-2007	PATAPSCO HIGH SCHOOL	92.5323	
2005-2006	PERRY HALL HIGH	94.5617	Yes	2006-2007	PERRY HALL HIGH	94.1467	Yes
2005-2006	PIKESVILLE HIGH	95.0615	Yes	2006-2007	PIKESVILLE HIGH	92.7147	
2005-2006	RANDALLSTOWN HIGH	90.131		2006-2007	RANDALLSTOWN HIGH	91.661	
2005-2006	SPARROWS POINT HIGH	93.5886		2006-2007	SPARROWS POINT HIGH	94.1702	Yes
2005-2006	TOWSON HIGH SCHOOL	94.6454	Yes	2006-2007	TOWSON HIGH SCHOOL	94.7989	Yes
2005-2006	WESTERN SCH/TECHNOL	96.4395	Yes	2006-2007	WESTERN SCH/TECHNOL	96.6126	Yes
2005-2006	WOODLAWN HIGH	87.4934		2006-2007	WOODLAWN HIGH	85.8424	
2005-2006	TOTAL SCHOOLS MET	10 / 26	38.5%	2006-2007	TOTAL SCHOOLS MET	11 / 26	42.3%

Year	Prof_ELL	Prof_FARM	Prof_GT	Prof_SPED	LAS_ELL	LAS_FARM	LAS_GT	LAS_SPED	% LEP	% FARM	% GT	% SPED
2006	414	199	33	12	521	262	34	28	79.5%	76.0%	97.1%	42.9%
2007	534	243	46	10	678	336	47	38	78.8%	72.3%	97.9%	26.3%

Prof columns are number of students satisfying the criteria by the end of the 4th year
LAS Columns are total number of students taking LAS Links test

Year	ProfCount	LASCount	%
2006	414	521	79.5%
2007	534	678	78.8%

ProfCount is number of students satisfying the criteria by the end of the 4th year
LASCount is total number of students taking LAS Links test

Year	Race/Ethni	ProfCount	LASCount	%
2007	American Ir	4	4	100.0%
2006	Asian	199	250	79.6%
2007	Asian	283	338	83.7%
2006	African Am	55	63	87.3%
2007	African Am	57	77	74.0%
2006	White	58	68	85.3%
2007	White	63	71	88.7%
2006	Hispanic	102	140	72.9%
2007	Hispanic	127	188	67.6%

ProfCount is number of students satisfying the criteria by the end of the 4th year
LASCount is total number of students taking LAS Links test

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

	Chart	2.2.7	2.2.5	2.2.3	2.2.1
2002-2003	Basic	0	0	276	423
	Proficient	0	0	130	137
	Advanced	0	0	24	7
	Prof + Adv	0	0	154	144
	Total Tests	0	0	430	567
	% Prof + Adv	/0	/0	35.81%	25.40%
	All Performance Levels	0	0	430	567
2003-2004	Basic	0	0	320	401
	Proficient	0	0	224	257
	Advanced	0	0	54	19
	Prof + Adv	0	0	278	276
	Total Tests	0	0	598	677
	% Prof + Adv	/0	/0	46.49%	40.77%
	All Performance Levels	0	0	598	677
2004-2005	Basic	0	31	295	305
	Proficient	0	5	254	258
	Advanced	0	0	53	21
	Prof + Adv	0	5	307	279
	Total Tests	0	36	602	584
	% Prof + Adv	/0	13.89%	51.00%	47.77%
	All Performance Levels	0	36	602	584
2005-2006	Basic	85	68	306	323
	Proficient	31	22	325	301
	Advanced	20	3	64	46
	Prof + Adv	51	25	389	347
	Total Tests	136	93	695	670
	% Prof + Adv	37.50%	26.88%	55.97%	51.79%
	All Performance Levels	136	93	695	670
2006-2007	Basic	113	44	290	349
	Proficient	59	11	445	404
	Advanced	16	1	109	63
	Prof + Adv	75	12	554	467
	Total Tests	188	56	844	816
	% Prof + Adv	39.89%	21.43%	65.64%	57.23%
	All Performance Levels	188	56	844	816

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

	Test Taken as values		Algebra	English 2	Math	Reading
American Indian	2002-2003	Basic	0	0	4	3
		Proficient	0	0	0	1
		Advanced	0	0	1	0
		Prof + Adv	0	0	1	1
		Total Tests	0	0	5	4
		% Prof + Adv	/0	/0	20.00%	25.00%
		All Performance Levels	0	0	5	4
	2003-2004	Basic	0	0	1	1
		Proficient	0	0	2	2
		Advanced	0	0	0	0
		Prof + Adv	0	0	2	2
		Total Tests	0	0	3	3
		% Prof + Adv	/0	/0	66.67%	66.67%
		All Performance Levels	0	0	3	3
	2004-2005	Basic	0	0	1	0
		Proficient	0	0	0	1
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	1
		Total Tests	0	0	1	1
		% Prof + Adv	/0	/0	0.00%	100.00%
		All Performance Levels	0	0	1	1
	2005-2006	Basic	0	0	1	2
		Proficient	0	0	1	0
		Advanced	0	0	0	0
		Prof + Adv	0	0	1	0
		Total Tests	0	0	2	2
		% Prof + Adv	/0	/0	50.00%	0.00%
		All Performance Levels	0	0	2	2
	2006-2007	Basic	0	0	0	0
		Proficient	0	0	2	2
		Advanced	0	0	0	0
		Prof + Adv	0	0	2	2
		Total Tests	0	0	2	2
		% Prof + Adv	/0	/0	100.00%	100.00%
		All Performance Levels	0	0	2	2
	All School Years		0	0	13	12
Asian	2002-2003	Basic	0	0	92	180
		Proficient	0	0	79	78
		Advanced	0	0	20	5
		Prof + Adv	0	0	99	83
		Total Tests	0	0	191	263
		% Prof + Adv	/0	/0	51.83%	31.56%
		All Performance Levels	0	0	191	263
	2003-2004	Basic	0	0	109	170
		Proficient	0	0	119	127
		Advanced	0	0	47	13
		Prof + Adv	0	0	166	140
		Total Tests	0	0	275	310
		% Prof + Adv	/0	/0	60.36%	45.16%

	Test Taken as values		Algebra	English 2	Math	Reading
		All Performance Levels	0	0	275	310
	2004-2005	Basic	0	16	104	126
		Proficient	0	4	124	114
		Advanced	0	0	36	13
		Prof + Adv	0	4	160	127
		Total Tests	0	20	264	253
		% Prof + Adv	/0	20.00%	60.61%	50.20%
		All Performance Levels	0	20	264	253
	2005-2006	Basic	27	30	78	110
		Proficient	16	11	157	136
		Advanced	13	1	49	32
		Prof + Adv	29	12	206	168
		Total Tests	56	42	284	278
		% Prof + Adv	51.79%	28.57%	72.54%	60.43%
		All Performance Levels	56	42	284	278
	2006-2007	Basic	36	23	46	83
		Proficient	26	6	180	170
		Advanced	13	0	79	44
		Prof + Adv	39	6	259	214
		Total Tests	75	29	305	297
		% Prof + Adv	52.00%	20.69%	84.92%	72.05%
		All Performance Levels	75	29	305	297
	All School Years		132	93	1,319	1,401
African American	2002-2003	Basic	0	0	53	68
		Proficient	0	0	9	10
		Advanced	0	0	0	1
		Prof + Adv	0	0	9	11
		Total Tests	0	0	62	79
		% Prof + Adv	/0	/0	14.52%	13.92%
		All Performance Levels	0	0	62	79
	2003-2004	Basic	0	0	62	60
		Proficient	0	0	17	27
		Advanced	0	0	2	0
		Prof + Adv	0	0	19	27
		Total Tests	0	0	81	87
		% Prof + Adv	/0	/0	23.46%	31.03%
		All Performance Levels	0	0	81	87
	2004-2005	Basic	0	7	50	45
		Proficient	0	1	30	33
		Advanced	0	0	1	2
		Prof + Adv	0	1	31	35
		Total Tests	0	8	81	80
		% Prof + Adv	/0	12.50%	38.27%	43.75%
		All Performance Levels	0	8	81	80
	2005-2006	Basic	15	14	57	52
		Proficient	5	3	48	46
		Advanced	0	0	1	4
		Prof + Adv	5	3	49	50
		Total Tests	20	17	106	102

	Test Taken as values		Algebra	English 2	Math	Reading
		% Prof + Adv	25.00%	17.65%	46.23%	49.02%
		All Performance Levels	20	17	106	102
	2006-2007	Basic	28	12	60	60
		Proficient	10	0	60	57
		Advanced	1	0	5	5
		Prof + Adv	11	0	65	62
		Total Tests	39	12	125	122
		% Prof + Adv	28.21%	0.00%	52.00%	50.82%
		All Performance Levels	39	12	125	122
	All School Years		62	39	455	470
White	2002-2003	Basic	0	0	43	61
		Proficient	0	0	25	22
		Advanced	0	0	2	0
		Prof + Adv	0	0	27	22
		Total Tests	0	0	70	83
		% Prof + Adv	/0	/0	38.57%	26.51%
		All Performance Levels	0	0	70	83
	2003-2004	Basic	0	0	43	51
		Proficient	0	0	30	34
		Advanced	0	0	4	5
		Prof + Adv	0	0	34	39
		Total Tests	0	0	77	90
		% Prof + Adv	/0	/0	44.16%	43.33%
		All Performance Levels	0	0	77	90
	2004-2005	Basic	0	4	26	33
		Proficient	0	0	39	36
		Advanced	0	0	13	4
		Prof + Adv	0	0	52	40
		Total Tests	0	4	78	73
		% Prof + Adv	/0	0.00%	66.67%	54.79%
		All Performance Levels	0	4	78	73
	2005-2006	Basic	5	8	29	28
		Proficient	3	4	38	38
		Advanced	6	1	10	7
		Prof + Adv	9	5	48	45
		Total Tests	14	13	77	73
		% Prof + Adv	64.29%	38.46%	62.34%	61.64%
		All Performance Levels	14	13	77	73
	2006-2007	Basic	6	0	25	35
		Proficient	9	1	46	40
		Advanced	2	1	15	6
		Prof + Adv	11	2	61	46
		Total Tests	17	2	86	81
		% Prof + Adv	64.71%	100.00%	70.93%	56.79%
		All Performance Levels	17	2	86	81
	All School Years		31	19	388	400
Hispanic	2002-2003	Basic	0	0	84	111
		Proficient	0	0	17	26
		Advanced	0	0	1	1

	Test Taken as values		Algebra	English 2	Math	Reading
		Prof + Adv	0	0	18	27
		Total Tests	0	0	102	138
		% Prof + Adv	/0	/0	17.65%	19.57%
		All Performance Levels	0	0	102	138
	2003-2004	Basic	0	0	105	119
		Proficient	0	0	56	67
		Advanced	0	0	1	1
		Prof + Adv	0	0	57	68
		Total Tests	0	0	162	187
		% Prof + Adv	/0	/0	35.19%	36.36%
		All Performance Levels	0	0	162	187
	2004-2005	Basic	0	4	114	101
		Proficient	0	0	61	74
		Advanced	0	0	3	2
		Prof + Adv	0	0	64	76
		Total Tests	0	4	178	177
		% Prof + Adv	/0	0.00%	35.96%	42.94%
		All Performance Levels	0	4	178	177
	2005-2006	Basic	38	16	141	131
		Proficient	7	4	81	81
		Advanced	1	1	4	3
		Prof + Adv	8	5	85	84
		Total Tests	46	21	226	215
		% Prof + Adv	17.39%	23.81%	37.61%	39.07%
		All Performance Levels	46	21	226	215
	2006-2007	Basic	43	9	159	171
		Proficient	14	4	157	135
		Advanced	0	0	10	8
		Prof + Adv	14	4	167	143
		Total Tests	57	13	326	314
		% Prof + Adv	24.56%	30.77%	51.23%	45.54%
		All Performance Levels	57	13	326	314
	All School Years		104	40	994	1,031
Unknown	2002-2003	Basic	0	0	0	0
		Proficient	0	0	0	0
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	0
		Total Tests	0	0	0	0
		% Prof + Adv	/0	/0	/0	/0
		All Performance Levels	0	0	0	0
	2003-2004	Basic	0	0	0	0
		Proficient	0	0	0	0
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	0
		Total Tests	0	0	0	0
		% Prof + Adv	/0	/0	/0	/0
		All Performance Levels	0	0	0	0
	2004-2005	Basic	0	0	0	0
		Proficient	0	0	0	0

Test Taken as values			Algebra	English 2	Math	Reading
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	0
		Total Tests	0	0	0	0
		% Prof + Adv	/0	/0	/0	/0
		All Performance Levels	0	0	0	0
2005-2006		Basic	0	0	0	0
		Proficient	0	0	0	0
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	0
		Total Tests	0	0	0	0
		% Prof + Adv	/0	/0	/0	/0
		All Performance Levels	0	0	0	0
2006-2007		Basic	0	0	0	0
		Proficient	0	0	0	0
		Advanced	0	0	0	0
		Prof + Adv	0	0	0	0
		Total Tests	0	0	0	0
		% Prof + Adv	/0	/0	/0	/0
		All Performance Levels	0	0	0	0

3.1				
fyEOY	Total Teachers	Highly Qualified	Not Highly Qualified	% HQ
2003	7423.5	6710	716	90.4%
2004	7132	6411	721	89.9%
* 2005	7167	6236	931	87.0%
2006	6957	6534	423	93.9%
2007	7120	6779	341	95.2%

* - Year changed from Professional Certification to Highly Qualified

fyEOY	Para Professionals	Highly Qualified	Not Highly Qualified	% HQ
2003	1018	459	559	45.1%
2004	1012	617	395	61.0%
2005	946	762	184	80.5%
2006	956	847	109	88.6%
2007	981	905	76	92.3%

3.3				
fyEOY	Total Teachers	Highly Qualified	Not Highly Qualified	% HQ
2003	235	75	160	31.9%
2004	239	138	101	57.7%
2005	247	196	51	79.4%
2006	237	198	39	83.5%
2007	250	236	14	94.4%

3.4				
fyEOY	Total Teachers	Highly Qualified	Not Highly Qualified	% HQ
2003	232.4	166.4	66.8	71.6%
2004	198	154	44	77.8%
2005	241	203	38	84.2%
2006	192	187	5	97.4%
2007	231	224	7	97.0%

Year	Conference		
	Participating	Total Schools	%
2003	161	161	100.0%
2004	161	161	100.0%
2005	161	161	100.0%
2006	162	163	99.4%
2007	163	164	99.4%
Year	**E-Plan**		
	Participating	Total Schools	%
2003	161	161	100.0%
2004	161	161	100.0%
2005	161	161	100.0%
2006	163	163	100.0%
2007	163	163	100.0%
Year	**Security**		
	Participating	Total Schools	%
2003	95	161	59.0%
2004	135	161	83.9%
2005	141	162	87.0%
2006	143	163	87.7%
2007	150	164	91.5%

Year		American Indian	Asian	African American	White	Hispanic	Total
2003	Graduated	30	338	2,108	4,482	103	7,061
	Graduated + Dropouts	37	348	2,380	5,112	127	8,004
	% Graduated	81.1	97.1	88.6	87.7	81.1	88.2
2004	Graduated	38	322	2,315	4,586	130	7,391
	Graduated + Dropouts	52	359	2,702	5,305	168	8,586
	% Graduated	73.1	89.7	85.7	86.4	77.4	86.1
2005	Graduated	48	361	2,363	4,295	123	7,190
	Graduated + Dropouts	63	390	2,787	5,075	166	8,481
	% Graduated	76.2	92.6	84.8	84.6	74.1	84.8
2006	Graduated	42	387	2,422	4,326	150	7,327
	Graduated + Dropouts	55	425	2,978	5,155	187	8,875
	% Graduated	76.4	91.1	81.3	83.9	80.2	82.6
2007	Graduated	24	350	2,574	4,307	160	7,415
	Graduated + Dropouts	33	389	3,153	5,101	225	8,901
	% Graduated	72.7	90.0	81.6	84.4	71.1	83.3

Year		American Indian	Asian	African American	White	Hispanic	Total
2003	Drop Count	10	36	326	704	44	1,120
	Enrollment	201	1,585	11,686	20,946	718	35,136
	% Dropout	5	2.3	2.8	3.4	6.1	3.2
2004	Drop Count	12	40	591	885	55	1,583
	Enrollment	192	1,640	12,906	21,263	815	36,816
	% Dropout	6.2	2.4	4.6	4.2	6.7	4.3
2005	Drop Count	12	36	661	882	45	1,636
	Enrollment	206	1,676	13,619	20,981	841	37,323
	% Dropout	5.8	2.1	4.9	4.2	5.4	4.4
2006	Drop Count	12	39	629	832	48	1,560
	Enrollment	188	1,678	14,380	20,609	962	37,817
	% Dropout	6.4	2.3	4.4	4	5	4.1
2007	Drop Count	13	23	546	657	51	1,290
	Enrollment	198	1,695	15,016	19,981	1,078	37,968
	% Dropout	6.6	1.4	3.6	3.3	4.7	3.4

Year	CompletedCount	GraduatedCount	%
2003	5685	7113	79.9%
2004	5643	7441	75.8%
2005	6281	7240	86.8%
2006	6404	7372	86.9%
2007	6233	7472	83.4%
Year	CompletedCount	GraduatedCount	%
2003	4106	7113	57.7%
2004	4467	7441	60.0%
2005	5352	7240	73.9%
2006	5528	7372	75.0%
2007	5343	7472	71.5%
Year	CompletedCount	GraduatedCount	%
2003	3438	7113	48.3%
2004	2263	7441	30.4%
2005	2729	7240	37.7%
2006	2680	7372	36.4%
2007	2582	7472	34.6%
Year	CompletedCount	GraduatedCount	%
2003	1859	7113	26.1%
2004	1087	7441	14.6%
2005	1800	7240	24.9%
2006	1804	7372	24.5%
2007	1692	7472	22.6%

	University of Maryland or Career and Technology Percentage of Students Meeting the Requirements				
	2003	**2004**	**2005**	**2006**	**2007**
STUDENT GROUP					
FARM	590 / 835	650 / 1,015	785 / 1,021	1,107 / 1,373	1,109 / 1,434
Gifted and Talented	1,975 / 2,275	2,260 / 2,558	2,395 / 2,524	2,624 / 2,803	2,694 / 2,917
LEP	4 / 16	1 / 11	2 / 11	4 / 12	5 / 16
Special Education	361 / 557	417 / 615	340 / 480	352 / 516	357 / 546
RACE/ETHNICITY					
American Indian	25 / 30	28 / 35	27 / 49	28 / 42	19 / 24
Asian	251 / 342	227 / 326	294 / 363	306 / 388	269 / 352
African American	1,574 / 2,128	1,532 / 2,335	1,985 / 2,381	2,040 / 2,444	2,027 / 2,598
White	3,760 / 4,509	3,774 / 4,606	3,875 / 4,324	3,917 / 4,347	3,790 / 4,337
Hispanic	75 / 104	82 / 139	100 / 123	113 / 151	128 / 161
	University of Maryland Percentage of Students Meeting the Requirements				
	2003	**2004**	**2005**	**2006**	**2007**
STUDENT GROUP					
FARM	339 / 835	421 / 1,015	588 / 1,021	876 / 1,373	855 / 1,434
Gifted and Talented	1,870 / 2,275	2,191 / 2,558	2,363 / 2,524	2,571 / 2,803	2,643 / 2,917
LEP	3 / 16	1 / 11	1 / 11	2 / 12	5 / 16
Special Education	71 / 557	91 / 615	111 / 480	130 / 516	125 / 546
RACE/ETHNICITY					
American Indian	13 / 30	16 / 35	21 / 49	20 / 42	15 / 24
Asian	220 / 342	211 / 326	268 / 363	282 / 388	249 / 352
African American	912 / 2,128	1,086 / 2,335	1,651 / 2,381	1,765 / 2,444	1,728 / 2,598
White	2,912 / 4,509	3,100 / 4,606	3,326 / 4,324	3,364 / 4,347	3,238 / 4,337
Hispanic	49 / 104	54 / 139	86 / 123	97 / 151	113 / 161
	Career and Technology Percentage of Students Meeting the Requirements				
	2003	**2004**	**2005**	**2006**	**2007**
STUDENT GROUP					
FARM	443 / 835	361 / 1,015	465 / 1,021	596 / 1,373	588 / 1,434
Gifted and Talented	597 / 2,275	379 / 2,558	500 / 2,524	558 / 2,803	584 / 2,917
LEP	1 / 16	0 / 11	1 / 11	3 / 12	0 / 16
Special Education	329 / 557	354 / 615	267 / 480	271 / 516	280 / 546
RACE/ETHNICITY					
American Indian	19 / 30	17 / 35	17 / 49	17 / 42	10 / 24
Asian	95 / 342	47 / 326	80 / 363	80 / 388	82 / 352
African American	1,211 / 2,128	733 / 2,335	981 / 2,381	942 / 2,444	917 / 2,598
White	2,061 / 4,509	1,425 / 4,606	1,603 / 4,324	1,592 / 4,347	1,524 / 4,337
Hispanic	52 / 104	41 / 139	48 / 123	49 / 151	49 / 161
	University of Maryland and Career and Technology Percentage of Students Meeting the Requirements				
	2003	**2004**	**2005**	**2006**	**2007**
STUDENT GROUP					
FARM	192 / 835	132 / 1,015	268 / 1,021	365 / 1,373	334 / 1,434
Gifted and Talented	492 / 2,275	310 / 2,558	468 / 2,524	505 / 2,803	533 / 2,917
LEP	0 / 16	0 / 11	0 / 11	1 / 12	0 / 16
Special Education	39 / 557	28 / 615	38 / 480	49 / 516	48 / 546
RACE/ETHNICITY					
American Indian	7 / 30	5 / 35	11 / 49	9 / 42	6 / 24
Asian	64 / 342	31 / 326	54 / 363	56 / 388	62 / 352
African American	549 / 2,128	287 / 2,335	647 / 2,381	667 / 2,444	618 / 2,598
White	1,213 / 4,509	751 / 4,606	1,054 / 4,324	1,039 / 4,347	972 / 4,337
Hispanic	26 / 104	13 / 139	34 / 123	33 / 151	34 / 161

BLUEPRINT FOR PROGRESS REPORT ON RESULTS FOR SCHOOL YEAR 2006-2007

Performance Indicator	Total Schools	Yes	No	Percentage
6.1	163	163	0	100.0%
6.2	163	151	12	92.6%
6.3	163	163	0	100.0%
6.4	163	161	2	98.8%
6.5	163	163	0	100.0%
6.6	163	163	0	100.0%

PERFORMANCE GOALS

Performance Goal 1 - By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Goal 2 - By 2012, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Goal 3 - By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4 - All students will be educated in school environments that are safe and conducive to learning.

Performance Goal 5 - All students will graduate from high school.

Performance Goal 6 - Engage parents/guardians, business, and community members in the educational process.

Performance Goal 7 - Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision making process.

Performance Goal 8 - All students will receive a quality education through the efficient and effective use of resources and the delivery of business services.